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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-4; Issue-2: 2022 (March-April, 2022) 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

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The Influence of Interpersonal Conflict, Job Stress, and Work Life Balance on Employee Turnover Intention

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Abstract

Staff providing services to clients is a common feature of the private sector. To remain competitive, the private sector must maintain high-quality and consistent services. The aim of this study to analyze the influence of interpersonal conflict, job stress, and work life balance on employee turnover intention. Quantitative research was applied to measure the current study. A random sampling method was used to gather data. The researchers distribute 120 questionnaires. 112 questionnaires were received but only 104 questionnaires were valid. The findings revealed that the value B for Interpersonal conflict factor is .611 (.611>0.01) therefore first research hypothesis was supported. The value B for Job stress factor is .599 (.599<0.01) therefore second research hypothesis was supported. The value B for Work life balance factor is .643 (.643>0.01) therefore third research hypothesis was supported. Although the literature shows that turnover has a negative impact on many organizations, this study provides evidence that this relationship has an impact on the pesticide sector in this region.

Keywords— Employee Turnover Intention, Interpersonal Conflict, Job Stress, Work Life Balance.

I. INTRODUCTION

Every organization's most valuable asset is its people. Human interaction is critical because organizations are made up of people, not technology or structure. A consulting firm assesses high human development indices for the best-performing businesses. People nowadays are more burdened to maintain a balance between their personal and professional lives in order to maintain high performance (Park et al., 2020). Work-family conflicts are on the rise in today's world, and they are not limited to a single organization. The conflict has negative consequences, particularly in Asian countries such as the KRG, which is a collectivist society. Work and family are two of the most important aspects of our daily lives, and they have a significant impact on our understanding of human nature. Researchers have known for a long time that these variables have a correlation that leads to conflict. Work-family conflict occurs when the demands of one role interfere with one's ability to meet the demands of another role in another domain (Chuan-Chiew et al., 2018). Work-family issues have become increasingly important in the modern world for employees, families, and organizations, as little time for family responsibilities and obligations increases job stress at the home-work interface. Work-family conflict is a type of inter-role conflict in which the role pressures from each

domain are in some way incompatible (Aboobaker & Edward, 2020). Work-family conflicts arise when the expectations of one domain are incompatible with the demands of the other domain. As a potential job stressor, the conflictive interface between home and work (Mullen et al., 2018). The nature and direction of work-family conflict, hypothesizes that time-based work interferes with family and family interferes with work, i.e., concluded that employees experiencing job stress leads to turnover (Wood et al., 2020).

Since the private sector is labor intensive, high employee turnover rates have been a constant and difficult challenge for private sector human resource management because low retention rates increase organizational costs, compromising organizations' competitive advantage (Raharjo et al., 2019). How to improve employees' organizational commitment and boost top employee retention is a major task for today's hospitality industry. Internships have become a major source of labor for entry-level positions in the hospitality industry due to staff shortages. According to research, internships help students transition from school to the workplace by providing them with hands-on experience, improving their professional competence, and expanding their employment opportunities. Internships reduce labor

costs and burdens in the private sector (Hutagalung et al., 2020).

Employees are valuable assets to the organization, and the company makes every effort to keep key performers on board. As a result, clothing companies offer attractive benefits to their employees such as competitive salaries, transportation, and medical care, among other things. Employee turnover, on the other hand, is a critical issue in maintaining the industry's competitive advantages (Afzal et al., 2021). As a result, turnover is a serious threat to the organization's productivity.

Job stress is a part of everyone's existence, and everyone goes through a cycle of job stress in their daily lives. It becomes a threat when a person encounters it at work, so it becomes a critical concern for both the employer and the employees. There are many theories and definitions of job stress because it is a difficult topic to address, and the level of job stress varies from person to person, with the same person reacting differently in the same situation and different people reacting the same way in different situations (Yildiz et al., 2021). Job stress, according to the author, is a psychological and physiological state that occurs in a specific environment. Job stress occurs when a person experiences pressure, tension, or any other negative emotion such as anxiety or anger (Jiang & Shen, 2018).

An organization's success is heavily reliant on its employees. If there is a risk of employees quitting, the organization will suffer long-term consequences of this major challenge. High turnover has a negative impact on the organization's cost and profitability (Hassan, 2014). According to Gim & Ramayah, (2020), a job stressed situation occurs when a person suffers from mental and physical illness as a result of unfavorable circumstances. They also mentioned noise, dim lighting at work, high job demands, role overload, role ambiguity, lack of sleep and time pressure, and everyday workload, contradictory demands, insufficient resources to perform well, inability to make decisions, and conflicts. All of these job stress dimensions lead to dissatisfaction, poor health, and high job stress. KRG is a developing country that relies on agriculture. Following that, 70% of its population is engaged in private sectors, which contributes significantly to national income. Pesticides are considered a backbone in agriculture, and Punjab is famous for its agriculture because the majority of the population is engaged in this profession, and employees in the pesticides sector are always busy developing and introducing new and effective products. The majority of employees in this sector work in the field and interact with employees. This industry has an impact on people, food commodities, the environment, and the economy. Previous studies on turnover have focused on the

dissimilar factors that cause turnover before addressing the issues of how to retain employees so that the turnover rate can be reduced. The organizations depleted a high cost of employee retention. Previous research has also classified the various factors that influence turnover. According to current literature, there is a plentiful and growing source of information about job stress and turnover. Rather than investigating the unfavorable impact of job stress on employee turnover, a good reason is to discover or investigate the impact of job stress on the intention to leave the organization (Holland et al., 2019). The fast-paced world and ever-changing environment in private sector organizations necessitate a low turnover rate for successful operations at a low cost. Managing multiple roles across multiple domains increases interpersonal and intrapersonal conflicts among employees, which can lead to Interpersonal conflict (Zahra et al., 2018). Interpersonal conflict, according to the researchers, creates a path to labor turnover and has a positive relationship with Turnover Intention (TI) (Pathak, 2018). However, Alias et al., (2018) discovered that interpersonal conflict has no effect on employee turnover intention. As a result, there are contradictory arguments. It was discovered that any disruption between work and family causes worker dissatisfaction. This dissatisfaction may eventually influence his desire to leave his current job (turnover intention). Work job stress, in addition to work-life balance, can have an impact on a worker's job satisfaction. Work job stress, according to Perumal et al., (2018), is a feeling of dijob stress felt by workers in the face of their work that can be triggered by working conditions, excessive burdens, and interpersonal relationships with colleagues. High levels of work job stress result in a strong desire to leave the workplace (Perumal et al., 2018). Job satisfaction, like work job stress, is regarded as an important predictor and has a significant inverse relationship with turnover intention (Navajas-Romero et al., 2020). Adequate flexibility can solve the problem of work-life balance (Lestari et al., 2021), because the goal of flexible work arrangements is to improve inter-role conflict, which will attract workers, particularly those who face competing demands (Irawanto et al., 2021). Work-life balance policies aid in job stress reduction (Saerang et al., 2020). Organizations should implement policies that assist employees in balancing their work and personal lives (Kim & Kim, 2021). The greater the physical/psychological symptoms and turnover intentions, the greater the work-family imbalance. Many prominent researchers have linked work-family conflict to a variety of problems, including domestic violence, poor physical activity, poor eating habits, poor emotional health, excessive drinking, substance abuse among women (Vasumathi et al., 2019). Work-family conflict is a type of inter-role conflict in which work

and family demands are mutually incompatible, making it difficult to meet demands from both domains, resulting in job stress, which is essentially a form of unpleasant emotion that has the potential to increase employee turnover rate. According to Giao et al., (2020), work-family conflict by explaining the conditions under which spillover between the work micro system and the family micro system is positive or negative. For example, if work-family interactions are rigidly structured in time and space, spillover in terms of time, energy, and behavior is generally negative.

Many studies have been conducted to demonstrate the impact of work-life balance, job stress, and job satisfaction on turnover intention. The majority of the research was conducted in the private sector. Because of the unique characteristics of KRG anti-corruption institutions, this research was conducted to determine whether there were similarities in results with previous research or differences due to the uniqueness of the research object's characteristics. Conflict theorists frequently assume that conflict is a natural, functional, dysfunctional, and inherent human and organizational relationship phenomenon (Son & Ham, 2020). Interpersonal conflict is a source of job stress that has an impact on organizational outcomes. Along with organizational outcomes, interpersonal conflict can have a negative impact on employee attitudes and behaviors (Haar & Brougham, 2020). According to the conceptual model of Zhou & Gao, (2020), interpersonal conflict is a job stressor that is consistently related to organizational politics Job stress. The essence of this association is that politics is a self-serving behavior that can endanger the self-interest of others. Conflict occurs when a threat is met with retaliation. The presence of conflict is an essential component of organizational politics Job stress (Viegas & Henriques, 2021). Based on conceptual frameworks (Chang et al., 2019), this study aims to empirically investigate the relationship between these job stressors (interpersonal conflict and Job stress of organizational politics) and job attitudes and behaviors. Extensive research has been conducted on two important constructs: conflict and organizational politics Job stress. Conflict is a phenomenon that has an impact on almost every level and process in an organization (Fadillah et al., 2022). Politics, on the other hand, is a widespread phenomenon in almost every organization. Conflicts have negative consequences and are harmful to both individuals and organizations. Job stress of organizational politics have negative consequences that are harmful to both individuals and organizations. Conflict can be both functional and dysfunctional. Organizational politics is both functional and dysfunctional in nature. This resemblance between two constructs demonstrates their close relationship (Li et al., 2021). The primary goal of my research thesis is to identify any potential relationships

between these two important variables, as well as to investigate the conflict-politics outcome, to see how the two constructs influence attitudes and behaviors such as job stress, intention to quit, interpersonal and organizational workplace deviance (Gragnano et al., 2020).

Many researchers have paid attention to workplace turnover. Managers and researchers regard turnover as a problem due to the costs associated with it (Mohd Pauzi et al., 2021). According to Califf & Brooks, (2020) discovered that the impact of turnover on a business can be quite costly in a variety of ways. Replacing a long-tenured manager is quite visible; however, replacing a manager, particularly one who is marginally effective, has positive effects that outweigh the cost. Increased working hours, according to Gholitabar et al., (2020), are a source of work job stress and intentions to leave. Since the arrival of multinational corporations in our country, research has served as a pillar. Interpersonal conflict has a significant impact on turnover intentions because marketing executives perceive it to be difficult and complex to handle both situations effectively. Job stress has both positive and negative aspects (Thevanes & Harikaran, 2020). Job stress has been linked to lower worker and organizational performance by Van der Heijden et al., (2018) discovered a positive relationship between emotional exhaustion and intention to leave, whereas Ola et al., (2019) believe job stress is a major cause of employee disability. Because the difficulty of balancing work and family demands has grown rapidly, many people see family-friendly policies as an important attraction and retention strategy. Those who try to leave work job stress at work or keep lingering job stress to themselves; job stress is likely to have a pernicious effect on emotional balance (Cho et al., 2019).

II. LITERATURE REVIEW

Interpersonal conflict

Interpersonal conflict is regarded as a significant source of job stress in organizational settings. Interpersonal conflict has been linked to a variety of negative outcomes in employees as a work job stressor, including an increase in the prevalence of psychosomatic issues (Amalia & Zakiy, 2021). According to Panojan et al., (2019), when attempting to improve employees' Job stresses of their jobs, there should be a focus on both interpersonal relationships between colleagues and interpersonal relationships between superiors and subordinates. According to Ludiya, (2018) general theory of social relations, Communal Sharing relationships, one of four models of social relations, hold that when individuals share certain characteristics, identification with those characteristics causes them to be kind and altruistic toward one another. People are

predisposed to seek this type of identification and perceive certain obligations to be entailed by it (Els et al., 2021). People feel closer to and want to be treated well by those with whom they share personal characteristics, according to a similar viewpoint. As a result, conflict is more likely to occur between people who have different cultural backgrounds, attitudes, values, Job stresses, and so on (Bontrager et al., 2021). According to Donovan et al. (1998), the quality of interpersonal relationships between workers and managers has a direct impact on job satisfaction and intention to leave. Al Doghan, (2020) concluded that there is a significant positive relationship between interpersonal conflict and cynicism, and a significant negative relationship between knowledge sharing and cynicism in their study "the effect of interpersonal conflict and knowledge sharing on organizational cynicism. Moquin et al., (2019) discovered that workplace cynicism and a high turnover rate have strong positive relationships in their study of "The relationships among Organizational Cynicism, Job Insecurity, and Turnover Intention.

Interpersonal conflict is commonly defined as the parties' awareness of differences, contradictory desires, and interpersonal incompatibilities (Romeo et al., 2020). Conflict is defined by Andrade et al., (2021) as a specific type of social interaction process between parties who have mutually exclusive or incompatible values. Park et al., (2020) examined a multidimensional framework for conflicts that included Emotional versus Intellectual, compromise versus win, and task versus interpersonal conflict. Chuan-Chiew et al., (2018) distinguished conflict based on the substance of the assignment and the interpersonal relationship. Interpersonal conflict is defined as a disagreement between two people who believe they have incompatible goals. Conflict and its consequences Job stress is another important construct in this study. When key responsibilities are delegated to individuals who lack the necessary authority, job stress ensues (Aboobaker & Edward, 2020). Job stress occurs when an employee feels embarrassment in an organization. When work demands exceed the individual's belief in their ability to manage, the individual becomes job stressed. Job stress is caused by job stressors (both individual and organizational), which result in negative physical, psychological, or physiological reactions (Mullen et al., 2018). Conflict is one of seven situational job stressors. Work and nonwork conflict increase job stress in the workplace and affect employees' attitudes and behaviors. According to Wood et al., (2020), one factor that causes job stress in an organization is work conflict, and work conflict is significantly related to job stress. Interpersonal conflict is the result of inter-personal incompatibility, which typically includes affective factors

such as friction, tension, animosity, and impatience (Raharjo et al., 2019). According to this argument, workplace job stress can be caused by interpersonal conflict. The purpose of this study is to conduct an empirical investigation into the relationship between interpersonal conflict and job stress. As a result, this study hypothesizes that interpersonal conflict is related to job stress in a positive way.

Workplace deviance, according to Hutagalung et al., (2020), is voluntary behavior of organizational members that violates significant organizational norms, endangering the well-being of the organization and/or its members. Organizational deviance is a reaction to vexing job stressors, which can include social, financial, and working conditions. Deviant behavior occurs when an individual or group in an organization violates or breaks the rules, traditions, or internal regulations. Workplace deviance, Aggressive Behavior, Counterproductive Behavior, and Anti-social Behavior are some of the terms used by researchers to describe these behaviors (Afzal et al., 2021). According to Yildiz et al., (2021) framework, workplace deviance is classified into two types: interpersonal workplace deviance and organizational workplace deviance. Individuals and employees of an organization who engage in deviant behaviors such as sexual harassment and verbal and physical aggression are examples of interpersonal deviance behavior. While organizational deviance is defined as behavior between employees and organizations that engages in activities such as theft, putting in little effort at work, and sabotage. When members of an organization face conflict, they may exhibit deviant behavior (Jiang & Shen, 2018). It is difficult for professionals to avoid conflicts in an organization because they can lead to employees engaging in deviant behavior.

The intention to quit is another important construct in this study. The decision to leave an organization is defined as an employee's intention to quit. Employees may leave an organization voluntarily or involuntarily (for a variety of reasons): voluntarily turnover may be due to an unfavorable work environment, greater or career objectives, or more appealing financial sources, whereas involuntary turnover is typically from an employer or organizational side. Involuntary turnover can occur when an organization wishes to terminate an employee due to incompatibility or retire an employee due to old age; death is also included in involuntary turnover (Gim & Ramayah, 2020). Employee turnover has significant consequences. When an employee leaves an organization, the organization is responsible for the costs of selecting, recruiting, and training the new employee. Employee turnover has indirectly lowered morale among remaining employees and resulted in a loss of social capital. Employee turnover is difficult to quantify,

especially when the employee is a high performer with a high level of knowledge and skill (Holland et al., 2019). One goal of my research is to look into the factors that influence a person's decision to quit smoking; interpersonal conflict could be one of these factors. The literature strongly supports the existence of a positive relationship between interpersonal conflict and intention to quit. This study is an attempt to delve deeper into the relationship between interpersonal conflict and intention to quit (Zahra et al., 2018).

Interpersonal conflict, according to Pathak, (2018), is informal, ostensibly parochial, typically divisive, and above all, in the technical sense, illegitimate – sanctioned neither by formal authority, accepted ideology, nor certified expertise. Alias et al., (2018) associated politics with conflict and referred to it as the political arena. Perumal et al., (2018) identified seven political factors: power acquisition, hidden motive, conflict, acting against organization, formal, informal, and illegal behavior. According to Mallika & Das, (2020), there are controversies in defining the concept of politics, and there is no general or basic definition that explains the complexity of this concept. However, Navajas-Romero et al., (2020) argue that politics is a three-dimensional construct. Lestari et al., (2021) defined three dimensions: first, general political behavior," in which individuals engage in self-serving behaviors to achieve desired outcomes; second, go along to get ahead, in which individuals remain silent and act passively for their own benefit; and third, "go along to get ahead. Third, pay and promotion policies," which involve individuals who are involved in policy implementation and react politically in the decision-making process (Irawanto et al., 2021). When the collective demands of an individual's two roles are incompatible, interpersonal conflict occurs. As a result, participation in one role makes participation in the other role more difficult. According to Saerang et al., (2020), conflict occurs when time devoted to the requirements of one role, strain from participating in a role, or specific behaviors required by a role make fulfilling the requirements of another difficult. There are various types of interpersonal conflict that arise from various sources. According to Kim & Kim, (2021), the most significant interpersonal conflict arises from complex workplace issues such as managing change, supervisory and technical competencies, leadership, roles and accountability, and so on.

Interpersonal conflict studies have primarily focused on the conflict between people's work and other life roles. The interpersonal conflict that occurs when work roles conflict with family roles and family related roles conflict with work roles. The concept of "work-life balance" meant different things to different people. It is widely acknowledged that there is a clear relationship between interpersonal conflict

and work-life balance. Because achieving work-life balance is dependent on managing or reducing conflict among various roles (Vasumathi et al., 2019).

Job Stress

Job stress is defined as the body's nonspecific response to a stimulus or event (Giao et al., 2020). Job stress is defined as pressure or anguish resulting from difficult situations (Son & Ham, 2020). Job stress refers to workers' inability to adapt to their jobs and, as a result, involves some biological and psychological reaction (Haar & Brougham, 2020). Several studies on job stress have been conducted on various occupations. Job stress on family life may arise from both the schedule and the content of work, according to (Zhou & Gao, 2020), while (Viegas & Henriques, 2021) believe it is unavoidable. It has a negative impact on both the individual and the organization. It prepares the body for defense. Work overload has a strong influence on work exhaustion and causes a variety of diseases sooner or later. Three scales measuring general job stress, emotional job stress, and social job stress with their consequences are included in general job stress. Job stress is caused by a misalignment of expectations between management and customers (Chang et al., 2019). According to Fadillah et al., (2022), reducing job stress increases employee productivity. Job stress can increase turnover. Job stress is a type of unpleasant emotion that, according to Li et al., (2021), has the potential to increase employee turnover. According to Gragnano et al., (2020), "increased withdrawal of retained employees would be evident in job dissatisfaction, resulting in low job commitment, or works job stress as a result of increasing job tension, or a combination representing both dissatisfaction and job stress. According to Mohd Pauzi et al., (2021), work load increases due to large duties, insufficient staffing, and additional work handed down by management, workers become more job stressed and thus quit, particularly during critical incidents. According to Califf & Brooks, (2020), job-related tension has a causal impact on job satisfaction, which influences turnover intentions. According to Gholitabar et al., (2020), emotional exhaustion increases turnover intention, whereas work satisfaction decreases turnover intention. Thevanes & Harikaran,(2020) discovered a significant relationship between job stress levels and intention to quit. Job stress and its effects on psychiatric symptoms are also linked to an employee's proclivity to quit. Increased job stress leads to increased employee turnover intentions. Job stress is related to the intention to leave one's current job. Job stress has a significant positive effect on turnover intentions (Van der Heijden et al., 2018).

Job stress is defined as an emotional and psycho-physiological reaction to noxious and aversive aspects of

work, work environments, and work organizations. It is a state characterized by high levels of arousal and job stress, as well as feelings of helplessness. Job stress is a nonspecific bodily reaction to a stimulus or event. Job stress can also be defined as pressure or anguish caused by difficult situations (Ola et al., 2019). Job stress is defined as workers' inability to adapt to their jobs and, as a result, involves some biological and psychological reactions. Job-related stress has a direct effect on job satisfaction, which in turn influences turnover intentions. Similarly, emotional exhaustion increases turnover intention, whereas work satisfaction decreases turnover intention. Many studies have also found a link between job stress and poor worker and organizational performance. Many studies have been conducted to investigate the positive relationship between job stress and intention to leave. Additional work burdened by management causes more job stress among employees, and as a result, they quit, especially during critical incidents. Emotional exhaustion increases turnover intention, whereas work satisfaction decreases turnover intention (Cho et al., 2019). Job stress and its effects on psychiatric symptoms are also linked to an employee's proclivity to quit. Job stress is related to the intention to leave one's current job. The amount of job stress has a significant positive effect on intention to leave. The resource theory conversation is a supporting theory in the relationship of work-family conflict and turnover intentions via job stress as a mediator. According to this theory, people strive to protect and build resources such as objects (money, house), conditions (quality of one's roles, external support), energies (time and vigor), and personal characteristics (beliefs such as a positive outlook). When these resources are lost or threatened, psychological job stress develops, which eventually leads to high turnover intentions. Similarly, in the opinion of, job stress has a significant positive effect on turnover intentions (Amalia & Zakiy, 2021). Furthermore, work-family conflict causes job stress, which leads to high turnover intentions.

Over the years, many theories about job stress have been developed by various researchers, and these theories provide various frameworks for understanding job stress and its various features or dimensions. All of these theories have one thing in common: they all explain job stress as "an active and powerful process operating between an individual and his or her environment." Some factors that contribute to job stress include increasing education level, work-life balance, work environment, marital status, financial constraint, job insecurity, lack of control, and poor time management. These specific factors are linked to the intention to quit (Panojan et al., 2019). Ludiya, (2018) defined job stress as a model consisting of emotional and psychological states or reactions that occur in response to a

requirement within or outside the organization. As a result, these demands become job stressors, which cause job stress because the demands and situations become out of one's control and threaten. As a result, job stress is the result of a mismatch between one's expectations and one's actual working conditions. In other words, it is defined as the gap between professional demands and people's ability to meet them.

Els et al., (2021) defined job stress as a mismatch between the environment and the individual, as well as an interaction between the situation and the individual. Job stress occurs when an individual is unable to cope with the demands and pressures of his or her job. Job stress varies from person to person and situation to situation. Human beings react to job stress both physically and mentally; for example, if a person feels a situation negatively, it creates job stress in his/her mind, whereas a person does not get job stressed if he/she feels a situation positively. Bontrager et al., (2021) conducted a study on the occupational job stress index. They claimed that job stress occurs when the demands of the job become uncontrollable and the employees are unable to cope with them. Workloads have an impact on employees' well-being, time, and vigor. As the number of employees grows, they are unable to strike a balance between mental and physical health and personal or impersonal issues. Long working hours, interpersonal conflicts, workplace environments, Interpersonal conflict, employment status, job demand, job control, and participation in decision making are all examples of job stressors. All of these job stressors have a negative impact on employees' intention to leave their jobs (Al Doghan, 2020).

Moquin et al., (2019) investigated the impact of occupational job stress on employee turnover. Job stress is a physical and psychological state that occurs in a variety of situations and can be regarded as an important aspect of a person. They attempted to show, using literature, that job stress has a negative impact on employees' personal lives. Employee productivity, self-esteem, and performance all suffer as a result of job stress. They studied the private sector because job stress is high in this sector. The results are measured using principal component factor analysis. It is investigated whether employees who are affected by occupational job stress intend to change jobs. Furthermore, turnover intention is regarded as an interpreter of genuine turnover. Because of the high level of job stress, turnover intentions are high. Job stress stems from a variety of sources and factors, including difficulties at home, with tasks, pay, and unfair treatment, inconsistency with job conscientiousness, organizational culture, and a lack of support (Romeo et al., 2020).

Work-Life Balance

Work-life balance is defined as a type of inter-role conflict in which work and family demands are mutually incompatible, making it difficult to meet demands from both domains (Andrade et al., 2021). This conflict has an impact on psychological functioning (Schieman, McBrier & Gundy, 2003). Employers who emphasize the importance of work-life policies, according to Park et al., (2020), send a signal throughout the organization that work-life issues are important. Work-life policies are artifacts or top-level indicators of an organization that prioritize work over family or family over work. According to Chuan-Chiew et al., (2018) turnover is an important issue for organizations, and friendly work life policies to reduce turnover. Aboobaker & Edward, (2020) also supports friendly policies to reduce turnover, while Mullen et al., (2018) found no significant relationship between interpersonal conflict and turnover intentions. Organizations are looking for policies that can be implemented to reduce turnover. Some researchers in KRG, for example, Wood et al., (2020), have recently attempted to emphasize the importance of work life policies. Work-life programs are efficient in improving attitudes and effective in reducing work-family conflict. Companies are becoming more aware of the importance of work-life balance and are implementing more accommodating work-life policies. High turnover rates jeopardize continuity of care and jeopardize workers' ability to perform critical case management functions. The most effective organizational responses to work-family conflict and turnover are those that combine work-family policies with other human resource practices, such as work redesign and commitment-enhancing incentives. Work-Life balance is an important business strategy for reducing employee turnover and improving overall firm performance. More adaptability can help to solve the problem of work-life balance (Raharjo et al., 2019). Because the goal of flexible work arrangements is to improve inter-role conflict, it also seems reasonable to assume that flexible arrangements will be appealing to workers, particularly those facing competing demands. Work-life balance policies aid in job stress reduction (Hutagalung et al., 2020). While Afzal et al., (2021) regards it as a precursor to organizational commitment. Implement such changes in your organization that fulfill the basic policies and requirements of employees, so that the turnover intentions ratio can be easily reduced. Organizations must design and implement benefits and policies to assist employees in balancing work and life (e.g., flexible work schedules, dependent care supports).

Work-life balance has been found to be very important in attracting and retaining talent in recent years. Work-life balance refers to an employee's ability to strike a balance between work, home, and other responsibilities. Work-life

balance is defined as achieving satisfactory experiences in all areas of life. To achieve satisfying experiences in all domains of life, personal resources such as energy, time, and commitment must be distributed evenly across all domains. If employees' responsibilities, pressures, and obligations at work are too great, or if working hours are too long, and resources are not distributed evenly, they may impair their quality of life and lead to poor physical and mental health. As a result, the employee mentality that must be emphasized in organizational management is work-life balance (Yildiz et al., 2021). Work-life imbalances, according to Holland et al., (2019), can lead to problems such as reduced employee productivity, low morale, lateness, absence, and so on, as well as employee turnover. Employees who can strike a good balance between work and personal life will benefit both the company and themselves in the long run. According to Zahra et al., (2018) work-life balance is defined as individuals' psychological satisfaction, and it can significantly improve self-efficacy. Work-life balance is negatively correlated with the number of overtime hours worked and the individual's working hours. The greater the number of overtime hours and working hours, the more unbalanced work and life will affect the employee's willingness to stay and work productivity. Organizational commitment and growth are critical for an individual's career advancement. It is mandatory for an individual to fulfill societal commitments, social responsibilities, and contribute time to the well-being of society. Commitment to self-development and good health, on the other hand, are required for living a peaceful life. Mismanagement of personal, societal, and organizational commitments can have serious consequences in all three areas. While definitions and explanations vary, work-life balance can be broadly associated with equilibrium, or the maintenance of a general sense of harmony in life. Work-life balance had a significant impact on an employee's overall job satisfaction, organizational commitment, and willingness to stay (Pathak, 2018). Poor work-life balance has a negative impact on employees' health and well-being, as well as the performance of organizations. As a result, an imbalance between work and personal life causes increased job stress, which may lead to increased turnover intention among employees. As a result, employees' ability to achieve work-life balance with organizational support should result in higher job engagement, greater commitment, improved job performance, and a lower turnover rate. Work-life balance, according to these findings, is associated with organizational commitment and influences intention to stay. Furthermore, organizational commitment's positive effect on turnover intention is mediated by organizational

commitment reinforcing work–life balance (Alias et al., 2018).

Turnover Intention

Turnover intention is defined as an individual's desire to leave a company. Turnover intention is broadly defined as an attitudinal (considering leaving), decisional (planning to leave), and behavioral (looking for a new job) process (Perumal et al., 2018). Turnover intention is the conscious desire to seek out other options in other organizations. Employee turnover occurs when employees leave their jobs voluntarily and must be replaced. Many researchers have paid attention to workplace turnover (Mallika & Das, 2020). Managers and researchers regard turnover as a problem due to the costs associated with it. Turnover intentions have been extensively researched in the OB literature. When employee performance is consistently poor, threats or punishment led to many people being fired (involuntary turnover) or being threatened and punished enough to leave (voluntary turnover). Similarly, self-actualization and interpersonal relationships can have a direct impact on employees' affective reactions to their jobs, which in turn influences their intention to leave (Navajas-Romero et al., 2020). Turnover Intentions has a strong positive relationship with interpersonal conflict, according to Lestari et al., (2021). Similarly, turnover intention is positively related to job stress (Irawanto et al., 2021). According to these studies, as job stress levels rise, individuals are more likely to leave their jobs and seek new opportunities, either within the field or in another industry. The rate at which employees leave a company is referred to as turnover. The higher the turnover rate, the higher the cost of recruitment, training, socialization, experience, and so on for organizations. Several behavioral consequences of decreased job involvement, poor performance, and dissatisfaction would result in turnover. Many researchers consider turnover to be an important issue for organizations and advocate for work-life policies that promote a positive work environment. Companies are becoming more aware of the importance of work-life balance and are implementing more accommodating policies. A high turnover rate reduces continuity of care and jeopardizes workers' ability to perform optimal management functions. Many researchers believe that work-life balance policies can help to reduce job stress and turnover intention (Saerang et al., 2020).

Turnover intentions to leave are positively related to turnover. According to Kim & Kim, (2021), job turnover research has focused on the relationship between the intention to leave the organization and the actual leaving. The greater the complementarity, the greater the effect on satisfaction and intentions to leave (turnover intentions). According to Vasumathi et al., (2019), turnover typically

refers to the separation of an employee from the firm. Gao et al., (2020) extended the intent-to-turnover concept to include two internal turnover variables (intent-to-leave the location and intent-to-leave the job) in addition to the more commonly used external turnover measure (intent-to-leave the organization). One of the recent research approaches in the organizational turnover literature has been focusing on the causes of employee intentions to stay or leave. According to Son & Ham, (2020), when employee performance is consistently poor, threats or punishment cause many individuals to be dismissed (involuntary turnover) or threatened and punished enough to leave (voluntary turnover). Similarly, Haar & Brougham, (2020) discovered that self-actualization and interpersonal relationships can directly influence employees' affective reactions to their jobs, which in turn influences their turnover intentions. Turnover is a critical issue for management, particularly in the tight labor markets that characterize the twenty-first century. The emphasis placed on the concept of organizational commitment indicates that it is linked to turnover. Traditional turnover factors such as organizational commitment and work exhaustion were found to be related to turnover intention (Zhou & Gao, 2020). The goal of 'effective turnover management' requires organizations to achieve a high level of sophistication in order to selectively influence the turnover process. According to Viegas & Henriques, (2021), turnover is important because of its relationship with organizational performance. According to Chang et al., (2019), normal worker turnover is beneficial to growth and development. Other research indicates that the best performers are the most likely to leave because external opportunities are plentiful. According to Fadillah et al., (2022), turnover intention does not always result in turnover because a number of other factors enter the equation. Li et al., (2021), assumed that turnover intentions would eventually translate into turnover behavior over time. Several behavioral consequences of decreased job involvement, poor performance, and low job satisfaction would undoubtedly lead to absenteeism and turnover. Although the role of intentions in the turnover process was supported and even highlighted in the study, the direct effect of personal and organizational variables on turnover or intentions was called into question. The preceding study demonstrates the significance of turnover intentions in various labor markets. Management styles differ, and turnover issues could be future research topics (Gragano et al., 2020).

Turnover is a type of behavior that describes the procedures for leaving or replacing employees in an organization. Turnover is not a new concept in management, but it is an important issue in human resource management that piques the interest of public administration and labor relations

practitioners all over the world. As competition heats up, businesses must devise strategies to keep their employees (Mohd Pauzi et al., 2021). According to Califf & Brooks, (2020), turnover intention has been extensively researched and validated, but the turnover intention scale needs to be validated. Turnover is the deliberate decision to leave an organization. It should also be noted that turnover is a deliberate intention or part of an employee's strategy to get out of their current situation. Turnover and job demand have an indirect relationship. When there are a lot of job demands, job stress arises, which leads to intentions to leave. The job resource also increases the likelihood of turnover. Turnover is influenced by a variety of personal and impersonal factors, and a person leaves a job when he or she can easily find another job or has other opportunities. The intention to quit has always had a high cost and a negative outcome. According to Gholitabar et al., (2020), there are a few instruments available in the literature to measure concepts such as absenteeism, turnover, and retention. Some factors, such as rewards, workplace fairness, bullying and harassment, poor management relationships, management support, supervisor, safety and security, coworker relationship, and others, make it easy to predict whether employees will stay or leave. The researcher employed qualitative techniques to identify the factors that influence employees' decisions to stay or leave. Following that, factor analysis is used. According to Thevanes & Harikaran, (2020), turnover is defined as members who leave the organization for opportunities that are more suitable than their current jobs. Employees who leave the organization either on their own initiative or at the request of others cause problems for the organization. The organization suffers a loss of investment in training and selecting such employees. The turnover is the result of coworkers' and supervisors' attitudes and behaviors on the job, and in every state of affairs, the intention of quitting becomes dependent on various factors, and turnover becomes an opposite dependent variable to predict the actual intentions of quitting. The turnover rate rises as the intention to quit rises.

Van der Heijden et al., (2018) used self-concept theory to explain more variation in employee turnover. The personality traits allow the researchers to gain a better understanding of the causes of turnover and the collision of each attribute on it. Following that, she proposed that the individual level of self-concept is positively associated with turnover intent, while the collective level of self-concept is negatively associated. The turnover intention is a person's intention to leave not only the location but also the job, role, and work environment (Ola et al., 2019).

Cho et al., (2019), defined turnover intention as employees' willingness and likelihood of remaining in the organization

by adopting a more positive attitude. Turnover intention focuses not only on retaining an organization's critical talent, but also on instilling positive work behavior in its members. Employee turnover intention, as defined by (Amalia & Zakiy, 2021), is defined as employees' desire to remain members of the organization or their willingness to stay in the organization. Panojan et al., (2019), defined turnover intention as an employee's willingness to remain in the organization after careful consideration. According to Ludiya, (2018), turnover intention refers to employees' willingness to stay in the organization and work with their coworkers. However, Els et al., (2021), argued that turnover intention is concerned with employees' loyalty to their organizations' work conditions and environment, as well as their willingness to continue working with colleagues in their organizations.

Today's business organizations are dealing with a major issue: key employees are leaving the organization. Employee turnover has always been a source of concern for businesses. It is a serious issue, particularly in the field of human resource management. A high level of employee turnover may be detrimental to both the organization and the employee's career (Bontrager et al., 2021). The number of employees who have expressed a desire to leave is causing issues by eroding internal HR strength. The intention of an employee to leave the organization is referred to as TI. In other words, the intention to leave a job precedes the actual departure. As a result, employee retention is a critical component of any company's long-term competitive advantage (Al Doghan, 2020). Moquin et al., (2019) defined three dimensions for TI measurement. Researchers define TI as an attitudinal (considering quitting), decisional (planning to leave), and behavioral (looking for a new job) process. It is critical to keep skilled employees on the job for as long as possible. Employees' TI, according to previous researchers, arises as a result of a role conflict between dual careers. As a result, the organization's employee retention strategy based on a work-life balance approach is critical (Romeo et al., 2020).

III. RESEARCH METHODOLOGY

Research Strategy and Design

The overall strategy used to carry out research that defines a succinct and logical plan to tackle established research questions through data collection, interpretation, analysis, and discussion is referred to as research design. A research design's purpose is to provide a study plan that allows for accurate assessment of cause-and-effect relationships between independent and dependent variables. The traditional controlled experiment is an excellent example of good research design. A well-planned research design helps

ensure that your methods correspond to your research objectives, that you collect high-quality data, and that you use the appropriate type of analysis to answer your questions, using credible sources.

In this study the quantitative research method used to measure the influence of interpersonal conflict, job stress, and work life balance on employee turnover intention. Quantitative research methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data gathered through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data with computational techniques. The goal of quantitative research is to gain a better understanding of the social world. Quantitative methods are used by researchers to observe situations or events that have an impact on people. Quantitative research generates objective data that can be communicated clearly using statistics and numbers. The goal of quantitative research is to gain a better understanding of the social world. Quantitative methods are used by researchers to observe situations or events that have an impact on people. Quantitative research generates objective data that can be communicated clearly using statistics and numbers.

Sample Size

Sampling is the selection of a subset of individuals from a statistical population to estimate characteristics of the entire population in statistics, quality assurance, and survey methodology. Statisticians make an effort to collect samples that are representative of the population under consideration. In general, sampling allows researchers to collect enough data to answer the research question(s) without having to poll the entire population, which saves time and money. The sampling method, however, varies depending on whether the study is quantitative or qualitative. Power analysis (typically using G*Power3 or something similar) and random selection are the two pillars of quantitative sampling. Power analysis is used to calculate the smallest sample size required to ensure that the sample and data are statistically significant. Random sampling is required to ensure that there is no bias and that the sample accurately represents the entire population. It is important to note that for random sampling to work, the sample must be drawn from a known population, so that every Nth person or item can be chosen at random. Qualitative sampling required far fewer participants than quantitative sampling because the goal is data saturation, or when themes begin to repeat within each subsequent participant response during the data analysis phase, rather than statistical significance. The number of participants required for data saturation varies according to experts, but it is usually between 10 and 25. Furthermore, for qualitative data collection, random

sampling is typically not required or appropriate, but rather convenience or purposeful. Purposive appears to be the preferred approach of the two because participants are targeted based on their specific demographics.

When a researcher uses random sampling, he or she ensures that every member of the population being studied has an equal chance of being chosen to participate in the study. Importantly, "the population being studied" does not always refer to the entire population of a country or region. A population, on the other hand, can refer to people who share a common quality or characteristic.

A random sampling method was used to gather data. The researchers distribute 120 questionnaires. 112 questionnaires were received but only 104 questionnaires were valid. The questionnaire was in multiple choice format questions. The respondents were asked to rate each question according to five-point likert, ranging from 1=strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree.

Data collection

Data collection is the process of gathering and measuring information on specific variables in an established system, allowing one to answer pertinent questions and evaluate outcomes. Data collection is an essential component of research in all fields of study, including physical and social sciences, humanities, and business. The primary goal of data collection is to collect information in a measured and systematic manner in order to ensure accuracy and facilitate data analysis. Because the data gathered is intended to provide content for data analysis, the information gathered must be of the highest quality to be valuable. The correct and organized method of obtaining studies is referred to as data collection. It assists you in acquiring the necessary fundamental knowledge of your field of study. It is regardless of whether it is business, governmental, or academic. The data collection process is critical to moving forward with any research or field, whether in science, humanities, or business planning. The research's longevity is jeopardized if the data collected is insufficient and credible. When individuals or organizations begin data collection, they should be prepared to spend countless hours and efforts inefficiently collecting because it appears to be one of the most difficult and critical parts of the job. The data collection process is closely related to one another. The same is true even if the aim or goal does not align. In this study, the mail survey was used to collect the data to examine the influence of the influence of interpersonal conflict, job stress, and work life balance on employee turnover intention. This method of data collection can reach anyone and everyone without any barriers, but it can also be costly, with lag time and data-collection errors.

Conceptual Framework

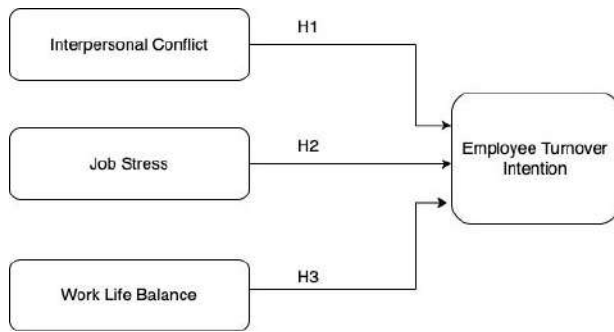


Figure 1: Conceptual Framework

Research Hypotheses

Hypothesis -1-: Interpersonal conflict has a positive and significant influence on employee turnover intention.

Hypothesis -2-: Job stress has a positive and significant influence on employee turnover intention.

Hypothesis -3-: Work life balance has a positive and significant influence on employee turnover intention.

Data Analysis

Table 1: Reliability Statistics

Factors	Cronbach's Alpha	N of Items
Interpersonal conflict	.791	7
Job stress	.816	7
Work life balance	.765	9
Employee turnover intention	.794	10

Table (1) shows the reliability statics analysis. The researchers used four independent factors (Interpersonal conflict, Job stress, and Work life balance) on the other hand, one dependent factor (employee turnover intention). In terms of Interpersonal conflict as independent factor, the Cronbach's Alpha =.791 for 7 items, since (.791<.6) therefore 7 Interpersonal conflict questions were reliable. In terms of Job stress as independent factor, the Cronbach's Alpha =.816 for 7 items, since (.816<.6) therefore 7 Job stress questions were reliable. In terms of Work life balance as independent factor, the Cronbach's Alpha =.765 for 9 items, since (.765<.6) therefore 9 Work life balance questions were reliable. The reliability test for employee turnover intention as dependent factor, the Cronbach's Alpha =.794 for 10 items, since (.794<.6) therefore, 10 employee turnover intention questions were reliable.

Table 2: Correlations Analysis

Items	Pearson Correlation	Interpersonal conflict	Job stress	Work life balance
Interpersonal conflict	Pearson correlation	1	.839**	.872**
	Sig. (2-tailed)		.000	.000
	N	104	104	104
Job stress	Pearson Correlation	.839**	1	.861**
	Sig. (2-tailed)	.000		.000
	N	104	104	104
Work life balance	Pearson Correlation	.872**	.861**	1
	Sig. (2-tailed)	.000	.000	
	N	104	104	104
Customers' behaviour	Pearson Correlation	.595**	.685**	.632**
	Sig. (2-tailed)	.000	.000	.000
	N	104	104	104

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

Table (2) shows the correlation analysis. As mentioned previously four independent factors (Interpersonal conflict, Job stress, and Work life balance) were analyzed and one dependent factor (employee turnover intention). As seen in the above table, the Pearson Correlation for Interpersonal conflict = .595** (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between Interpersonal conflict and employee turnover

intention. The Pearson Correlation for Job stress = .685** (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between Job stress and employee turnover intention. The Pearson Correlation for Work life balance = .632** (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between Work life balance and employee turnover intention.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926a	.858	.853	.28625
a. Predictors: (Constant), Interpersonal conflict, Job stress, Work life balance				

Table (3), shows the value of R square = .858, which indicates that 86% of the variables have been explained.

Table 4: ANOVA

Model		Sum of squares	Df	Mean Square	F	Sig.
	Regression	55.574	4	13.893	169.553	.000b
1	Residual	9.177	112	.082		
	Total	64.751	116			

a. Dependent Variable: Employee turnover intention

b. Predictors: (Constant), Interpersonal conflict, Job stress, Work life balance

Table (4) shows the value of F for four independent factors and a dependent factor is $169.553 > 1$ which indicates there is a significant association between four independent factors and dependent factor.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.345	.179		1.929	.056
	Interpersonal conflict	.611	.092	.619	.739	.000
	Job stress	.599	.075	.604	2.878	.000
	Work life balance	.643	.087	.649	2.121	.000

a. Dependent Variable: Employee Turnover Intention

Table (5) shows multiple regression analysis. As seen the results of multiple regression analysis, the value B for Interpersonal conflict factor is .611 (.611 > 0.01) therefore first research hypothesis was supported. The value B for Job stress factor is .599 (.599 < 0.01) therefore second research hypothesis was supported. The value B for Work life

balance factor is .643 (.643 > 0.01) therefore third research hypothesis was supported.

IV. DISCUSSION

Interpersonal conflict and job stress were found to have positive relationships with turnover intentions in this study.

The findings and data provide empirical support for the facts detailed in the literature review. Since there is no one-size-fits-all solution to the issue of work–life conflict, different policies, practices, and strategies will be required to reduce the work–life conflict investigated in his study (Ali & Anwar, 2021). A company would implement a strategy that would reduce the symptoms of interpersonal conflict and the causes of job stress. Interpersonal conflicts should be investigated in the future, for example, in terms of styles and consequences in different functional areas, as well as across different cultures and countries. This society's cultural differences have collided abruptly. As a result, policies, practices, and organizational strategies differ from one organization to the next. Work overload and work-to-family conflict, according to Abdullah et al., (2017), did not have a significant correlation with turnover intentions in his sample. People do not want to change their current policies, timetables, or daily routines, which leads to turnover intentions. Lack of awareness, as well as a lack of job satisfaction and commitment, leads to a lack of job involvement, which leads to turnover in the long run. According to Hamad et al., (2021), perceiving oneself as more bureaucratic and management as more enthusiastic are related to positive employee outcomes because these views serve to increase an employee's sense of integration with the organization. If every employee is given the opportunity to develop himself and his work within the organization, the turnover ratio will be drastically reduced. Because the work environment is changing, job stress rises. Apparently difficult business plans, organizational new practices, and programs frequently put marketing executives in a stressful state. It is not easy for our marketing executives to maintain a significant amount of resistance at every step. Because if these individuals are job stressed out of their tasks and duties, they will be dissatisfied with their job, the environment of their organization, will not seek their own colleagues satisfactorily, and will thus have an impact on the organizational culture. Individuals who report experiencing at least some job stress in their current position are 25% more likely to intend to quit than those who do not, with the likelihood of intending to quit increasing with increasing job stress (Qader et al., 2021). Marketing executives strive to stay competitive in the market because their sphere of influence is vast and varied. They devise progressive and long-term strategies for achieving customer satisfaction. Being constantly active, progressive, and competitive places mental strain and work-related stress on these individuals. Some people become disappointed and frustrated when they are unable to generate desired revenue. Then they become overly stressed at work and are more likely to leave. Understanding of the organizational environment and the relationship between the members of

the organization is critical for the effective functioning of the areas, including marketing (Hamza et al., 2021). If workers who are frequently exposed to job stress have a high turnover rate and absenteeism, more research on the subject would enable active job stress management policies to be more beneficial to individuals and the economy as a whole (Anwar & Abdullah, 2021).

V. CONCLUSION

The goal of this study was to investigate the negative effects of interpersonal conflict and Job stress of organizational politics, as well as the possible antecedents of behavioral outcomes. By doing so, this study attempted to link different streams of research in organizational behavior such as interpersonal conflict, Job stress of politics, job stress, organizational deviance, interpersonal deviance, and intention to quit. This study broadens the negative consequences of conflict in a variety of ways. For starters, this study provided strong empirical evidence for interpersonal conflict, political Job stress, and outcomes such as workplace deviance, job stress, and intention to quit. Second, by relating interpersonal conflict to Job stresses of politics and job stress, current studies have established that interpersonal conflict in organizations leads to politics and creates job stress, both of which have negative consequences for individuals and the organization. Although there are numerous negative consequences of politics, the important factors that link conflict and politics are rarely investigated. To the best of my knowledge, this is the first study to assess the mediating role of political Job stress in relation to conflict and job outcomes.

The findings revealed that the value B for Interpersonal conflict factor is .611 (.611>0.01) therefore first research hypothesis was supported. The value B for Job stress factor is .599 (.599<0.01) therefore second research hypothesis was supported. The value B for Work life balance factor is .643 (.643>0.01) therefore third research hypothesis was supported. Although the literature shows that turnover has a negative impact on many organizations, this study provides evidence that this relationship has an impact on the pesticide sector in this region. The study also fills a research gap and improves Job stresses of the relationship between turnover intention and work job stress in general. It also contributes to the literature by including a conceptual framework for the relationship between job stress and intention to leave. This impact has not been thoroughly investigated in previous research in the same context, and this study empirically tests it. It is concluded that job stress has an effect on employees' intentions to leave. The findings are also consistent with previous research.

The research gives researchers and practitioners in this field deep insight into the collision of job stressors on employees' turnover intentions and provides a guideline or baseline for the enhancement of various job factors, skills, supervisory support, and work overload. The study is also a source of secondary data for researchers in this field who want to study the effects of job stress in other dimensions on employees' intention to leave. Although the results are valuable, the limitations must be considered. To begin, this study considered a few job stressors such as career opportunities, work relationships, and other job factors such as working hours, working environment, work loads, and managers' assistance. The findings of this study will provide researchers and policymakers with information on the Employees' Turnover Intention and the problems encountered by the Pesticide Sector of Vehari District. This study should only be regarded as an exploratory study to investigate the observable fact of turnover intention in this sector. This study is expected to pave the way for researchers to conduct research in the same settings using different variables to examine the impact of job stress on employees' intention to leave. Existing market drifts in this area may differ from market drifts in other cities, and as a result, employee goals will change. Males make up the majority of our study's respondents, and their turnover intentions differ from those of females. Because intentions vary from society to society, the results will differ if respondents come from different cities and countries. Furthermore, if there are a large number of females, the outcome will be different. The replication of the findings in future studies would provide confirmation of the relationship under investigation.

This study adds to a small but important body of research on the effects of work–life imbalance and burnout on faculty retention and career satisfaction. The findings suggest that academic institutions and organizations should pay close attention to the causes of burnout and associated symptoms, as well as ensure that concrete and proactive approaches and mechanisms are in place to mitigate the effects of psychological job stress and burnout on faculty mental health and wellness, particularly during and after a pandemic. With current nursing practice and faculty workforce shortages, every effort must be made to create healthy work environments in order to retain satisfied and productive faculty, as this has ramifications for the quality of student training, mentoring, and quality research to advance nursing practice globally. Promoting work–life balance and workload management, such as reducing teaching assignments and service commitments, allowing adequate time for research activities, and pausing the tenure clock for pre-tenured faculty, is a good place to start when it comes to improving faculty satisfaction, retention, and

career longevity. According to the study's findings, key implications for reducing employee TI of operational employees in the apparel sector have been identified. Furthermore, these suggestions can be used to reduce the employee's interpersonal conflict and improve their turnover intention. To begin, managers should be aware of employee interpersonal conflict and reduce their work load. Managers must identify employees' work-related issues and provide the best solution for them. Because employees prefer to work with friendly staff and management. An employee with an infant child, for example, dislikes working night shifts. Managers must provide an acceptable and friendly solution to her in this situation. Second, it is preferable to improve employee benefits based on their service time and experiences. The apparel industry offers attractive benefits to their employees based on their performance. Employees in the apparel industry, on the other hand, must work hard to meet their goals. It improves employees' interpersonal conflicts and employee turnover. As a result, the researcher proposed implementing a service period-based benefit system to motivate and retain employees in the organization. Third, it is ideal to establish welfare unions to provide employees with special benefits. Apparel can sometimes be a strategic business unit of a large corporation. In this case, the company can make special offers to its employees via other business units. The company can establish welfare unions to foster relationships among all employees.

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Glossophobia: Fear of Public Speaking Among Senior High School Students of Aliaga National High School

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Abstract

This study entitled “Glossophobia: Fear of Public Speaking Among Grade 11 Senior High School Students in Aliaga National High School” aimed to describe and analyze the components that contribute to the glossophobia among Grade 11 Senior High School students. Furthermore, it sought to determine the significant difference in the components to glossophobia among the students in terms of their profile. It also aimed to create interventions that can be applied to address challenges and issues on glossophobia that the students encountered during public speaking class.

Keywords— *glossophobia, communication apprehension, test anxiety, fear of negative feedback, foreign language anxiety scale*

I. INTRODUCTION

Communication skill is essential for personal and professional success of an individual, and developing this ability is one of the utmost benefits of public speaking. Public speaking is a skill that involves outstanding communication skills, eagerness, and the talent to engage with an audience. A person needs to possess this skill to be able to communicate his message clearly and effectively and increase his self-confidence and help him overcome speech-related anxiety he may experience. Furthermore, as students who are getting ready to start on their chosen career, they should take the opportunity in any activities that develop communication skills in a wider and complete aspect so that communication skills can be fully developed. Students need to put in effort to develop their communication skills to be able to succeed in their chosen profession (Ihmeideh, Ahmad, and Al-Dababneh, 2010).

Public speaking is a vital skill to have and to hone. Without public speaking skill, the ability to progress in this world and in life itself would be nearly impossible. It could affect everyday interactions and it can have an enormous impact on one's career path and one's level of success. Good public speakers are demanded globally because all the profession accessible in this challenging world use English language as means of communication. Speaking is an important component of language development in the context of English as Second Language (ESL) learning. At present,

students cannot communicate orally using English language, for they encounter various problems that hinder their communication and eventually hamper them from being good public speakers.

Moreover, there are some studies which investigated these difficulties encountered by EFL learners. For example, Dil (2009) investigated learners' communication obstacles in English language classroom, and she reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for learners. Hence, investigating these difficulties of the students during classroom discussion, reporting, presentation, debate, and oral defense is significant. There are also indicators of nervousness, trembling of hands and muscles, unsteady position, dry mouth, cracking of voice, faster heart breathing, poor eye contact, and most of the time mind, goes blank during the abovementioned classroom activities.

In relation, it is noteworthy to mention the study of Ali and Nagar (2013) which they cited that fear while speaking in front of public is often characterized as fear of public speaking and nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others. Therefore, consistent manifestations of these difficulties and indicators may affect students' performance.

II. METHODOLOGY

The researchers used quantitative research methods specifically causal-comparative research design. Specifically, quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, & Airasian, 2009). On the other hand, causal-comparative research design sought to find relationships between independent variables after an action or event has already occurred. The researchers' goal was to determine whether the independent variable affected the outcome, or dependent variable, by comparing two or more groups of individuals (Fraenkel, & Wallen, 2009).

III. RESULTS AND DISCUSSIONS

The salient findings of this study are the following:

1. Socio-demographic Profile of the Student-respondents

In terms of age, there were 74.2% student-respondents from ages 15-17 and there were 23.7% ages 18-20 and only 2.1% from ages 21 and above. Most of the respondents were in the usual age required for this grade level.

As to sex, male students (51.60%) slightly outnumbered female students (48.40%).

With regards to strand, the highest number of enrollees were enrolled in HUMSS strand with 60% of respondents followed by TVL strand with 16.30%, followed by STEM and ABM with an equal distribution of 8.40% and the strand that got lowest enrollees came from GAS with 6.80%.

On the exposure to social media, "always" has been recorded with the highest percentage which gave the proof of the students' overrated exposure to social media followed by "sometimes" with 36.2% and the lowest percentage of 3.2% held the answer of "never" been exposed to social media.

2. Components of Glossophobia among the Students in Terms of Communication Apprehension, Test Anxiety and Fear of Negative Feedback

Among the three components of glossophobia, fear of negative feedback reached the highest mean score of 2.83. This was followed by communication apprehension and test anxiety with mean scores of 2.71 and 2.65, respectively. The result also indicated that the students experienced a moderate level of speaking anxiety in their public speaking class. Furthermore, the result implied that students' moderate level

of speaking anxiety in their public speaking class was dominantly affected by component of fear of negative feedback.

3. Difference between the Profile of the Student-respondents and Components of Glossophobia

In terms of age, the present study disclosed that there was no significant difference among the age range of the respondents in terms of communication apprehension, fear of negative feedback, and test anxiety. The null hypothesis "there is no significant difference in the component of glossophobia and demographic profile in terms of their age" was accepted. This implied that the age of the respondents was the same in glossophobia. Thus, age does not have an effect to the glossophobia of the students.

Based on the results, there was a significant difference between male and female respondents in terms of fear of negative feedback, indicating that female was higher than. Sex had an effect to the fear of negative feedback of the students. However, there was no significant difference between male and female respondents in terms of communication apprehension, and test anxiety. This suggested that male and female respondents were the same in communication apprehension and test anxiety. Thus, sex had an effect to the fear of negative feedback of the students.

As the data indicated, there was no significant difference among strands and degree of exposure to social media of the respondents in terms of communication apprehension, test anxiety and fear of negative feedback. It can be denoted that the strands and degree of exposure to social media of the respondents were the same in glossophobia. Strand and degree of exposure to social media do not have an effect to the glossophobia of the students.

IV. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Majority of the student-respondents were aged 15-17, male students slightly dominated the study, and most of them were enrolled in HUMSS. In addition, the data showed that the students had overrated exposure to social media.
2. The findings revealed that the students experienced a moderate level of speaking anxiety in their public speaking class. The students' moderate level of speaking anxiety in their public speaking class was dominantly affected by component of fear of negative feedback.

3. There is no significant difference among age, strand, and exposure to social media of the respondents in terms of communication apprehension, test anxiety, and fear of negative feedback. This means that regardless of their age, strand and degree of exposure to social media they have equal disposition on the components of glossophobia. On the other hand, sex had an impact on the glossophobia of the students under the component of fear of negative evaluation. Females have the greater possibility to feel anxious during public speaking class. Meanwhile, there is no significant difference between male and female respondents in terms of communication apprehension and test anxiety.
4. Based on the findings of the study, the researcher proposed interventions that can be utilized to address the challenges encountered by the students in their public speaking classes.

V. RECOMMENDATIONS

In the light of the findings of the study, the following recommendations were made:

1. Since majority of the students had overrated exposure to social media, teachers may use social media platforms in their public speaking class that will encourage students to use authentic language that they may use in speaking.
2. Coping strategies such as pair and group work, drill method and communicative strategies may be employed to alleviate fear of negative evaluations.
3. Since female students suffered from unfavorable feeling of apprehension specifically in receiving negative evaluation or estimation from peers and teachers than males during their public speaking class, it is recommended that teachers may help female students overcome their anxiety about speaking in public speaking class by providing more opportunities for them to interact in safe groups in which they will feel comfortable.
4. Future researchers may use this study as a springboard for conducting related researches.

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Development and Validation of the International students Adjustment Scale in Turkey

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Abstract

Globalization had attracted millions of students around the world and there is a huge flux of students who are travelling abroad for educational purposes. The aim of these students is to gain education and achieve their dreams. But travelling abroad for education and living in a foreign country is not an easy process. During this educational journey and transition from their home country to host country international students face huge challenges of adaptation and the challenges can be in terms of Academics, socio-cultural, personal, etc. So in order to achieve the main goal of education, International students must adapt to the new environment of the host country. The study aimed to develop validity and reliability of the International adjustment scale in Turkey. A pool of 100 statements was reduced to 35 after validation resulting in five distinct domains of adjustment, such as Academic adjustment (11), Social adjustment (9), Personal adjustment (6), General Living adjustment (4) and Institutional adjustment (3). The multidimensional adjustment was developed and validated for International students in Turkey.

Keywords— International students, Adjustment, adaptation, Reliability, Validity.

I. INTRODUCTION

Globalization is bringing many changes around the World and is revolutionizing education, especially higher education. One of the changes occurring in higher education is the internationalization of universities; It opens its doors to international students from different countries. Following the nature of globalization and changes, universities are committed to internationalization; to open its doors to international students from different countries; in a way, it is forced to compete and take on global roles in the education field. Now, students from many different countries study at universities in different countries around the world. It is foreseen that internationalization will continue to accelerate in universities all over the world in the coming years, both short-term student mobility, long-term student mobility, and the wide spread of international higher education, including joint diploma programs created by universities in different countries, and international students enrolled in a diploma program in a campus other than their own country. The number of international students, which was approximately 800 thousand in the world in the 1970s, reached 4 million by 2012, and in 2017,

there were over 5.3 million international students, up from 2 million in 2000 (UNESCO, 2019). In Turkish higher education, the number of students coming from abroad, which was 5.378 in 1983, was 8 thousand in the early 1990s, 17 thousand in the early 2000s, and 43 thousand in the early 2010s; According to the data of YÖK in 2020, it reached 185 thousand; The implementation of foreign students exam began in 1981 with Turkey to attract international students process is supported by developing different programs and scholarship opportunities (Çetinsaya, 2014: 151). Turkey, in recent years, witnessed an expansion in terms of increasing number of International students. One of the most important indicators of the leap in internationalization, in the higher education system, is that students from abroad come to study for both short-term and long-term, both undergraduate and graduate (master, doctorate) purposes (Özer, 2012). In order to increase the number of International students, the education system need to understand the problems which these international students face in their host country.

International students can face different challenges while studying in a host country (Bai, J. 2016; Wen and Hu

2019). These challenges can be faced in different areas such as differences in academics, culture, society, Language, etc. (Smith & Khawaja, 2011). International students need to adapt and assimilate to the new situation and environment to work effectively and efficiently in new situations. While facing different environment they may face loneliness and homesickness (Zhang & Goodson, 2011), and discrimination (Smith & Khawaja, 2011). Such situations can make adaptation much more difficult and can make the adjustment process harder. Most of these adjustment stressors can lead adaptation problems (Çelik, 2020). In general, international students can face problems in different dimensions such as stress, anxiety, loneliness, maladjustment, health problems, education problems, discrimination and housing, cultural shock, food, language and communication problems, transportation, financial deprivation and insufficiency.

The rationale of the study

To achieve their goal of attaining education, International students must adapt to the new environment in the host country. Every government, concerned institution, and universities try hard to help these international students to make their adjustment process smooth and easy. But still, there can be key areas that might be harder still for International students to adapt and adjust. The rationale of this study is to develop an International adjustment scale that can access different dimensions of international students. The study will try to understand what are the key dimensions and subdimensions of International student adjustment issues in Turkey. According to the Literature, the key dimensions of International student adjustment issues are academics, Socio-culture, personal and financial. The study will try to understand the role of each dimension and how each of these dimensions is influencing the overall adjustment of International students.

II. Methodology

To have a better understanding of the adjustment and develop an effective tool the study used quantitative methodology.

Sample

Firstly, more than 300 international students were reached for the trial application of the developed International Students Adjustment Scale (ISAS). Then, 210 students were subjected to the test-retest method but those who didn't complete the study or didn't fit the criteria were omitted and 162 students left. Then 263 international students were reached in the final application of the scale but, again the participants who didn't fill the survey completely and who didn't fit the criteria were omitted from the research. In the end, 187 participants left for the last part of the research. In conclusion, 349 international students

were included in the research. In the study, 339 students remained after removing the extreme values during the analysis. To understand the adjustment process of international students better and to measure the effects of the language on the adjustment process, specific criteria are defined for participation. The criteria of this research are;

1. Being an international student in higher educational settings in Turkey (prep school, undergraduate, master or Ph.D. level)
2. Being between 18-35 years old.
3. Living in Turkey from at least 4 months to not more than 3 years.
4. Not coming from Turkish speaking countries such as Turkmenistan, Azerbaijan, and Uzbekistan, etc.

When the distribution of the participants is examined according to their ages, it is seen that participants aged 18-24 constitute 67.8% of the total participants, 23.3% between the ages of 25-29, and 8.8% between the ages of 30-35. When data are examined according to gender, it is seen that women constitute 46% of the total individuals and men 54%. The education levels of participants percentage was the preparatory school is 7.7%, undergraduate students is 57.5%, postgraduate students make up 27.4%, and Ph.D. students make up 7.1%. The education level with the highest number of international students is in the undergraduate group. The numbers and percentages of international students' length of stay in Turkey varies from the rate of those staying between 4-12 months is 25.7%, the rate of those staying between 13-23 months is 28.6% and the rate of those staying for 2-3 years is 45.7%.

The accommodation and percentages of international students was found that 54.4% of the students stay at the dormitory, 26.6% of the students stay with their friends, 14.3% of the students stay with their families or some parts of their family like living with sister/brother/cousins, etc., and 4% of those are alone.

Scale Development Process

To develop the scale, the steps listed below were followed. While preparing the steps in the list, 10 steps in the scale development made by Carpenter (2018) were used.

1. The scale development process begins with defining the feature to be measured with the scale comprehensively, determining its boundaries and revealing its features (Aslan, S., & Kan, A. 2021)
2. In this study, a comprehensive literature review was carried out before creating the material pool. DergiPark, ULAKBİM, Google Scholar, YÖK ACADEMIC, National Thesis Center and Web of Science databases were used in the literature review. Between the years of 2005-2020, searches

were carried out with keywords such as "international education, international student, adaptation to higher education, adaptation to higher education, internationalization in education and internationalization in higher education". Thus, the features of the concept/structure to be measured were tried to be determined correctly. With the help of the findings on the literature, an item pool of the scale includes nearly 100 problem statements. Each item was developed within the study.

3. Then, the opinions of experts and intended participants were taken to ensure content validity. Content validity assesses how well the items measure the content they were intended to measure (Creswell, 2014). While designing the expressions, attention was paid to the clarity of item expressions and the appropriateness of items to international students. Some statements were omitted from the scale due to including similar items. To examine the items on the scale, experts and intended participants ranked the items from 1 to 10. After feedback for items was taken, necessary arrangements were done and the highest-scoring sentences were used in the scale, and others were eliminated. Then the number of items on the scale was reduced to 35. The last version of the scale was sent to the experts and intended participants. Then, their opinions were asked again to ensure the items' clarity. After deciding to use the Likert type scale with the items, the scale form to be used in the pilot application was created. Afterward, the sample size was decided and in this study, while 300 participants were initially targeted, 349 participants were reached at the end.
4. The pilot application of the scale was applied to Language students of Ibn Haldun University in 2019 summer. 80 students participated in the pilot application. Then, the data obtained as a result of the pilot application was reviewed. Under the guidance of experts, the test-retest version of the scale was prepared and conducted.
5. Outliers were checked and omitted from the research (Carpenter, 2018).
6. In the field of social sciences, factor analysis is used mostly to ensure construct validity (Büyüköztürk et al., 2012). Construct validity enables items "to measure hypothetical structures or concepts" (Creswell, 2014). In this study,

exploratory factor analysis was used to reveal the factor structure of the scale.

7. To conduct factor analysis, the Kaiser-Meyer-Olkin (KMO) value of the data set must be over 0.60 and the Barlett's chi-square must be statistically significant (Büyüköztürk, 2019) at $p < .05$ (Carpenter, 2018). The statistically significant test result also demonstrates the normality of the scores (Büyüköztürk, 2019).
8. Maximum likelihood was chosen as a factor extraction method.
9. Exploratory factor analysis (EFA) is conducted with 162 students in the test-retest group.
10. The number of factors was determined and factors were rotated. Items on the scale were retained based on the analysis. As a result of the EFA, it was seen that the scale had 5-factor structure.
11. Reliability represents internal consistency, test-retest correlations, and consistency in test administration and scoring (Creswell, 2014). Therefore, test-retest correlations were applied to check whether the scores remained constant in time when the scale was conducted again.

After developing the scale, demographic data, mean and standard deviation values of the scale, and its sub-dimensions were determined. The Pearson test was used in the correlation between the adjustment scale and its sub-dimensions. The whole study was carried out by considering the significance levels of 0.05 and 0.001. After analyzing the data, the results were interpreted with the help of literature.

III. RESULTS

Reliability of Scales and Factor Analysis

In order to develop the scale, a pre-test which consists of 35 questions has been applied to 162 international students. After the results of the pre-test, the reliabilities of the 35 questions have been determined, and then the 20th and 25th questions which reduced the reliability of the scale have been removed. The Cronbach Alpha coefficient obtained from the pre-test was found to be 0.861. In addition, a post-test was carried out to the same participants one month after the pre-test. The Cronbach Alpha coefficient obtained from the post-test was found to be 0.893. The reliability values obtained from the pre-test and post-test after the removal of the 20th and 25th questions are shown in Table 1.1.

Table 1.1. Cronbach Alpha values obtained from the pre-test and the post-test

Reliability Statistics			
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Pre-test	0,861	0,862	33
Post-test	0,893	0,896	33

Reliability analysis is a concept that reveals the consistency of all questions in a survey and their homogeneity in measuring the discussed entity. There is a coefficient of α in the reliability analyzes made. This alpha value means $0 < \alpha < 0.40$ is unreliable, $0.40 < \alpha < 0.60$ low reliability, $0.60 < \alpha < 0.80$ highly reliable, $0.80 < \alpha < 1.00$ high reliability. As a result, ISAS has high reliability.

Factor analysis has been conducted to determine the construct validity and factor structure of the ISAS. The Kaiser-Meyer-Olkin (KMO) value of the scale has been found to be 0,806 which is shown in Table 1.2.

Table 1.2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0,806	
Bartlett's Test of Sphericity	Approx. Chi-Square	3469
	Df	528
	Sig.	0,000

In the factor analysis, the Total Variance Explained table shows how many factors the scale consists of and to what extent these factors measure the phenomenon to be measured. After the factor analysis, it was determined that ISAS consisted of 5 main sub-dimensions and it is shown in Table 1.3. The scree plot graph is shown in Figure 1.1.

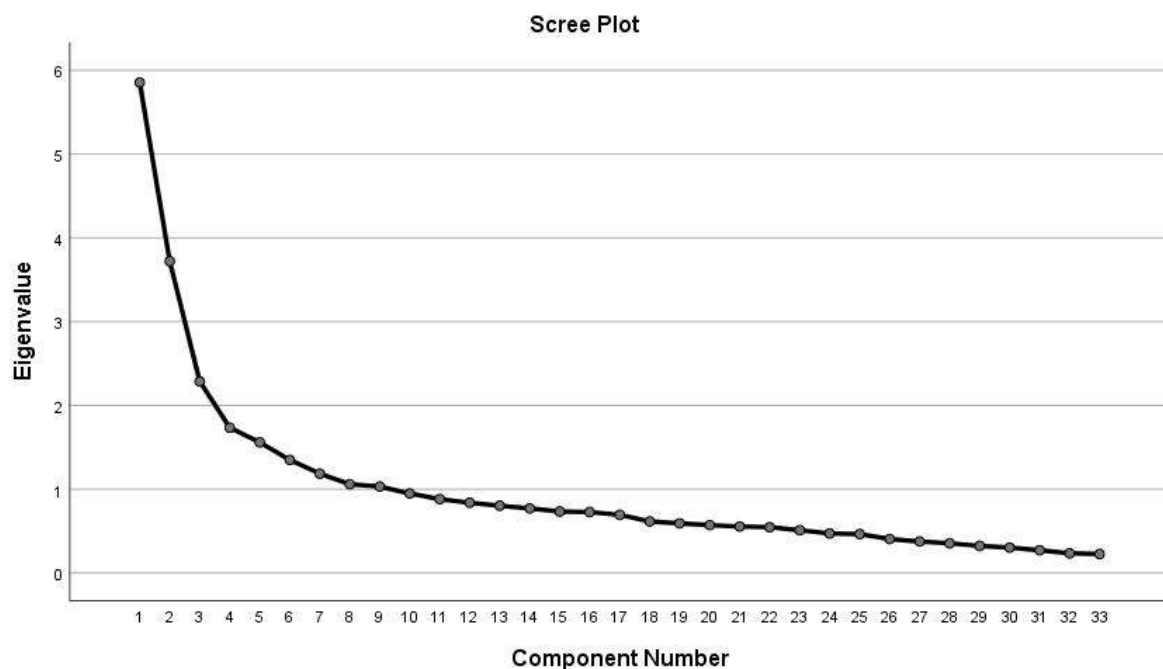


Fig.1.1. The scree plot graph

Table 1.3. Total Variance Explained table and factor groups

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,854	17,740	17,740	5,85	17,74	17,740	4,58	13,894	13,894
2	3,721	11,277	29,017	3,72	11,27	29,017	3,34	10,136	24,030
3	2,286	6,928	35,944	2,28	6,92	35,944	3,00	9,101	33,131
4	1,734	5,254	41,198	1,73	5,25	41,198	2,25	6,825	39,956
5	1,560	4,726	45,925	1,56	4,72	45,925	1,97	5,968	45,925
6	1,350	4,090	50,015						
7	1,186	3,594	53,609						
8	1,060	3,212	56,821						
9	1,032	3,127	59,948						
10	0,949	2,875	62,822						
11	0,881	2,671	65,493						
12	0,839	2,541	68,034						
13	0,803	2,432	70,467						
14	0,771	2,336	72,803						
15	0,734	2,223	75,026						

Extraction Method: Principal Component Analysis.

These fifteen component explains 75% of cumulative variaton. The first fifteen componants having highest variation are shown in the above table 1.4.

Table 1.4 Sub-dimensions and reliability values of ISAS

Sub-dimensions	Related items	Cronbach's Alpha	N of Items
Academic adjustment	1,2,3,4,5,6,7,9,10,14,15	0,838	11
Personal adjustment	13,24,26,27,28,29	0,802	6
Social adjustment	12,16,17,18,19,21,22,23,35	0,72	9
General living adjustment	30,31,33,34	0,635	5
Institutional adjustment	8,11,32	0,611	3

The first dimension is named as academic adjustment, whose Cronbach's alpha value is 0.838, the second dimension is named as social adjustment, whose Cronbach's alpha value is 0.802, the third dimension is named as personal adjustment, whose Cronbach's alpha value is 0.72, the fourth dimension is named as general living adjustment, whose Cronbach's alpha value is 0.635, the fifth dimension is named as Institutional adjustment, and its Cronbach's alpha value is 0.611. The sub-dimensions and reliability values of the scale are shown in Table 1.4.

IV. DISCUSSION

The study aimed to develop a International students adjustment scale to examine the adjustments issues of International students in Turkey. Studies in the Turkish literature are mostly on the problems experienced by international students and there is no special scale designed for international students studying in Turkey. In order to collect data, adapted scales and generally Turkish-language scales were used in the literature. For this reason, in the

studies in literature, the participants generally consist of students who are fluent in Turkish, have stayed in Turkey for a long time and can be said to have already adjusted to Turkey. However, in this study, the scale was developed in English and allowed to measure the adjustment of newly arrived international students who do not speak Turkish or are in the phase of learning Turkish. Moreover, to understand adjustment process of international students, as a inclusion criteria, the length of stay in Turkey was limited to 3 years in the study. Because of these points, this study gives more detailed information about international students who are new to Turkey and do not know Turkish very well yet. In addition, in this study, students living in Turkey for less than 4 months were excluded in the study in order to minimize the effect of the process called the honeymoon stage by Oberg (1960).

In the result of explanatory factor analysis, it was found that ISAS has 5 sub-dimensions. These sub-dimensions were named academic adjustment, social adjustment, personal adjustment, general living adjustment, and Institutional adjustment. The correlation coefficients of ISAS and its sub-dimensions were examined. The ISAS has been found to have a moderate level of positive correlation with its all of subdimensions. This correlation was expected because while creating the items and naming the sub-dimensions, the areas where international students had the most problems were identified, and the literature was used. While naming the factors, specifically, Tseng & Newton's (2002) model was used. Furthermore, the study discovered a moderate level of correlation between social adjustment and personal adjustment. According to studies, social support, which is a component of social adjustment, reduces student stress (Brunsting et al., 2019; Poyrazlı et al., 2004) and loneliness (Çollaku & Nazir, 2019) while also increasing life satisfaction (Schartner & Young, 2016). These findings also support the correlation between social adjustment and personal adjustment.

A moderate level of correlation between social adjustment and general living adjustment was found as a result of analysis. In many studies, it has been determined that students have financial problems. The financial problems of the students may cause them to not be able to go to the touristic and cultural places of the host country, not be able to mingle with host country's people. This situation can reduce the perceived social support from people in host country and also socio-cultural adjustment.

Besides, the study indicated a moderate level of correlation between social adjustment and academic adjustment & discrimination subdimensions. This is consisted with the study of Ahrari et al. (2019) which found that sociocultural adjustment is significantly impacted when students are

subjected to prejudice by university members, or other people (Ozer, 2015).

On the other hand, a low level of positive correlation was found between the social adjustment and academic adjustment. Studies in the literature demonstrated that social adjustment directly impacts academic adjustment because students require a supporting social network in their new setting to be successful. (Sawir et al., 2008; Schartner & Young, 2016). Also, academic adjustment process includes some social skills such as having good contact with students and university members, participating discussions, attending group assignments (Alsahafi & Shin, 2017). Therefore, it explains the correlation between academic adjustment and social adjustment.

In addition, there was a moderate level of positive correlation between personal adjustment and academic adjustment. Findings in the literature support these results. To illustrate, Spencer-Qatey & Xiong (2006) pointed out that students' stress decrease when their academic success increase. Also, Franco et al. (2019) found that students decrease their academic expectation, when they expose to high level of stress.

There was a low level of a positive relationship between personal adjustment and general living adjustment, according to the findings. This is consisted with the findings in the literature. Some elements in the general living adjustment such as extreme climatic circumstances (Abu Rabia, 2016) and food (Çollaku & Nazir, 2019) might negatively affect students' personal adjustment. Also, no significant correlation between personal adjustment and academic adjustment & discrimination was found.

Moreover, a low level of a positive relationship between academic adjustment and academic adjustment & discrimination has been discovered. Studies in the literature point to the importance of organizational support, academic support, and a tolerant environment free from discrimination in academic adjustment (Ahrari et al., 2019; Gopalan et al., 2019). Therefore, the positive correlation between these two subdimensions is consistent with the literature. Also, no significant correlation between academic adjustment and general living adjustment was found in this study.

Finally, a moderate level of positive correlation was found between general living adjustment and academic adjustment & discrimination. No specific findings on this subject were found in the literature.

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Unexplored tone of human emotions: Walt Whitman and Wallace Stevens

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Abstract

This paper aims to analyze the approach that went through the pioneers of narrative poets, Walt Whitman and Wallace Stevens. They lived in an era of great poets who advocated for rhyme, rhythm and meter in poetry. We shall see how narrative poems, despite being described as inappropriate and absurd, still attracted their creativity and motivated them to sail against the wind. I have analyzed their poems not only on the criteria of words or the underlying emotions but also on the basis of grammar, sentence structure, syntax and punctuation. We come to realize that it's the essence and soul of the language that causes great minds like Whitman and Stevens to explore the unfathomable aspects of human existence.

Keywords—An Extraordinary Evening in New Haven, Leaves of Grass, Narrative Poem, Wallace Stevens, Walt Whitman.

I. INTRODUCTION

Major renowned poets of the nineteenth century, were quite traditional and refrained themselves from experimenting in the field of long and narrative poems. They employed strict rhetorical principles and symphonised style. Walt Whitman was the first one, who is attributed to simply break all the rules of poetic genre. The same is claimed for Wallace Stevens in his long and narrative poems. They were in fact the frontiers of the experimental, long narrative poem.

Here, two sets of poems have been chosen that should ideally represent the idea of the long narrative poem. Whitman's *Leaves of Grass*, first published in 1855, certainly is the springboard of this study. Stevens' *An Ordinary Evening in New Haven*, published in 1949, is next.

II. LONG LONG NARRATIVE POEM AS SEEN FROM CONVENTIONAL PERSPECTIVE

Edgar Allan Poe wrote an essay called "*The Poetic Principle*"¹ in which he took issue with the concept of the "long poem." He states, "I hold that a long poem does not exist. I maintain that the phrase 'long poem' is simply a flat contradiction in terms."²

What is meant by length is subject to question, but apparently roughly corresponds to the following formulas:

any poem that is too long to be read comfortably in one sitting is too long to be a poem at all. Poe's argument asserts that an epic such as the Illiad is comprised of a "series of lyrics" (p. 477), i.e., a series of short poems. The result of the compilation of so many poems within the guise of one giant encompassing poem is that the positive effect of the work nullifies the individual's capacity to attain the full potential of the aesthetic experience. The poet obliterates his own goal in writing too long a work. Though Poe ambiguously states his hypothesis, his assertion that the long poem is comprised of a series of shorter poems is a plausible one. During this study of Whitman and Stevens, I will return to Poe's premise and see whether their poems do conform to his claim. However, neither poet accepts his hypothesis in its entirety.

Poe also insisted that poetry uniformly employ rhythm, rhyme, and meter. His favourite analogy for poetry is music. He claims, "*contenting myself with the certainty that Music, in its various modes of metre, rhythm, and rhyme...is of so vast a moment in Poetry as never to be wisely rejected...is so vitally important and adjunct, that he is simply silly who declines its assistance.*" (Poe, p.490). This statement represents the kind of traditional thinking in poetic literature that Walt Whitman was trying to abandon.

He wanted to sever his ties to the past, not because he was unadmiring or unappreciative, but because the poetry of traditional literature simply was inappropriate, unalive and untrue for him. Indeed, he desired the freedom to write in a language that embodied a living America, a raw and unfettered language full of the existential exhilaration that embodied such a metaphysical leap. His stylistic stance and aesthetic perspective changed simultaneously. The point is not to rely so much on Whitman's self-assessment and risk the intentional fallacy, but merely to demonstrate his acute sensitivity to the question of rhythm and meter. His statement is a paradoxical one, however, because he envisions a rhythm and meter which erupt and are formed from the language itself. Elsewhere he writes, "*What sensible man or woman has not felt there should be far broader and higher flights of poetry than any at present pursued? Who does not tire of rhymes, anyhow--and of regularly continued metre?*"³ This same paradox confronts Stevens as well as Whitman and structurally moulds their respective styles.

III. LEAVES OF GRASS AND WHITMAN'S STYLE

One can open any page of Leaves of Grass and find numerous examples of Whitman's attempt to develop meter freely from language. One particular section of the opening poem of Leaves of Grass is a case in point. The page consists of twelve separate sentences, each divided in traditional stanzaic form. The stanzas randomly vary in lengths of two, three, and four lines. It would initially appear to be without order. The first sentence would perhaps convey that impression even further,

*I have pried through the strata and analyzed
to a hair,*

*And counselled with doctors and calculated
close and found no sweeter fat than sticks
to my own bones. (Leaves of Grass p. 26)*

The line rambles and virtually defies a typical scanning of meter. It does not rhyme. Upon reading the sentence, however, an unmistakable cadence is evident. Whitman does here effectively what he does so frequently throughout Leaves of Grass. Form is shaped through the repetition of grammatical devices. It is tempting to read the line and force a meter upon it, one that is awkwardly anapaestic. Yet, the verb phrase beginning with "*found no sweeter fat than sticks to my own bones,*" could be iambic as well.

*The pleasures of heaven are with me, and the
pains of hell are with me,*

The first I graft and increase upon myself...

*the latter I translate into a new
tongue. (Leaves of Grass p. 26)*

In a traditional scanning, the two subjects of the first two clauses respectively are not strictly identical. Instead, the noun followed by the prepositional phrase initiated in the first clause sets the order for the second one.

One could look at the entire last sentence quoted above and make another comment. An English teacher seeing a sentence like that on a typical student's composition would label the sentence ungrammatical; it is a run-on sentence.

However, Whitman follows the same format, each line with an almost identical syntactical distribution, for an entire page.

Nevertheless, in this example, his technique for resolution is the same. He follows the negative, incantatory buildup with a short, two-line affirmative statement.

*This is the grass that grows wherever the
land is and water is,*

This is the common air that bathes the Globe.

(Leaves of Grass p. 24)

The short, simple structure (demonstrative pronoun/copula/predicate nominative) is as important to preserve the rhythmical balance as is the long progression of conditionals leading up to it. The affirmation serves to tie an ontological knot as well as providing a structural end. It resembles the resolving note at the end of a chord progression in a piece of music.

Roethke once described Whitman as a "*maker of catalogues.*"⁴ This may be one of the more blatant and obvious facts about his style. He frequently lists images, one after another with complete disdain for Standard English usage. He often makes no attempt whatsoever to write a complete sentence. It is during these passages Whitman seems most reckless, free of syntactic bondage, and at odds with the likes of Poe and other traditional poets. Such a claim simply stated is misleading and entirely inaccurate. Whitman never loses sight of the nature of paradox that epitomizes human existence.

The book, *Language and Myth*, authored by Ernest Cassirer mentions that,

the intellectual process... is one of synthetic supplementation, the combination of the single instance with totality, and its completion in the totality. But by this relationship with the whole, the separate fact does not lose its concrete identity and limitation. It fits into the sum total of phenomena, yet remains set off from them as something independent and singular. The ever-growing relationship

which connects an individual perception with others does not cause it to become merged with others. Each separate "specimen...of a species is contained in the species; the species itself is "subsumed" under a higher genus; -but this means, also that they remain distinct, they do not coincide.
5

Consequently, Whitman, through the extensive use of cataloguing of images, repetition of words and syntax, the particular use of certain types of words (present participles, prepositions that indicate relation to place, etc.) and the employment of traditional poetic techniques like alliteration and assonance, achieves the desired aim.

IV. BREAKING THE BOUNDARIES OF RHYME

It is impossible to talk about Whitman and not talk of music. "Whitman's departure from conventional poetic forms has led some to believe that he had no ear for the music of poetry. And it is this very combination of freedom from convention with attention to subtle formal properties that give Whitman's poetry its distinctive quality."⁶ It is not a symphony by any means. The analogy works better between his poetry and the improvisational flights of modern jazz. His poetry, more often than not, is characterized by hard, methodical accents that convey an impression of constant plodding. This occurs partly because of the predominance of the subject/verb/object syntax involved in the continual narration. The use of alliteration and the often-long strain of adjectives, present and past participles, gerunds, and infinitives contribute to this effect. Again, the alliteration creates a way of sustaining the swirl of motion around the image. Likewise, gerunds and infinitives anchor the motion in the always rippling wave of time. They are like exclamations suspended on their own, leaping into their own meaning.

A brief example is the following:

Down-hearted doubters, dull and excluded.

frivolous sullen moping angry affected

disheartened atheistical.

I know every one of you, and know the unspoken

interrogatories, By experience I know them. (Leaves of Grass p.49)

The lack of punctuation between descriptive words in the second quoted line puts the burden of the reading and interpretation of the rhythm on the reader.

T.S. Eliot has said that "a sound poetic style was the heightened conversation of the time... and... for our society, that if you know an author well enough personally you do not need to read him."⁷ Even though the answers

(if there are any) are necessarily supplied by the poet himself, the reader is left with the impression of listening in on an important dialogue.

If Whitman is a democratic poet of the common people, then Stevens is a benevolent dictator ruling the realms of "fine ideas," creating the constitution of a "supreme fiction." His poems may appear, in style and content, to be far apart from Whitman. Yet, I think without question, Stevens extends the territory of language that Whitman first opened for exploration. Though he composed a large number of short poems, he regularly felt compelled to produce longer pieces of writing. At one point, he states, "One never gets anywhere in writing or thinking or observing unless one can do long stretches at a time. Often I have to let go, in the most insignificant poem, which scarcely serves to remind me of it, the most skyey of skyey sheets."⁸ He openly celebrated the value of creating long poems.

When Whitman first published *Leaves of Grass*, it appeared to many to be a descent into the irrational, a fall into madness. We have already seen how he answers those charges. Stevens was no less sensitive to the departure from reason. He states:

You can compose poetry in whatever form you like. If it seems a seventeenth-century habit to begin lines with capital letters, you can go in for the liquid transitions of greater simplicity, and so on. It is not that nobody cares. It matters immensely. The slightest sound matters. The most momentary rhythm matters. You can do as you please, yet everything matters. You are free, but your freedom must be consonant with the freedom of others to insist for a moment on the point of sound. We no longer like Poe's tintinnabulation. You are free for tintinnabulation if you like. But others are equally free to put their hands over their ears. Life may not be a cosmic mystery that wraps us round everywhere. You have somehow to know the sound that is the exact sound, and you do in fact know without knowing how. Your knowledge is irrational. The incessant desire for freedom in literature or in any of the arts is a desire for freedom in life.⁹

As with Whitman, we should notice Stevens' use of alliteration, heavily accented words, gerunds, and participles. "A recent imagining of reality" is one that is part of a process. It comes from the past and continues into the future. It is "mythological" and "alive with age." This is Stevens' own way of sustaining the swirl of motion around the images. The pendulum sways back and forth from movement to timelessness, from timelessness to movement, and so on forever.

We have also seen how the modern narrative poem presumes the facade of an implied conversation. It allows the poet another prospect to replicate order and rationale while actually accomplishing the synthesis of contrasting notions. Given below is a final long quotation in which Stevens used this style.

It is fatal in the moon and empty there.

But, here, allons. The enigmatical

Beauty of each beautiful enigma

Becomes amassed in a total double-thing.

We do not know what is real and what is not.

We say of the moon, it is haunted by the man

Of bronze whose mind was made up and who, therefore, died.

We are not men of bronze and we are not dead.

His spirit is imprisoned in constant change.

But ours is not imprisoned. It resides

In a permanence composed of impermanence,

In a faithfulness as against the lunar light,

So that morning and evening are like promises kept,

So that the approaching sun and its arrival,

Its evening feast and the following festival,

This faithfulness of reality, this mode,

This tendance and venerable holding-in

Make gay the hallucinations in surfaces. (Canto x p. 472)

Nearly every stanza declares opposing statement. "It is fatal in the moon and empty there." We, however, are not in the moon. Here, every "beautiful enigma/Becomes amassed in a total double-thing./We do not know what is real and what is not." We seem to know about the moon and its inhabitants. Even the individual sentences yield perplexing paradoxes. The "man of bronze" possesses a spirit "imprisoned in constant change." By now the reply is almost expected. With a subtle twist of thought, the poet tells us our spirit "is not imprisoned. It resides/In a permanence composed of impermanence." It is not only not of the moon but "against the lunar light." This cascade of contradictions finally synthesizes itself delighting in "This faithfulness of reality." It is the language that is the

"mode", only language employed in this dialectical manner can expect to cover the full spectrum of reality. I may add that the use of dialectic fits the narrative form of long poems especially well. It allows room for the reader and listener, the questioner and his opponent, and the poet who seeks to overcome the conflicts of experience. Perhaps this is all the poet can do. When language stops emanating in paradoxes, when language lacks invention, then language dies, and the people speaking it die also.

Numerous passages echo the same ideas clothed within similar structures.

The poem is the cry of its occasion,

Part of the res itself and not about it.

The poet speaks the poem as it is,

Not as it was. (Canto xii p. 473)

The life and death of this carpenter depend

On a fuchsia in a can--and iridescences

Of petals that will never be realized,

Things not yet true which he perceives through truth,

Or thinks he does, as he perceives the present,

Or thinks he does, a carpenter's iridescences.

(Canto xvii p. 479)

A scholar, in his Segmenta, left a note,

As follows, "The Ruler of Reality .

If more unreal than New Haven, is not

A real ruler, but rules what is unreal." (Canto xxvii p. 485)

The list seems endless. We could go on ad infinitum. Stevens' verse keeps revolving around the same structural and conceptual hub. Reality is not an absolute, and only the process of creating envelops its dimensions. At this point, my guess is that a more detailed investigation of these two poets would yield and confirm more similarities. The text, no abbreviation is used and "Table" is capitalized.

V. CONCLUSION

One apparent denouement we can ascertain from the poems of Whitman and Stevens is that the essence of

language itself causes other poets with similar goals in mind (i.e., long, narrative poems, for example) to adopt the usage of common syntactical structures, rhythms, and cadences. Unquestionably, much dissimilarity between Whitman and Stevens present themselves. If nothing else, their disposition avows noticeable and prominent distinctions.

However, I am overwhelmingly flabbergasted by what they have in common. What they have in common is the fervour to embrace the paradoxical sides of all existence, to observe all minutiae of life, to grasp the "plain" truth without sentimental prejudices, and to echo these occurrences within language as truthfully as possible. At this point, my conjecture is that a further comprehensive exploration on these two poets would capitulate and corroborate more resemblance.

I also believe it is conclusive that the writings of these two poets are structurally just as carefully envisaged as any poetry in the English language. Additionally, after the work of Whitman, Stevens, and others, Poe's claim for devices like stringent rhythm and rhyme model simply no longer relevant. In fact, it may work against itself, and Whitman was the first individual to recognize this. After generations of English writers employed those customary devices for hundreds of years, the forms too often exhausted themselves. Rhyme and rhythm recurrently cause poetry to be lacklustre and comatose. Whitman unconfined poetry from its narrow precincts and allowed us to notice how earlier poets had constricted the artistic potential that our language possesses. If it appears that Whitman's and Stevens' poetry does not always "shed the perfume impalpable to form," we should bear in mind that they were pioneers and their work was experimental. I would reflect that this would be further testimony to the convolution of language itself. They were the ones to discover new veins and mine their riches.

ACKNOWLEDGEMENTS

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The Impact of Talking Classroom in Teaching and Learning 3Rs in Public Pre-Primary Schools in Ilemela Municipality, Mwanza-Tanzania

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Abstract

The study confined to public pre-primary schools based on assumption that early age is the best opportunity to teach children the skills of reading, writing and arithmetic (3Rs). The study aim is to assess the impact of talking classroom in teaching and learning basic 3Rs skills in public pre-primary schools in Ilemela Municipality, Mwanza, Tanzania. The study conducted in ten public primary schools which involved twenty participants whereby ten was pre-primary teachers and ten was public primary school head teachers. The study employed qualitative approach method with a case study design. In sampling technique, the study adopted convenience and purposeful sampling technique, which included critical case to obtain participants. Data collected through structured interviews, observation checklist and documentary review guideline. The study revealed that pre-primary teachers in public primary schools had positive perceptions on the use of talking classroom in teaching and learning 3Rs in pre-primary children. Also, the study revealed that for effective use of 3Rs in public pre-primary classroom, there must be enough teaching and learning materials. The study recommends that the government should ensure the increase of school capitation funds especially in primary schools.

Keywords— 3Rs skills, Talking classroom, Teaching and learning:

I. INTRODUCTION

Reading, Writing and Arithmetic (3Rs) are fundamental skills needed to be attained by every child in primary education. It is important that children learn to read, write and arithmetic in pre-primary level. However, many children fail to achieve the same in public primary schools in developing countries (Graham & Kelly, 2018). Many pupils complete primary education without acquiring the basic 3Rs skills (Word Bank, 2018). This suggests that entire education systems give limited attention to Reading, Writing and Arithmetic (3Rs) activities (Gove & Cvelich, 2011). This raises questions about how pupils are prepared prior to actual primary schooling. Therefore, understanding methods used by teachers to teach 3Rs skills, and how they guide pre-school children toward achieving proficiency in Reading, Writing and Arithmetic (3Rs) is warranted.

Developed countries such as China, Canada and UK reported that most of the primary pupils face Reading, Writing and Arithmetic (3Rs) difficulties. Example in China, primary school pupils especially in grade 4 and grade 5 faces reading and writing difficult in Chinese language and English language, in Canada, from grade 3 to grade 5 pupils had difficulties in reading and writing (Nasir & Rohiman, 2018). About 57 percent pupils in Mozambique in the test administered in Portuguese at the Mid-year grade three could not read and write one word (Gove & Cvelich, 2011). In Kenya, and Uganda, in the test administered in English, three-quarters of grade three pupils failed to comprehend the sentence such as, the name of the dog is 'Puppy' (Uwezo, 2014). This achievement trend provides a holistic view that Reading, Writing and Arithmetic (3Rs) among pupils is still challenging.

The Tanzanian formal education system is based on one year for public pre-primary education, seven years for primary education, four years for ordinary secondary

education, two years for advanced level of secondary education and at least three years of higher education. The Education and Training Policy (ETP) of 2014 stipulates that public pre-primary education should be compulsory to children aged between three and five (URT, 2018). Therefore, it is in public pre-primary education that children are prepared for Reading, Writing and Arithmetic (3Rs) competences and other competences for long life learning as well as for sustainable development of the future. Innovative and sustainable teaching and learning environment equipped with competent and motivated teachers become imperative for development of Reading, Writing and Arithmetic (3Rs) skills among children. However, poor pupil Reading, Writing and Arithmetic (3Rs) achievement imply that teachers and pupils might be inadequately prepared to influence meaningful teaching and learning.

The early grade syllabus emphasizes on effective teaching of Reading, Writing and Arithmetic (3Rs). In this regard, the public pre-primary education syllabus for teaching Kiswahili and Mathematics pays great attention to the Reading, Writing and Arithmetic (3Rs) skills for public pre-primary children. Moreover, Reading, Writing and Arithmetic (3Rs) subjects are allocated more time than other subjects on the class timetable. The expectation is that by the end of grade two, children would have acquired basic competence skills in Reading, Writing and Arithmetic (3Rs). It is important to understand how learners are made ready to read, write and counting contextual characteristics of learning Reading, Writing and Arithmetic (3Rs) and the capacity of teachers to create a more innovative, interactive, collaborative and conducive learning environment. In that regard, this study assess the impact of talking classroom on teaching and learning 3Rs in public pre-primary classes in government primary schools in Ilemela, Tanzania.

In Tanzania where Kiswahili is a language of instruction from public pre-primary education to standard seven in public schools, pupils lag behind in 3Rs skills. Statistics show that since 2010 many Tanzanian children were not gaining basic 3Rs skills in their early primary years (Uwezo, 2014). Most pupils are still not able to read grade one and two level stories by the end of the primary cycle (i.e., grade 7) (Uwezo, 2014). In 2014, according to Uwezo (2014), 16 percent in grade seven, pupils could not read grade one and two level stories. Uwezo (2014) concludes that only three in 10 grade three pupils could read a grade two story in Kiswahili. Even other grade 7 pupils still could not read Kiswahili; some could not even pronounce words and recognize syllables. Therefore, the question is why pupils are not able to manage 3Rs?

II. LITERATURE REVIEW

According to Mwananchi Newspaper dated Tuesday, 12 December, 2017 talking classroom is the one that has the ability to make pupils learn according to their needs even in the absence of a teacher. It is a class that adds value, a positive attitude, happiness and peace of mind to the pupils. The various teaching and learning materials or aids placed in the corners of the classroom and posted, make the pupils want to learn more and attend school without fail. Trainer and facilitator from the Tanzania Institute of Education (TIE), Aisha Gguhiya explained that talking classroom is a classroom loaded with learning and teaching materials or aids. The class can vary depending on the class structure and the creativity of the teachers involved. Teaching and learning material or aids included in the class can be in the form of paintings, pictures of grain seeds, fabrics, leaves of various plants or sand etc. When prepared they are posted on the walls of the classroom for students to see. They are sometimes posted even on the ceiling depending on the creativity of the teachers. The talking classroom has a variety of learning angles for example, learning corners, mathematical corner (counting), painting corner, writing corner, reading corner and corner of some real objects that also cause attraction for children or students.

Also, there may be a corner of the toys used according to the student's own choice. In this the teacher does not choose pupils for the learning corner, but he or she will be in control of how each pupil decides which corner he or she likes. Talking classroom provides an opportunity for the teacher to identify the different talents of his pupils and their interests. This class is attractive and is often used by teachers who teach, especially in the pre-class, first, second and third grades. Many teachers have acknowledged that the talking classroom has helped them to a great extent in enabling their pupils to manage 3Rs basic skills.

According to trainer and facilitator from the Tanzania Institute of Education (TIE), Aisha Gguhiya (Mwananchi Newspaper dated Tuesday, 12 December, 2017), talking classroom have a contribution to the pupils, teachers and schools. Some of these contributions are reducing the high number of truancy. The influence of schools and classrooms contributes significantly to making students want to go to school without coercion. The attractive classroom environment also adds value to schools and pupils in the community. It promotes inclusive education because children with different needs can use the talking classroom without discrimination. For example, pupils with special needs who are blind and deaf can all use it and

interact with other pupils. It makes the pupil creative. Pupils are built on creative skills and confidence because they are given the opportunity to go on their own to play or learn in the learning corner. It brings motivation to the pupils' learning. Pupil motivation to learn is influenced by how teachers can make their classrooms more attractive. The talking classroom enables the pupil to relate what he is learning in school or in the classroom to his real life. Talking classroom simplifies the teacher's work of teaching and learning because it significantly reduces violence and noise in the classroom. A class with calm and attentive students makes the topic well understood. Also, this class, which is designed with the best teaching and learning facilities or aids for teaching and learning, has the potential to inspire a child to want to learn more.

Talking classroom has many contributions for the pupil, teacher, parents, school and the nation as a whole. It is the responsibility of teachers, especially those who lay the foundation for education for children and young people, to commit themselves to fulfilling their responsibilities professionally in order to provide pupils with their due. Teachers are urged to guide learning and teaching activities using a variety of teaching and learning materials or aids, in order to achieve educational goals. Teachers, who feel incapable of doing so, should take the initiative to visit various schools nearby to learn and share experiences. Therefore, this study assess the impact of talking classroom on teaching and learning basic 3Rs skills in public pre-primary schools in Ilemela Municipality, Tanzania.

III. III. RESEARCH METHODOLOGY

Qualitative approach used when the intention is to explore, clarify the situations, perception, feelings, attitude, believes and values of a group of people (Stake, 2010). This study, however, employed a qualitative approach. Typically, a qualitative study collects data in participants' natural contexts by using multiple ways (Creswell, 2009; Stake, 2010). The study was guided by the case study design. The reason behind of using case study design is that, it helps the researcher to get in depth investigation of the problem at hand in order to get detailed information about a certain issues.

Sample Procedure

The study employed purposeful non-probability sampling procedure. The reason of using purposive sampling in this study was that samples be selected basing on the purpose and the objective of the study in order to gather all relevant information. Convenience probability sampling technique

used to get ten public pre-primary school teachers who could provide specific information on what impact does talking classroom bring to public pre-primary schools in teaching and learning 3Rs at Ilemela Municipality.

Instruments of Data Collection

The study employed multiple data collection tools in order to enhance the quality of data and study findings. More specifically, the study used three data collection instruments, which were structured interviews, observation checklist and document review guideline.

Data Analysis Procedure

The researcher collect data through the use of interview, observation and documentary review the information obtained were categorized according to their themes whereby the information with similar theme are grouped together in order to create themes.

Findings of the study

The findings organized according to the objective of this study

Increase performance and understanding on 3Rs skills

The majority of the respondents agreed that talking classroom contributes much in teaching and learning 3Rs in pre-primary children. This implies that the use of talking classroom in school enable pre-primary teacher to teach effectively the 3Rs to the primary students through this the learner perform well and understand reading skills, writing skills and arithmetic skills. The findings corresponding with the information provided by Mwananchi Newspaper dated Tuesday, 12 December, 2017 that the talking classroom enable the learner to attend the school without failing and increase the performance of the students and understanding the readings, writings and arithmetic skills.

Also the findings supported with the information provided with the respondents during the interview with the primary head teachers at school J remarked that;

Among the method used in teaching 3Rs in school is the use of talking classroom. Teachers frequently use talking classroom as a method of teaching 3Rs skills among the pre-primary children. Talking classroom is more important in teaching 3Rs skills because they made the children recognize sounds, letters, vowels, consonants and numbers which resulted in improving performance and understanding of 3Rs among the learner (Interviewee, 2021).

This implies that pre-primary teachers use the talking classroom as a method of teaching and learning 3Rs in

school. Teachers use this methods to ensure effective achievement of reading, writing and arithmetic skills to the learner. Similarly, the findings corresponding with the information provided with the pre-primary teacher in school H who remarked that;

“Talking classroom helps me to teach 3Rs skills as well as helps pre-children in sounds, numbers and letters recognition. Pre-children who develop 3Rs fluency quickest in school are those who know the sounds, number and letter names first. Pointing out sounds, numbers or letters to child builds critical skills that pre-children can use to develop early reading, writing and counting later on” (Interviewee, 2020).

This implies that, the use of talking classroom in school enable the learner to perform well the reading, writing skill and counting skills which ensure effective performance of the 3Rs to the students. In the similar vein the findings supported with the information from the interview with a pre-primary teacher in school G who explained that

“The performance of students depends on the teaching and learning method employed by teachers. The use of talking classroom as a teaching technique will ensure effective understanding and achievement of the 3Rs which complies reading, writing and counting’ (Interviewee, 2021).

Likewise the findings supported with the information generated from the documentary review which is lesson plan of teachers and identified most of the teachers use the talking classroom as a teaching method to reinforce the teaching and learning 3Rs. Thus led to the raise in understanding to the students on the 3Rs though there, some challenges encountered which led to the ineffective use of talking classroom as a method of teaching and learning 3Rs.

Child motivation, interactivity, collaborative and creativity

This means that talking classroom contribute to the learner motivation through inspiration of learner to learner; contribute to the learner interactive, collaborative and creativity. Furthermore, the findings show that majority of the pre-primary teachers perceive talking classroom as the means of motivating pre-children to manage 3Rs to learn-by-doing which allows children to engage in various reading, writing and counting activities under the guidance of the teacher.

These findings relate with the study by Maneno (2018) in Kenya which argues that pre-primary teachers must find the activities that motivate children to read, write and count. The study suggested that game, tree of numbers and alphabets, play, text and group work influence pre-children to engage in reading, writing and counting during teaching and learning 3Rs process (Maneno, 2018).

Also the findings also corresponding with the information provided during the interview with the pre-primary teacher in school C who quoted that;

“Talking classroom contribute a lot in teaching 3Rs, because it helps pre-primary children to be active when they are reading vowels, syllables, words and counting numbers written on the cards. Although I have had no seminars and short training on how to use talking classroom in teaching and learning 3Rs in pre-primary children. I think it would be much better if the government gave us training we could be able to use talking classroom in teaching 3Rs” (Interviewee, 2021).

This implies that in school the use of talking classroom in teaching led to the active class. Though teachers are aware on the use of talking classroom still there is a challenge in the effective implementation of the methods thus, led to the poor teaching and learning. Hence the government should give seminar and workshop on the effective use of the talking classroom as a method of teaching and learning 3Rs in schools.

In addition to that, the findings consistent with the findings from the interview with the head teacher in school E quoted that;

“The use of talking classroom ensures collaboration among the learner regarding that the learner they share knowledge on what is displayed in the class thus led to the collaboration and interaction among the learner. Teacher may use the talking class as a means of interacting students in their learning process since learner can be guided to discuss the observable teachings aid in the class with thus led to the interaction” (Interviewee, 2021).

This means that talking classroom is the method which led to the effective learning and teaching of 3Rs in school. Through bringing learner together exchanging idea and sharing their experience which finally led to the increase in

performance and understanding of reading, writing and arithmetic's in school.

Furthermore, the pre-primary teacher in school B declared that talking classroom help children to engage actively in the lesson and learning became meaningful. The interviewee quoted stating that;

The presence of different teaching and learning material within the class design a talking class. The use of talking class in the process of teaching and learning will enlighten the pupil's brain to be active. For the brain to be active engaged in study pre-primary teacher use talking classroom thus led to effective acquisition of the teaching and learning of 3Rs (Interviewee, 2021).

This implies that in school to ensure actively learning of the pupils in class the pre-primary teachers should adopt the use of talking classroom. Where the pupils will be active in recognizing the available teaching and learning aid which facilitates teaching and learning of 3Rs. Moreover, the findings supported with the information extracted from the observation on the pupil's behavior, performance on mastering basic 3Rs skills. The observation revealed that through the use talking classroom pupils interact and collaborate themselves through sharing knowledge and skills concern reading, writings and arithmetic's. Further the findings reinforced by social cultural theory, by Vygotsky who emphasizes on the active learning and collaboration among learners in order to acquire knowledge intended. This consistence with the findings which shows the use of talking classroom enable the pupil's to collaborate together in the achievement of knowledge and skills of writing, reading, and arithmetic's. Also the active of learner reinforced with the use of talking classroom. Therefore talking classroom contributes to the active learning and collaboration among the learner.

Reducing the higher number of truancy

The findings show that, the majority of the respondents realize that the decrease of truancy among the pupils contributed with the use of talking classroom as a method of teaching and learning. This means that talking classroom is important aspect in motivating learner to attend school since they are inspired hence reduce the number of truancy in schools. The findings consistence with the information provided with Gguhiya in Mwananchi Newspaper (Tuesday, 12 December, 2017). The information explain that the use of talking classroom in teaching and learning attract learner to attend school several times without delaying. This means that talking

classroom motivate and inspire the learner to acquire the skills of reading, writing and counting numerical.

Likewise, the findings corresponding with the information provided during the interview with the pre-primary teacher in school A who quoted that;

Trend of pupils attending to the school regulated with the way teacher teach, teaching method employed and teaching material used. The use of talking classroom as a teaching method in school, motivate and inspire the learner to enjoy learning. This makes the learner to attend the school always since they are enjoying learning process (Interviewee, 2021).

This implies that in teaching and learning process in order to ensure learner acquire intended knowledge effectively and attending the schools effectively teacher should play a great role through the adoption of a good approach of teaching like the use of talking classroom which ensure the decrease of the pupils truancy. The information is similar with the information provided during the interview with the head teacher in school F who quoted saying that;

“Now-days the trend of truancy among the pupils in school is low. This is due to the fact that most of the pre-primary teachers adopt the use of talking classroom as a means to enable the learner to attend the lesson and enjoy it. This this situation the tendency of truancy in schools reduced due to the fact that teachers inspire the pupils to attend the school due to their means of teaching” (Interviewee, 2021).

This means that, approach of teaching and learning used by pre-primary teachers led to the reduction of student truancy. Hence, students are able to attend the school and learn effectively which impact positively the process of teaching and learning of 3Rs. Moreover, the findings corresponding with the information obtained during the documentary review. The observation on the attendance book of the pupils revealed that the trend of pupil's truancy reduced day by day. This is corresponding with the review made on the lesson plan document, the document shows that most of the pre-primary teachers employ talking classroom as a method of teaching and learning 3Rs. The findings consistence with the information provided with the theory of Social-cultural theory which emphasis on the creation of conducive teaching and learning environment. This related to the findings which

involve the creation of the talking classroom for the aim of reinforcing teaching and learning process in school.

Reduce violence and noise in the classroom

In the process of teaching and learning the use of talking classroom keep the pupils busy and engage in the learning in the class through reading, writing and counting. The findings supported with the information provided by Gguhiya in Mwananchi Newspaper, (Tuesday 12, December, 2017). The author insisting that the use of talking classroom will enable the learner to interact with one another to ensure effective teaching and learning of 3Rs. The talking classroom will enable the pupil who are disable to use effectively the available teaching and learning material to learn effectively the 3Rs, also to interact with the pupils who are not disadvantaged to ensure effective acquisition of knowledge and skills to the pupils.

In addition to that, the findings consistent with the information provided during the interview with a pre-primary teacher from School K who said that;

“Talking classroom simplify the teaching and learning 3Rs for pre-primary children. Also, facilitate interaction between pre-primary teacher and pre-children during the teaching and learning of 3Rs. It also make children with low ability be able to read, write and counting hence enjoy the lesson. It also helps children to get friends therefore helping each other in mastering 3Rs” (Interviewee, 2021).

This means that, the use of talking classroom in the process of teaching and learning of 3Rs enable the teacher to eliminate violence since teachers use the available teaching and learning material to ensure interaction of both disable and non-disable students. Likewise the findings relay on the findings obtained during the observation where is observed that the talking classroom comprise both the disable and non-disable pupils. Also, observed that the disable students use to touch the available and see the available teaching and learning material which facilitate effective acquisition of knowledge and skills on the 3Rs and reduce violence among the pupils. The theory of social cultural related with the findings in a sense that the theory emphasis on the creation of good teaching and learning environment which facilitate effective teaching and learning. The use of talking classroom will facilitate effective teaching and learning in the classroom through ensuring cooperative and eradication of the violence.

IV. IV. CONCLUSIONS

Pre-primary teachers in public primary schools had positive perceptions on the use of talking classroom in teaching and learning 3Rs in pre-primary children. However, the process faced by different challenges that hinder teaching and learning 3Rs in the actual pre-primary classroom context. The effective use of talking classroom in teaching and learning 3Rs in public pre-primary classroom must have enough teaching and learning materials/aids such as books, cards, flipcharts, models and textbooks for pre-primary children.

V. RECOMMENDATIONS

The study recommend that government is advised to ensure the increase of school capitation funds especially in primary schools to buy enough teaching and learning materials/aids for teaching and learning 3Rs, building of classrooms corresponding to the number of children enrolled. School leaders and government should cooperate to ensure that teachers' needs are met including teaching allowance, good facilities of teaching and learning, motivation, availability of teachers' houses and provision of breakfast and lunch for teachers.

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Strategies used by Heads of Secondary Schools in Managing Students' Discipline for Academic Achievement in Ilemela District, Mwanza, Tanzania

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Abstract

The strategy to maintain student discipline in secondary school is a crucial which guide students for future self-sustainability and the right to learn since a well-disciplined student learn without any distraction. The study examined the strategies used by heads of secondary schools in managing indiscipline problems for students' academic achievement in Ilemela District in Mwanza Region, Tanzania. The study used convergent parallel mixed research design and applied assertive discipline theory. Data were collected from 113 respondents using questionnaires and interview guide. Qualitative data was analyzed thematically and quantitative data were analyzed through descriptive statistic with the help of the SPSS Version 20, IBM, USA. The study revealed that the strategies used to curb the indiscipline cases include the use of guidance and counseling, cooperation between teachers and parents, provision of positive and negative rewards, and rules and regulations have to be enacted. The study recommended that teachers should have good relationship with both parents and students, parents should play their parenting roles effectively.

Keywords— Academic Achievement, Indiscipline cases, Management, Strategies.

I. INTRODUCTION

The provision of quality education is the crucial goal of any education system and this goal can never be achieved without management of school discipline. Discipline in school is a very important aspect towards achieving quality education; while lack of it usually gives rise a lot of problems such as poor time management, irregular attendance, discipline is the ability to carry out reasonable instructions to reach appropriate standards of behavior without fore. It is the conceptual quality in a human being which is associated by a person's ability to do things well at the right time, in the right situation, without or with minimum supervision (Ngonyani, 2002). For several years now there have been concerns by various people and groups regarding the deterioration of the quality education in secondary schools. The origin of disciplinary problems differs from one school of thought to another. This is because from the beginning every society had its own culture and norms that have to be followed by the

members of the society. Norms and culture differed from one society to another and children learned from the elders and those who were found in different offences were punished by the society's leaders.

The punishment given depends on the offence she or he has committed. Okumbe, (1998) asserts that some societies use capital punishment to enforce their norms and values on the young generation. Moreover Morison et al. (2004) assert that instruction in informal education takes place in fire places where the family members gather to discuss family matters when a person has committed an offence. In Tanzania, the ultimate purpose of any educational system is to provide high-quality education and training. Without proper management and administrative apparatus, this goal would be impossible to achieve. Currently, education and training are managed by education ministries, parastatal organizations, and non-governmental organizations (NGOs), with various legislation empowering ministries and institutions to carry out education and training

responsibilities in accordance with the Education Act No. 25 of 1978 (URT, 1995). The Education Act No. 25, of 1978, legalizes corporal punishment in the United Republic of Tanzania as a disciplinary measure in penal institutions. Government guidelines in 2000 through regulation stipulated by the ministry decreased the total number of strokes from 6 to 4. The ministry stated that only school heads have the mandate to implement punishment on students who commit serious offences. But indiscipline cases are still increasing, which might need quick intervention and prevention (URT, 1995).

The studies show that some students' results of the National Form Examinations in Tanzania are still not so good, while others complete their form four studies without competence skills. Despite numerous studies that have been carried out such as those by Malekela (2000), Galabawa (2000), Mosha (2000) and Omari (1995) that look for factors associated with academic achievement in schools, very little has been investigated on the strategies used in handling discipline related problems on students' academic achievement in public secondary schools. A study into school discipline is very important that would focus on the strategies used by heads of schools in handling indiscipline related problems can be identified as one of the factors for its existence or absence in secondary school the issue of discipline has become a matter of concern to many educational stakeholders today as the indiscipline cases are occurring daily in secondary schools There is a need to address the issue of strategies employed by heads of schools on handling indiscipline related problems in schools if the students are to meet the academic achievement.

II. LITERATURE REVIEW

The school-culture has central influence in prevention and fight against violence in schools. They focus on the school as a whole and develop learning- and school-culture especially the teacher-pupil-relationships for reinforcement of social competences is most important strategy (Stein and Steenkamp, 2016). Semali and Vumilia (2018) revealed that expulsion and corporal punishment of pupils have been used to control incidents of indiscipline in secondary school. Moreover, Anayo (2014) revealed that punishments, reword warnings, and explaining clearly the school rules can correct the indiscipline cases of students. Education stakeholders need to collaborate in creating a good environment for study. Ways to manage discipline cases are counseling and guidance, punishment, and cooperation among school management (Ngalya, 2017). This implies that administrators must have a cooperative discussion on how to guide the students through

counseling and enforce rules and regulations as ways to improve students' discipline in secondary schools.

Precious. (2018) pointed out that, when punishment increases, there is a decline in the performance of students, which creates a room for chaos like the destruction of property. It was therefore concluded that to decrease discipline cases, there must be rules and regulations, counseling and guidance, all having the same discipline code that can assist parents and students. This implies that severe punishment does not create a room for the students to behave well; instead, it creates hatred between teachers and students. Establishing rules and regulations as well as parent-teacher relationships might help in reducing or addressing the discipline problems in secondary schools. Student leaders play an important role in maintaining student discipline. This implies that discipline problems can be managed through students' leadership. It is important for the school leaders to formulate a students' government so as to manage different aspects of school discipline (Remedy, 2018). Ofuyuru and Okema, (2011) conducted research in Gulu district of Uganda revealed that rewards, punishment, communication, guidance, and counseling are the ways to deal with school discipline issues. They suggested that management be simplified, that all tactics be balanced, and that researchers should go deeper into each strategy for controlling student discipline.

Ward, (2007) discovered that, it is common for secondary school pupils to break laws and regulations, show disrespect for administrators, trash school property, and physically assault teachers. This suggests that the consequences of those indiscipline activities may result in poor academic achievement among kids. Stein (2016) suggested that the strategies used in German as conflict management strategies is to integrate pupils in organizing the school day and lead to better and conflict-free cooperation among the school community. The school clubs where girls and boys meet at the afternoon discussing their conflicts involved among them. Slavin, (2009) found that strategies that have being used to prevent violent disorder in schools is the school authority information where they can get help if there is any dangerous indiscipline cases. Prevention of violence is part of school-development in which school-culture has central influence in prevention and fight against violence in schools (Stein 2016).

III. RESEARCH METHODOLOGY

Mixed research approach was used in this study which included qualitative and quantitative approaches. The approach allowed collecting a wide range of data in order to develop a deeper and clear understanding of the

problem. Convergent parallel design applied to allows better understanding of the study problem by obtaining additional data. Sweeney (2016) argued that the advantage of employing convergent parallel is to help the researcher find dataset convergence, divergence and contradiction. Furthermore, the research employed a convergent parallel research design to map the findings about the techniques used by school leaders in dealing with indiscipline cases and quantitative data in order to provide a full analysis of the research problem. The participants in this study were heads of schools, teachers, students and board members. This study involved a sample size of 113 respondents, whereby four (4) heads of schools, four (4) discipline teachers, four (4) board members, One (1) DEO, 20 teachers and 80 students. A simple random method was utilized to choose 80 students.

The researcher employed purposive sampling to select heads of school and discipline masters and board members Convenience sampling was chosen to acquire secondary school teachers in order to obtain fundamental data about the study without the hassles of utilizing a randomized sample, and it also allowed respondents to answer with ease. The research questions were administered to teachers

and students and interview method was employed with school leaders, school board members and their discipline masters. Statistical Package for Social Science (SPSS) Version 20, IBM, USA was used to analyze quantitative data. Qualitative data was analyzed through thematic analysis.

The Findings of the Study

The findings are presented in a way that they allow a logical flow of ideas as governed by the study objective.

Strategies that have been used by Heads of Schools to Address Students Discipline

The researcher was interested to find out the strategies which have being used by heads of schools to handle the indiscipline cases. Strategies used by the head of schools to solve indiscipline cases include establishment of guidance and counseling, good cooperation between teachers and students, parents and religion classes have to be provided. Establishment of rules and regulations includes physical work as punishment (corporal punishment) to manage indiscipline cases. The findings are presented in the table 1 below;

Table 1. Strategies used by Head of School to Address Students' Indiscipline

Item	Frequency	Percentage
Suspension to solve problems	2	10
Total exclusion of students	2	10
Physical work for punishing students	10	50
Guidance and counseling	44	20
Cooperation between teachers and students	1	5.0
Corporal punishment	1	5.0

Suspension

10% of respondents reported that suspension have being used by heads of schools as the way of eliminating indiscipline students cases. This is supported by Emily Boudreau (2019) that if a student is suspended from the school they are no longer causing disruptions, and removing disruptive students could have a positive impact on those who remain in the classroom. This implies that students who show indiscipline actions have to be removed from school which helps other students to stop copying their fellows' behavior.

Through an interview with school board member explained that:

“We suspend students who engage in indiscipline cases so that to abolish the bad behavior and make other students

fear being punished negatively and the situation become normal at school. Generally, students who engage in indiscipline cases have to be removed from school so as to make the situation better at school” (Interviewee, 2021).

Stein, (2016) insist that according to the categories as applied in handling disciplinary action in a school is reflection that instead of giving student suspension should be allowed to reflects him or herself, this can be done for few day, such as coming late to school or being disruptive in class, a teacher could ask children to think about their misbehaviors. The proposed types of discipline measures in this category which are used by head of schools including; verbal warning which mean talk to the student and tell him or her that what they did was wrong, Imposing a time-out which involves asking children to either leave

the class or sit in a quiet place for 10 minutes to think about their behavior, order to be released to clear what they did wrong and how they will avoid repeating the same mistake which should be done firmly, but without humiliating the student.

Total Exclusion from School

The findings from (table 1) show that 10% of respondents reported that students who engage in indiscipline cases have to be removed from school. This is supported by Kiwale (2017) that the way of managing indiscipline cases is to exclude indiscipline students from school permanently. Board members in a school are the ones to make sure that there is a right for a student to be excluded from school (URT, 2019). This implies that students who engage in indiscipline cases can be excluded from school permanently through board members suggestion in cooperation with teachers. The board member revealed that indiscipline students are given suspension to stay out of school for almost six months. Those who do not attend school for a long time, at least 90 days have to be excluded from school permanently (Participant Z, October 2021).

“For the case of pregnant, the participant revealed that, students who get pregnant at school have to be excluded from school permanently which could help other students fear engaging in love affairs. Students who engage in drug abuse have to be excluded from school because if those students are left at school, they may convince other students to use drug and destroy the school’s image” (Interviewee, 2021).

This implies that students who engage in indiscipline cases which can destroy the school's image have to be excluded permanently from school.

Physical Work

The data (Table 1) shows that 50% of respondents reported that physical work is the way to reduce indiscipline cases in secondary schools. This is supported by Aillett, (2021), who revealed that benefits of physical activities for students include better focus in school. When the brain activates following physical work, it can better concentrate and help improve memory and information retrieval. Physical work, improves school attendance and academic performance since it activate student's brain and causes them to concentrate more on learning process.

Through interview, participants reported that:

“Physical work reduces absenteeism at school and students enjoy physical work while they are at school, build

confidence by finding the skills to do the activities and become more creative. Physical work is important to students as it reduces the number of absenteeism cases. Students concentrate much more on the learning process rather than engaging in indiscipline cases” (Interviewee, 2021).

This implies that teachers and heads of schools have to create a room for giving physical work to students who engage in indiscipline cases. This helps them to stay at school, enjoy the activities while they are continuing with their studies.

Moreover, another participant said that;

“In order to eliminate the cases of indiscipline in secondary school, teachers and parents have to build good cooperation, rules and regulations, and the action to be taken by making sure that students are well understood. A good relationship between teachers and students has to be established, and a religion period should be emphasized. Conducive learning and teaching environment has to be created and the room for guidance and counseling has to be established” (Interviewee, 2021).

Steenkamp (2016) support that students’ prior knowledge of rules and regulations is very important before taking any action which should be done during orientation or induction course. The students should also be well informed about rules and consequences of breaking them. Omari (2006) argue that indiscipline is often caused by ignorance of the rules and inability to adhere to multiple and conflicting rules that frustrate intelligent individuals. When school rules and regulations are not fair and clear to teachers and students it is simple to be broken.

Guidance and Counseling

About 20% of students reported an audience, indicating that counseling is a good technique to reduce indiscipline in secondary school which is in line with Njoki (2008) that situations of indiscipline in secondary school can be resolved by school-based supervision and counseling. Nalanda and Nalanda (2019) revealed that students should be given proper guidance on how to deal with psychological problems, advised on how to cope with various situations that they face, and shapes their behavior by teaching how-to live-in peace and harmony with others. This means that secondary school supervision and counseling are required to shape pupils’ conduct.

Through an interview, participant states that;

“Guidance and counseling are important at school and help the students to change their negative attitude towards school aim. If guidance and counseling are done on property at school, indiscipline cases may be reduced. Guidance and counseling are the only ways of solving indiscipline cases peacefully. Heads of schools should have experts in guidance and counseling at their schools, but unfortunately, in secondary schools they chose only a teacher to do guidance and counseling” (Interviewee, 2021).

In addition, participant explained that;

“To manage guidance and counseling, the government has to make sure that there is a person with professional training in guidance and counseling because not every person can handle the level of professionalism needed in guidance and counseling” (Interviewee, 2021).

This implies that every school should have a person who has a profession in guidance and counseling. By applying guidance and counseling properly in a given school, indiscipline cases may be reduced. This is due to the fact that guidance and counseling are the only good ways of solving indiscipline cases peacefully. Heads of schools should have experts in guidance and counseling at their schools, but unfortunately, in secondary schools they choose only a teacher to do guidance and counseling.

Establishment of Cooperation between Teachers and Students

Findings shows that 5% of the respondents reported that cooperation between teachers and students can curb indiscipline cases in secondary school. This is supported by Sabrina (2018), that cooperation in the learning process provides a safety net. It develops higher levels of thinking to students while improving social and interpersonal skills. Students learn how to work with various types of learners and develop their leadership skills. This implies that cooperation between teachers and students is more important as students can bring useful information to teachers regarding dangerous behavior practiced by students at school.

Through the interview, participant explained that

“When teachers cooperate with students, indiscipline cases are reduced. Students can reveal the bad behavior of their

fellow students to teachers; this happen only if the cooperation is strong. Otherwise, students make secretes with their fellow students who engage in indiscipline cases” (Interviewee, 2021).

Moreover:

“Cooperation between teachers, students, and parents has to be established. When teachers cooperate with parents, unwanted behavior can be reported by the parents or the people from the community. Teachers have to establish a good relationship with the community so that they can be able to get useful information regarding the students and school in general” (Interviewee, 2021).

In addition to that, participant reported that:

“Students feel better when they see that they are considered important at school. Teachers have to treat students as human beings. Although they are still young, they have feelings like other human beings. Teachers have to stop using harsh language on them and create friendship with them” (Interviewee, 2021).

Furthermore, the DEO quoted saying that;

“In order to eliminate the indiscipline cases in secondary school, teachers and parents have to build good cooperation, rules and regulations have to be created, a good relationship between teachers and students has to be established, a religion period has to be established, teachers have to be committed, a conducive teaching and learning environment has to be created, teaching and learning materials have to be available, and in every secondary school, a person with a profession in guidance and counseling must be present” (Interviewee, 2021).

This implies that to manage indiscipline cases, teachers and heads of school have to be committed to every aspect of the organization. Okumbe (1998), community, teachers and student’s relationship is a processing device through which the educational system meets the aspirations of the society. The strong relationship between a school and the community, according to Mosha (2006:206), therefore, adheres to the principle of transparency and thus tries to maintain good discipline and order in the school.

Corporal Punishment

The results show that 5% of the respondents reported that corporal punishment is the way to solve indiscipline cases in secondary school. This is supported by Stein (2016) that corporal punishment is important in solving indiscipline cases as it is cheap and easy to administer. This implies that corporal punishment is the easiest way of punishing students when they commit offenses. The students experience pain which makes other students to learn and escape from committing indiscipline cases.

Through an interview, participants explained that:

“Corporal punishment is important at school because it enhances students to be obedient. Through corporal punishment, parents put their children under control. Students take their studies seriously. When students are not punished through corporal punishment they forget even to do their homework, but corporal punishment makes those award-winning and active participants in the lesson. Corporal punishment is important in secondary school because it makes students active in every aspect of school life when they are at school. Teachers and heads of schools have to use corporal punishment in a good manner to avoid harming students”.

The result implies that punishment has to be given to wrong-doers which include corporal punishment. It is important in secondary school because it makes students active in every aspect when they are at school. Teachers and heads of school have to use corporal punishment in a good manner to avoid harming students. Parents have to provide basic needs for their children, school rules and regulations have to be suspended, and cooperation between students and teachers has to be established. Also, the students suggested that in order to manage indiscipline cases in secondary school, a relationship between teachers, students and parents has to be established. This will assist the teacher and parents in controlling student indiscipline.

IV. CONCLUSION

Strategies like suspension, total exclusion from school, physical work, guidance and counseling, establishment of cooperation between teachers and students, corporal punishment, good relationships between teachers and parents and conducive teaching and learning environment are the strategies which can be used to curb indiscipline

cases in secondary schools. The study is well connected with other researchers on indiscipline cases in which to manage indiscipline cases guidance and counseling, cooperation among school management, enforcing rules and regulations should be used. Also punishment, good communication ability, and counseling decrease indiscipline cases.

V. RECOMMENDATIONS

The study recommends that there must be rules and regulations, guiding and counseling to ensure equal discipline code, which assist parents and students. Also, teachers and head of school have to enhance cooperation to avoid indiscipline cases from occurring. Board members have to encourage parents to control their children. Students and teachers have to cooperate in creating school rules and regulations. Parents must play an active role in parenting and providing timely needs to their children's. Guidance and counseling have to be provided at school to control teenagers. Parents should stop engaging their children in business instead of studying. Also, Good relationship between teachers, parents and students has to be established.

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Tourism Development of the Cultural Heritage and Archaeological Sites within the National Project for Urban Sustainable Development in Egypt

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Abstract

Egypt is located on the north-eastern side of Africa. Egypt has many archaeological sites classified in the World Heritage List. Tourism development of the Cultural Heritage, historical locations and archeological sites supporting the National Economy and Local Society. Egypt also has a massive number of cultural-historical landmarks and unique architectural constructions such as the great pyramids of Giza, Saqqara, Dahshur and Abusir; the temples of Luxor, Aswan, and Abu Simbel; the valley of the kings, and other extraordinary monumental attractions that worth studying. The study throws light on the tourism development of the Cultural Heritage, historical landmarks, and archeological sites that consider one of the essential resources supporting the National Economy and Local Society. Egypt has always relied on tourism and its historical sights to raise its Economy by developing archaeological sites and historical locations.

Keywords— *Archaeological Sites, Cultural Heritage, Civilization, Egypt, Tourism Development.*

I. INTRODUCTION

Egypt is known as the land of history, and Civilization extended to 7000 years. Although Egypt is considered one of the essential cultural-historical locations and touristic destinations globally, the region needs more attention for managing the historical landmarks, archaeological sites, and cultural landscapes, especially in light of the recent international progress. Tourism plays an essential part in Society. Egypt was classified as one of the most attractive destinations worldwide. Recently, Egypt has been working on supporting sustainable development and managing the Cultural Heritage, Historical Locations, and Archaeological Sites. Many projects have been done in Egypt within the National Project for sustainable urban development. For example, the City of Culture and Science in the New Capital Administrative in Cairo, the New Museum of the Ancient Egyptian Civilization at El Fostat City in Old Cairo, and the New Grand Egyptian Museum positively impact Egypt's tourism industry and cultural heritage development.

Tourism plays a vital role in Egyptian Society, and the region considers one of the most attractive destinations worldwide. The area needs more attention to be developed and managed. Therefore, tourism development of the

archaeological sites aims to achieve progress in all business sectors, develop natural and cultural attractions, use modern technologies, improve Infrastructure, and provide tourism facilities. Additionally, tourism development depends on evaluating human resources, economic Research, social-cultural traditions, environmental civilizational attractions, administrative and organizational requirements, marketing, promotion, and other facilities and services. The planning and development for these places will be helpful to the local community by improving the region's infrastructure operations (roads, electricity, water, information and communication services, and others). They will benefit the National Economy by setting up hotels, shops, rest and parking areas, restaurants and cafes around these places, employment opportunities, investment opportunities, and encourage the investors to set up their projects around the archaeological sites and historical locations.

II. METHODOLOGY

Qualitative methods have been used as the overall approach to this study. The researcher worked as a Lecturer of Tourist Guidance and Ancient Egyptian Civilization. Therefore, I had the opportunity to communicate with archeologists,

professionals, executives, and specialists working in the same field and present Research while participating in the Management Training Program of Tourism and Hospitality in the United States of America. Additionally, the researcher depended on the Site Tours, Interviews, Observations, References, Internet Websites, Publications, and Recent studies related to the research subject to conduct this project. The reason for choosing these methods was that the researcher worked in the tourism and archaeology sector. Therefore, I had the opportunity to visit all archaeological sites, Egypt's landmarks, historic locations, and touristic destinations. This study focuses on Egypt's Cultural Heritage, historical places, and archeological sites that consider the essential resources supporting the National Economy and Local Society. The primary purpose of the Research is to gain information to develop theoretical Research on how to benefit from those historical sights both economically and culturally effectively. The researcher aims at presenting further studies in a field related to tourism and archaeology using previous experience. This study provides the ability to achieve the main goals and objectives successfully.

III. THE GOALS AND ELEMENTS OF TOURISM DEVELOPMENT

Tourism plays a vital role in supporting all business sectors in Egypt. It supports the National Economy, creates job opportunities, increases complete capability among the countries, and develops its Infrastructure. Tourism as a service sector relies directly on the Economy. Therefore, the economic impacts on tourism affect other sectors such as; construction, agriculture, industry, commercial services, and other sectors. (Wall and Mathieson, 2006; Å-nder and Durgu, 2007). Tourism is one of the most critical factors that support the Egyptian Economy. Tourism considers the primary resource of the hard currency that it brings annually about 45% of the foreign currencies to Egypt. Therefore, tourism development plays an essential part in supporting Egypt's National Economy that benefits all aspects of the Society (Weeks and Hetherington, 2006).

The elements of tourism development are represented in Attraction, Transportation, Accommodation, Infrastructure, and other facilities and services. Tourism attractions are represented in the natural features (natural landscape, good weather, mountains, lakes, rivers, seas, and others); ancient constructions (monuments, palaces, museums, and other structures). Transportation (ships, cars, trains, and airplanes), Accommodation (hotels, resorts, motels, apartments), Supporting facilities and services (taxes, cash changes, labor, advertisements, sales, marketing), and

Infrastructure (roads, airports, water stations, communication systems, electricity resources etc.) (Ibid).

Tourism development aims at increasing national income that supports the Economy and the local community. It creates new job opportunities, provides infrastructure services, increases revenue from taxes, and improves the balance of payments. The Government is working professionally to explore local, regional, and international markets and set up many hotels, motels, and resorts suitable for customers' needs. Furthermore, tourism development participates in solving environmental issues such as (pollution, noise, cleanliness etc.). Working on protecting the environment as one of the main goals of sustainable development, avoiding the causes of pollution, protecting the natural environment and preserving the national park, architectural monuments, and archaeological sites. Tourism development creates communication channels between the receiving destination and the visitors, and it also supports the cultural and political relationships among the countries and nations worldwide (www.maan-ctr.org/magazine, 2021).

According to the report of the United Nations in 1987, sustainable tourism development aims at meeting the present population's needs without affecting the needs of future generations. Tourism development considers one of the various aspects of economic growth in the country. It involved the different business sectors in achieving progress, high quality of citizens' life and complete the country's economic and social benefits. Additionally, working on achieving cooperation and coordination among all sectors related to tourism and applying all scientific methods and further studies to sustainable tourism development. It accounts for issuing the necessary legislation for regulating tourism operation, upgrading the services, supporting the private sector, and providing multiple privileges to participate in sustainable tourism development. It also works on achieving the security and protection operation for all tourists and citizens, considering that security and stability are among the main factors that increase investment opportunities and sustainable tourism development (Ibid).

IV. TOURISM DEVELOPMENT OF THE CULTURAL HERITAGE AND ARCHAEOLOGICAL SITES IN RELATION WITH THE NATIONAL ECONOMY AND LOCAL SOCIETY:

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The social-cultural studies indicated the habits, traditions, identity, lifestyle, values, and customs. It shows the direct and indirect interactions among the host societies, tourism industry, and tourists. Therefore, tourism development in the local community is identified by evaluating people's perceptions and behaviors towards tourism (Tovar and Lockwood, 2008). Regardless of the magnitude of the fluctuations of tourism demand, the impact on the host community will depend not only on the number of tourist arrivals but also on the type of tourist (Holloway, 2002). The tourism development improved the works of Infrastructure in the host communities such as clean water, stable telecommunications, transportation, banking services, and new business investments that positively affect the lives of local societies. It creates an experience of cultural interactions and communication channels between the local citizens and visitors (Kreag, 2001).

The essential values of the Cultural Heritage and the archaeological-historical locations are represented in achieving the economic revenues. Therefore, achieving the growth of the tourism industry and sustainable tourism development regarding the cultural heritage properties and protecting the environmental ecosystems and historical landscapes. The Cultural Heritage is divided into two parts; tangible features represented in the ancient monuments, historical landmarks, archaeological sites, and natural landscapes; and intangible features represented in oral traditions, folklore art, special ceremonies, memorial festivals, and various crafts. Most travelers worldwide prefer to visit historical sites and enjoy the Cultural Heritage involved in tourism activities (International Studies in History and Business of Art & Culture, 2021).

According to the World Bank and United Nations of World Tourism Organization (UNWTO), Cultural Heritage contributes significantly to social and economic development. Tourism plays a vital role in supporting local societies and economic business sectors. More studies focus

on the economic benefits of the Cultural Heritage and historical landmarks related to tourism (Massimo 1995). The archaeological sites are essential factors that support economic and social development. The Cultural Heritage related to the tourism industry considers one of the central core values for tourism development. The cultural heritage landmarks and archeological sites are among the most important factors supporting economic sectors, social activities, and tourism development. Site management plays a vital role in research methods, excavations process, management plan, strategic planning, and tourism development as determined in the Operational Guidelines of the World Heritage Convention (Feilden and Jokilehto, 1998).

The archaeological sites and Cultural Heritage are the essential resources that tourism depends on, and it benefits the local Society (Pearson & Sullivan, 1995). It is essential to acknowledge the community values and the Society's activities related to the region's Cultural Heritage (Worthing & Bond, 2008). However, tourism plays an essential role in economic development related to Cultural Heritage and archaeological sites. The economic-social benefits provided from the archaeological sites under the so-called tourism revenues—the site management in documentation, research, excavation, conservation, and restoration. Moreover, participating the local Society in the planning process and encouraging the investors to set up their projects around the archaeological sites. Opening channels with the local Society include endless meetings, cultural discussion seminars, annual open days, festivals, special events, and carnivals. The value beyond these occasions is the cultural, social, and economic benefits of using the cultural-historical resources (Hall and McArthur, 1998).

V. THE ROLE OF THE CULTURAL HERITAGE AND HISTORICAL-ARCHAEOLOGICAL LOCATIONS IN ACHIEVING SUSTAINABLE DEVELOPMENT

Cultural Heritage is the legacy and identity that people receive from the past and pass on to the next generations. The convention of UNESCO in 1972 declared that the protection of World Cultural Heritage is one of the critical initiatives related to humanity and irreplaceable resources of life. However, it includes the various monuments and precious collections; it also contains habits and traditions inherited from the ancestors and passed on to the descendants. UNESCO aims to undertake national efforts to manage archaeological sites, cultural landmarks, and historical landscapes (Santiago, 2021). Cultural tourism considers one of the tourism industry's primary resources,

especially in Egypt, which includes about 1/3 of the monuments of the world. According to the World Tourism Organization (UNWTO), cultural-heritage tourism became an essential element that represents around 40 % of the tourism tours around the world (Timothy and Boyd, 2003)

Heritage is divided into two parts; Cultural Heritage and Natural Heritage. Cultural Heritage is the ancient monuments, architectural works, sculptures, paintings, modern landmarks, and familiar habits and traditions. The Natural Heritage is clearly illustrated in forests and mountain ranges, caves, natural features, and environmental landscapes, including physical formations and biological materials. In 1972 UNESCO admitted agreement for protecting the world's cultural and natural heritage. In addition to the UNESCO organization, three other organizations are working to preserve Cultural Heritage. ICOMS is responsible for cultural heritage sites, International Union is responsible for natural heritage sites, and ICCROM is responsible for evaluating and maintaining cultural heritage property (El Nemr N., 2021).

The site management is interested in maintaining the main pillars; the goals, plans, documentation, budget and finance, excavations and missions, security, human resources, legislation and other regulations. Additionally, the site management has to give a detailed description of the archaeological site in terms of the site's historical information and social and cultural activities (El Nemr N., 2019). The site management provided the essential tools to preserve the Cultural Heritage and archaeological sites. Ongoing supervision and monitoring, conservation reports, security systems connected with the satellite, geographic information systems, and social participation of local inhabitants living around the archaeological heritage sites (Ibid).

Heritage is the identity and history that represent the past— Cultural Heritage is related to tourism development. Tourism today considers the connection method among the different cultures, communities, and nations worldwide. Tourism development leads to developing societies and raising citizens' high standards of life (Center for Arab Unity Studies, 2021). According to UNESCO 1972, the world heritage list included historical locations, archaeological sites, cultural landmarks, and natural landscapes that exceeded more than 100 years. Cultural

Heritage is significantly related to tourism development depending considerably on the information technology and cultural Economy (El Gabry M.,1999).

Sustainable tourism development is defined as the practices that achieve economic and social benefits, considering maintaining the environment and promoting natural and architectural resources. Tourism development deepened on the scientific studies and strategic planning throughout managing the natural and cultural resources to achieve the eco-social, economic and cultural benefits that guarantee current societies and next generations (Ibrahim M., Attallah F., ed). Cultural Heritage is related directly to tourism, that plays a vital role in achieving social and economic benefits. Additionally, tourism supports the cultural-heritage crafts that match the visitors' needs, develops the Cultural Heritage, and moves to the next generations without affecting its essential core values. This study focuses significantly on the importance of Cultural Heritage, historical locations, archeological sites, and cultural landscapes taking into account preserving the natural environment (Qusary M., 2016). The local communities and cultural institutions play an essential role in developing Cultural Heritage by highlighting citizens' awareness of their Cultural Heritage and national identity. Additionally, they are supposed to work hard to document the Cultural Heritage, organize the cultural workshops, meetings, events, visit the cultural-historical locations, and create strong relationships between the local societies and the cultural-heritage institutions (El Gabry M.,1999).

VI. THE NATIONAL PROJECT TO DEVELOP THE OLD HISTORIC CAIRO

The Old City is currently located in the downtown of the modern city of Cairo. The city was mainly constructed in the tenth century A.D. It reached its glory in the fourteenth century A.D. The city included many significant constructions and unique valuable collections that represent the Islamic Architecture of Egypt. The site of the historic old Cairo was classified in the List of World Heritage in 1979 by UNESCO. A great project has been carried out under the Ministry of Tourism and Antiquities to develop the area, preserving the historical landscape and old architectural design (UNESCO Center, 2021).

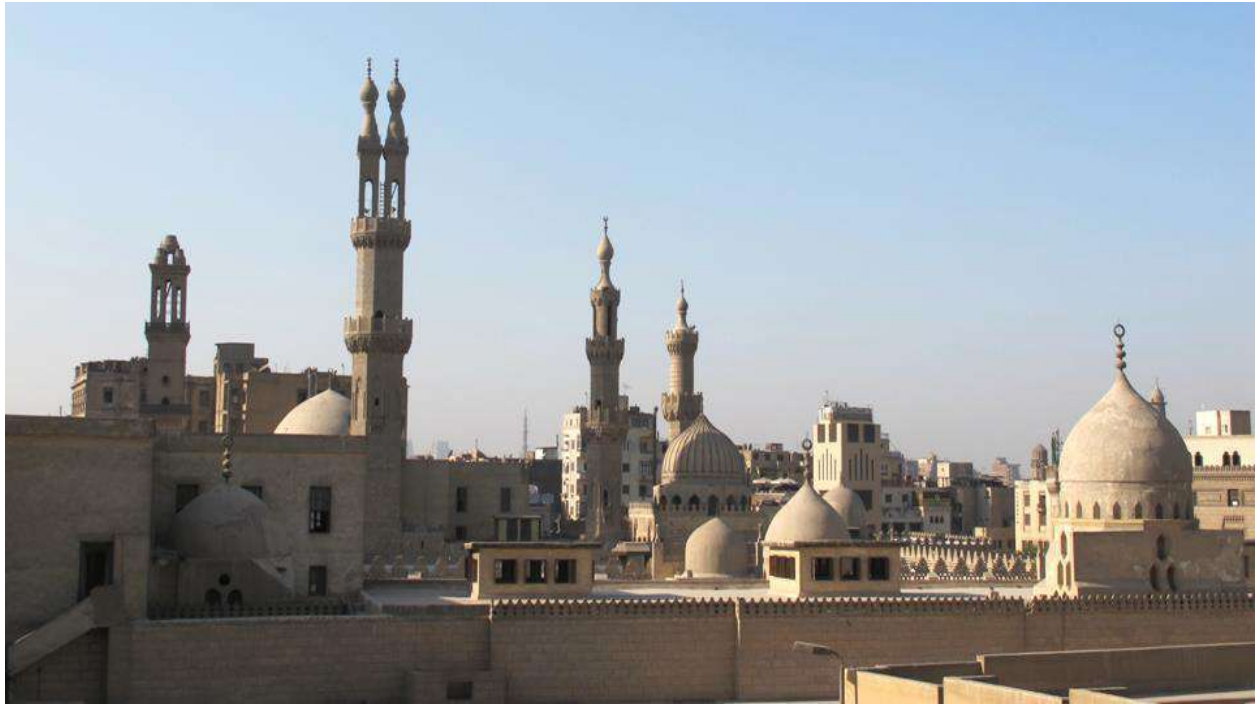


Fig. 1 The Islamic Architecture in Old Historic Cairo after

<https://whc.UNESCO.org/en/historic-Cairo-project/>

The historic city of the old Cairo is considered one of the most cultural heritage cities globally. The city is distinguished by its ancient architectural design and artistic monuments, and a significant project prepared to develop Old Cairo taking into account to maintain its historical landscape and architectural design. The project has been prepared to protect and restore the archaeological

constructions and historical buildings to place them on the sustainable tourism development plan. Additionally, they organized a national program to raise cultural awareness among the citizens and visitors to preserve the region's Cultural Heritage and historical architectural design (Antiquities.gov.eg, ed).

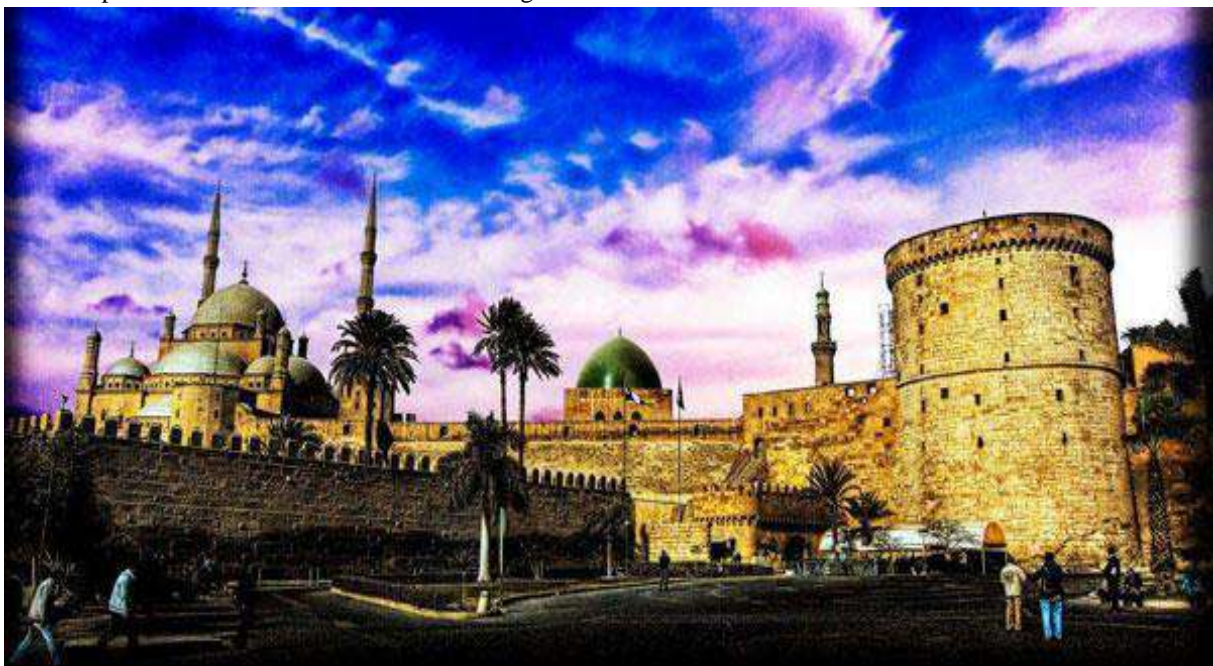


Fig. 2 The old constructions in Historic Cairo after

<http://www.antiquities.gov.eg/DefaultAr/Projects/Pages/Projectesdetails.aspx>

The old historic Cairo development project includes El Fustat, Ain Al Sira, Ain Al Hayat, Sour Mara El Ayoun, the Museum of Civilization, the Religious Complex, the mosque of Amr ben Aas and Hanging Church (gate.ahram.org.eg/News, 2021). Al-Fustat Hills Park Project considers the main project designed as a public garden park with panoramic views of many archaeological sites and historical locations. The park's central location among the historical landscapes and various cultural environments makes it a unique destination providing all

cultural and recreational activities and reviving the region's Cultural Heritage and traditional industries during the different historical eras. The project included heritage gardens, recreation and adventure areas, cultural-historical areas, business centers, hotels and restaurants, cinemas, and shaping areas. The development's primary goal is to create an outgoing green public park in Cairo related to traditional landmarks, historical landscapes, and cultural attractions (gate.ahram.org.eg/News, 2021).



Fig. 3 General Plan of the Al-Fustat Hills Park Project after

<https://gate.ahram.org.eg/News/2761677.aspx>

The area has recently witnessed a significant historical event in the 21st Century, transporting the 22 mummies from the Egyptian Museum downtown Cairo to the Museum of Civilization at Fustat. They have transported in a vehicle decorated with pharaonic designs. Artist performers have fronted the golden parade and panoramic light displays from

the Egyptian museum in Cairo downtown to the Civilization Museum at Fustat City. The International T.V. News Channel and different communication mass media have seen this great event worldwide. This historical event is part of Egypt's effort to promote the tourism industry. (Weston K., 2021).



Fig. 4 The royal mummies were transported in a grand parade from the Egyptian Museum in Cairo downtown to Civilization Museum at Fustat after

<https://www.dailymail.co.uk/news/article-9433391/Egypt-holds-spectacular-parade-transporting-22-mummies-famous-pharaohs-museum.html>

VII. DEVELOPMENT PROJECT OF MEMPHIS, THE FIRST ANCIENT CAPITAL OF EGYPT

Egypt has various archeological sites that classified in the World Heritage List by UNESCO in 1979. Memphis was the first Capital of Egypt in Ancient Egypt. The city located on the western bank of the River Nile. The city had constructed in 3000 BC as the political and administrative capital, and it witnessed the periods from the old kingdom

until the end of the Greco-Roman period. The site included many archaeological sites such as; Giza, Saqqara, Abusir, Mit Rahina, and Dahsur. The region consists of the most important monuments globally: the great pyramids at Giza, the step pyramid at Saqqara, the significant pyramids at Abu Sir and Dahshur. A great project has been done to preserve Cultural Heritage and archaeological sites; strategic planning for developing the area and placing it on the world tourism map (UNESCO Center, 2021).



Fig.5 The Great Pyramid of Giza as a part of Memphis and its Necropolis
<http://www.antiquities.gov.eg/DefaultAr/WorldHeritageSite/Pages/default.aspx>

According to the strategic plan of the Egyptian Government, tourism development aims to restore the historical landscape of the monumental area of Giza pyramids, making the region an open museum and watching the panoramic view of the great pyramids and other monuments. They are working on setting up the hotels, restaurants, business centers, and other facilities and services to the North of the Grand Egyptian Museum at the bottom of the pyramids plateau. The region is provided with

all services and facilities. It is expected to open the great project of the monumental area in mid-2021 in parallel with the grand opening of the New Egyptian Museum. The tourism development of the region aims at promoting the site in all communication media in order to place Egypt on the international tourism map and invite visitors from all over the world to see Egypt's great Civilization that will positively affect the tourism industry and all business sectors in Egypt (Hafena A., 2020).



Fig. 6 The General Plan of Tourism Development of Giza Pyramids after

<https://www.skynewsarabia.com/varieties/>

VIII. DEVELOPMENT PROJECT OF THE REGION FROM LUXOR TO ASWAN

Thebes is a magnificent ancient city in Upper Egypt that was the capital of Egypt during the Middle and New Kingdoms. The city is now called Luxor which is considered an open-air museum. Additionally, the vast area of Nubia from Abu Simbel to Philae is one of the most important historical landmarks of the ancient Egyptian Civilization. The region was classified in the World Heritage List by UNESCO in 1979. The city included many monumental constructions, historical-cultural landscapes, and archaeological sites considered the Cultural Heritage for humanity. The local and international cooperation highlights the region supporting sustainable development of tourism. The world Heritage program aims to develop

archaeological sites and historical locations through conservation policies, workshops, exhibitions, conferences and create a world network for exchanging cultural information and professional experiences (UNESCO Center, 2021).

Luxor is a significant city not only in Egypt but also in the whole world. The city has one-third monuments of the world and is known as the city of civilization; it is an open-air museum. Karnak temple consists of various pylons, courts, colonnades, statues, and other structures. The temple fronted by the rams' avenue that connected the Karnak temple with Luxor temple. This way had crossed by kings and priests during the annual festivals' days. The rams' avenue was recently opened as a great project to develop the area and place it on the international tourism map (Hendawy

A., ed). This road dated to 3500 years and it connected between the temple of Karnak and temple of Luxor along 2700 m. The road is surrounded by ram-headed sphinx made from sand stone. International T.V Channels around the world have seen this significant historical event. This event was included in the promotion plan of the National Project of tourism development of the area (Ahmed Mahran, 2021).

Additionally, Luxor temple is located near the Karnak temple's eastern side of the river Nile. The temple fronted by great pylons built by king Ramses II and two statues of King Ramses II. The temple of Hatshepsut considers one of the largest mortuary temples located on the west bank of the river Nile. It is an important temple at Luxor which tourists come to visit from all over the world (Hendawy A., ed).



Fig. 7 Karnak temple after <https://tourflag.com>

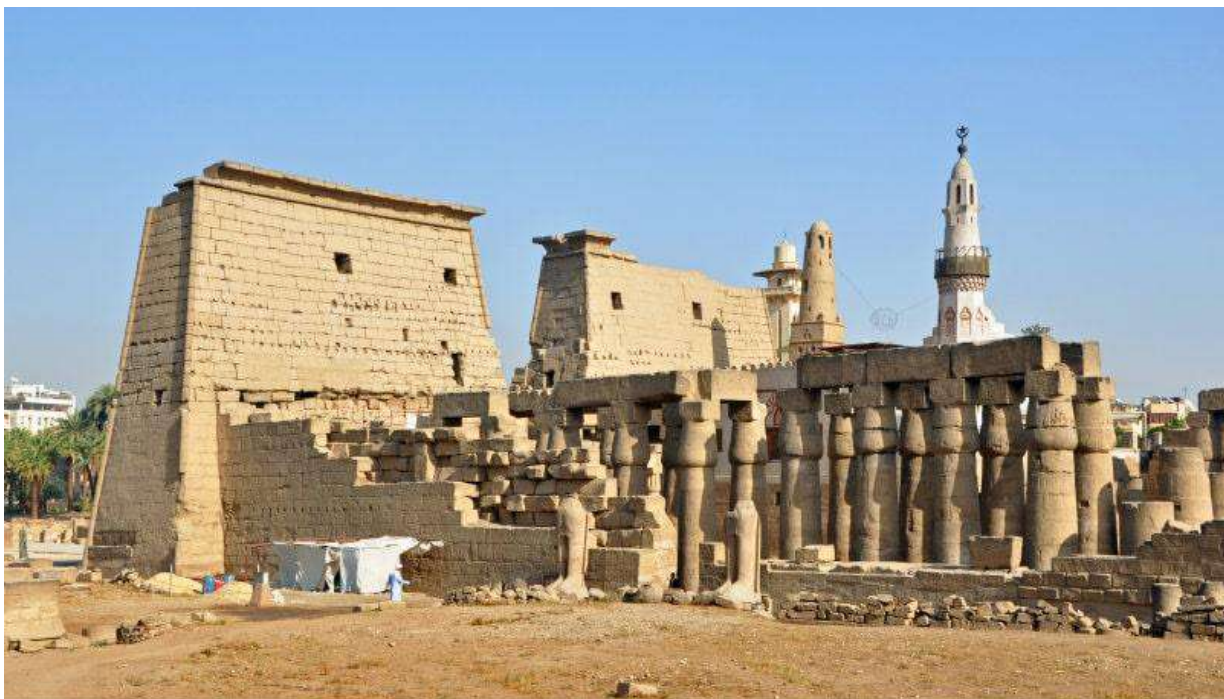


Fig. 8 Luxor temple <https://tourflag.com>

The region includes other monumental locations influenced after building the High Dam on the River Nile. The most significant temples transported by UNESCO; the temple of Abu Simbel of Ramesses II and the temple of Isis of Philae

(UNESCO Center, 2021). Additionally, the temple of Kalabsha, the temple of Dendur, and other great temples had been rescued by UNESCO from raising the flooding of the River Nile (UNESCO Center, 2021).

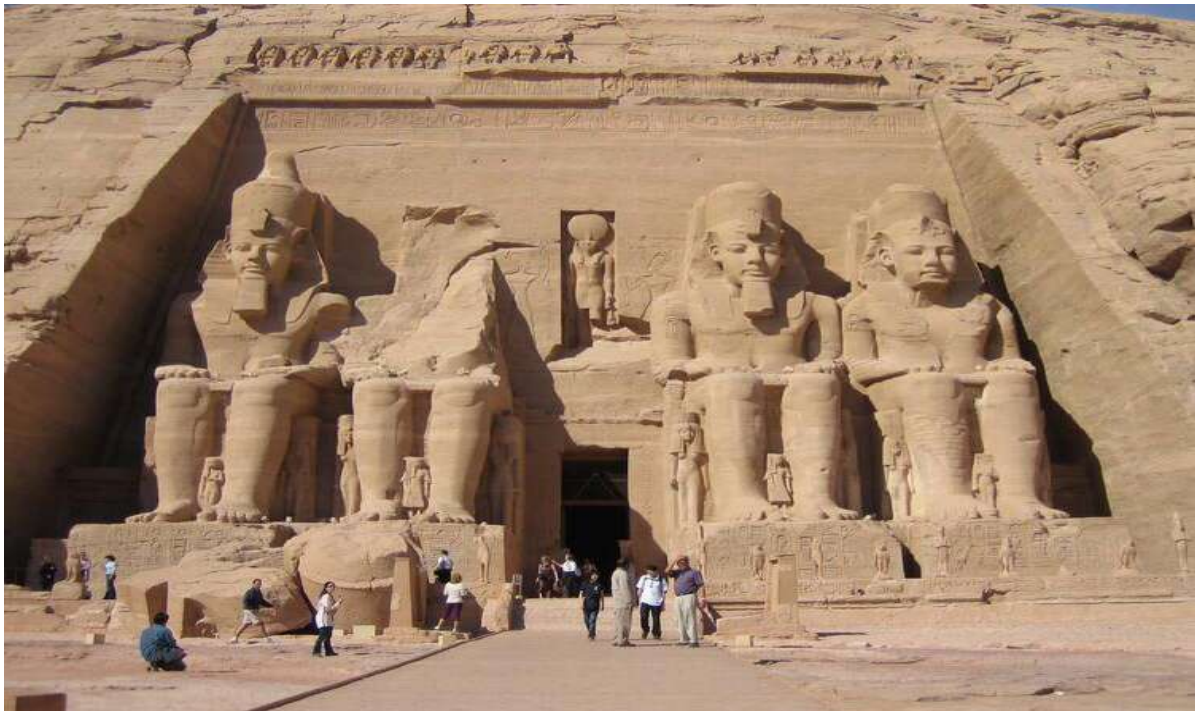


Fig. 9 The temple of Abu Simple built by Ramsess II after <https://whc.unesco.org/en/list/88/>

Abu Simple temple considers one of the important tourism landmarks in Aswan. UNESCO had transported the temple in 1960 after building the high dam. King Rameses II had built the temple; the temple fronted by four huge statues of the King and other small statues representing the King's wife, sons, and mother. The temple witnesses two important events that happen every year, and many tourists come from all over the world to watch the sun rays spot on the face of King's statue in the holly shrine that matches with the King's birth day and his coronation on the throne. As well as a small temple had been built dedicated to queen Nefertari, the wife of king Rameses II beside the grand temple of Rameses II. Additionally, the temple of Philae at Aswan had been transported by UNESCO after building the high dam (Shawky S., ed).

IX. DEVELOPMENT PROJECT OF THE REGION OF SAINT CATHARINE AND DOCUMENT THE WAY OF THE HOLLY FAMILY

The region of Saint Catherine and the Muses Mountain is located in Central Sinai. This significant area hosted the three religions, Islam, Christianity, and Judaism, which indicates tolerance and peace. The monastery was constructed in the 6th century A.D. by the Roman emperor Justinian, and it is still opened until the present. The monastery included the sacred valley, the burning bush tree, a grand library, a great church, and a mosque built from the Fatimid period. The holy valley where Moses spoke to God and received the Tablets of the Law. The church included valuable unique icons and other significant collections. The library included an essential manuscript from the kings to the monastery's monks (UNESCO Center, 2021).



Fig. 10 Saint Catherine Monastery in the Central Sinai after
<http://www.antiquities.gov.eg/DefaultAr/WorldHeritageSite/Pages/default.aspx>

Sinai is known as the land of turquoise that has unique attractions. It considers the primary resource of sustainable tourism development. Sinai has a strategic location where the connection bridge between Egypt and the Eastern World. However, Egypt is located in the North of Africa, Sinai is situated in Asia. Sinai is looking over the Mediterranean Sea on the North, Aqaba Gulf on the East, and Suez Gulf and Suez Canal on the West. Sinai is divided into three parts, the plain desert area in the North, Sinai's plateau and hills in the middle, and the high mountains in the South. However, Sinai has various attractions and many different materials that will benefit the country's development. The development plans are currently in progress that aim to connect the western part of Sinai with the big cities of the Suez Canal through the tunnels, bridges, railways, and setting up many different cities in Sinai to achieve sustainable tourism development (Mohamed A. 2021).

The development strategies are interested in supporting the cultural, historical, and religious programs. These projects included; establishing a Sound and Light Project in the Sacred Valley in the area of Moses Mountain and Saint Catherine in the central Sinai. The project aims to tell the

story of Prophet Moses, who spoke to God at the sacred valley where the burning bush tree represents significant values in all religions. Additionally, the valuable Christian and Islamic religious buildings such as monasteries, churches, and mosques indicating to the spirit of peace and tolerance among all faiths. The other project is a cable car network in the Holley Valley to enjoy the religious whole mountainous area and set up a complex for religions in the central Sinai where the Holly Valley included the largest cultural-religious center, museum, library business and conference centers. Additionally, a significant scientific project to reveal the true water springs of Moses that extended to the igneous rocks in the central earth (El Asmer, H., ed).

The scientific project aims to document and revive the sacred road of the Holly Family in the North Sinai. This road extended from Rafah in the East to El Farma in the West. This main road with all stations is supposed to be well-prepared and provides all services and facilities to receive visitors. The Holly Family used this way heading to Egypt. According to the recent discoveries, about seven locations along this road included various churches and other monumental remains (Hussein M., 2020).



Fig.11 Red-Bricks Buildings Located on the Road of the Holly Family at North Sinai after <https://www.youm7.com/amp/>

X. TOURISM IN EGYPT IN LIGHT OF THE RECENT ARCHAEOLOGICAL DISCOVERIES AND INTERNATIONAL EVENTS

Egypt is one of the most important touristic destinations around the world. Tourists wanted to visit Egypt to see its significant history and Civilization. As for some attempts to support the National Economy, the Government is interested in developing tourism activities, opening tourism locations and archaeological sites. Recently, tourism

witnessed remarkable progress, especially in light of the recent archaeological discoveries and international events. The lost golden city known as Aten was built by Amenhotep III, who ruled the region in 1390BC, and Tutankhamun came later to govern the site. The city was discovered in Luxor near the temple of Amenhotep III; its design with its neighborhoods, streets, workshops, jewelry, pottery, blocks bearing the name of Amenhotep III and cemetery of animals and humans (Morrison R., 2021).



Fig. 12 The lost golden city found at Luxor; it known as Aten, and Amenhotep III built it after <https://www.dailymail.co.uk/sciencetech/article-9517389/Egypt>

According to the archaeologists, the city dates back to 3000 years, and it considers the most important discovery since discovering the tomb of Tutankhamun in 1922. The archaeologists excavated in the mortuary temple of king Amenhotep III in Luxor; they found the formations of the mud-bricks city included various rooms in which remains and tools of the daily life of the ancient Egyptians. The city is divided into three parts; one for administration, one for accommodation, and the other as a workshop for industry purposes. It was discovered various pottery pieces, pieces of jewelry, different kinds of vessels, and blocks bearing the name of Amenhotep III, who ruled Egypt between 1391 and 1353 BC. The lost golden city is located in Luxor on the west side of the river Nile. Amenhotep III had constructed the city, and it was later reused by Tutankhamun (Assuncao M., 2021). The city contains industrial, residential, and storage parts—different types of pottery, ovens for cooking, and vessels for preserving the dried meat. The city was called as “tehn Aten” which means the dazzling Aten. Aten had been depicted as the sun disc that associated with Akhenaten, the son of Amenhotep III. Akhenaten moved to tell Amarna, and he left the city with all treasures, valuable

objects, unique pieces and artifacts. After the death of Akhenaten, he was followed by king Tutankhamun who came back to Thebes (Hawass Z., 2021).

New discoveries at Saqqara will rewrite Egypt’s ancient history. According to the inscriptions found at the site, the location included an ancient temple belonging to queen Neit, the wife of king Teti; the 1st king of the 6th dynasty. Various painted coffins and mummies were discovered wrapped in linen, two limestone coffins. It was believed King Teti had two wives called Iput and Khuit, and later Neit was the 3rd wife that she was previously known, and her temple has been discovered in the site. Saqqara is an important archaeological site in Egypt. The place was a part of the cemetery of the ancient capital Memphis classified in the World Heritage List (UNESCO). In Saqqara, the oldest pyramid in Egypt’s ancient history, the Step Pyramid of Djoser was constructed by minister Imhotep in the 27th century B.C. It was discovered in the site about 100 decorated wooden coffins, various artifacts, valuable pieces, amulets, face masks, and funeral statues (Mahfouz H., 2021).



Fig. 13 Archaeologist Zahi Hawass’s dig site at Saqqara where the discovery of a queen has reshaped the understanding of ancient Egyptians

It was discovered a set of colored coffins inscribed by various deities. According to inscriptions, the cemetery dates back to the 18th-19th dynasties, meaning King Teti was probably worshiped during the New Kingdom in the region between 1570-1069 BC. One of the most significant discoveries is a papyrus about 15 feet long recorded with texts of the Dead Book, and it included collections of words

written by priests assisting the dead in crossing the Other World. Additionally, human remains have been discovered on the site and pottery pieces used in different daily purposes of the ancient Egyptians. The discovered pottery had been imported from Palestine, Syria, Crete, and Cyprus, confirming the good relations between Egypt and the neighboring countries. A massive sarcophagus about 20

tons was found in a burial shaft about 63 feet deep. However, the grand granite sarcophagus found in the so-far long shaft under the ground was entirely looted by rubbers. This remarkable discovery is still a mystery for archeologists, and the site needs further excavations and more studies. Additionally, the cemetery was located to the North of Alexandria; it included 16 burial chambers. According to the Egyptian Ministry of Antiquities, it found that two mummies had a golden tongue that allowed them to speak in the other life. It was discovered remains of ancient Christian settlement in the Baharia Oasis at the Western Desert dated back to the 5th century A.D. (Ibid).

Egypt is one of the most important destinations worldwide that tourists prefer to visit to see Egypt's great Civilization and enjoy fine weather and historical and natural landscape. Tourism in Egypt and worldwide faced many challenges, especially in 2020 because of Covid-19. Tourism has been influenced, and the total revenues have been decreasing. Tourism revenues in Egypt reached the highest level in 2019 that it was \$ 13.03bn. The total payments have been declined in 2020 due to the Covid-19. The pandemic affected all life aspects included the Economy, tourism, and all businesses. According to the World Tourism Organization (UNWTO), 2020 was the worst year for tourism in Egypt, and the Economy depended significantly on the tourism sector (Samir N, 2021).

However, Egypt's tourism sector faced many challenges after 2011; in 2018-2019 started to revive again, and the flights headed to the Mediterranean and Red Seas resorts. Tourism revenues achieved 13.03 bn in 2019, which was the highest in the history of tourism in Egypt. It is expected that tourism revenues will exceed this amount in 2020, but unfortunately, the Covid-19 decreased tourism revenues to about 70% compared to the previous year. However, this is an international crisis and global problem; the Egyptian Government is now working hard to regain its storage position among the competitors and speed recovery to the tourism sector, especially with the vaccines coming out. The total revenue in 2019 exceeded the total revenue in 2010 that which was \$ 12.5 bn. However, the number of tourists who visited Egypt in 2019 became lower than the 14.7 million tourists who visited Egypt in 2010. Egypt is one of the fastest destinations, many great projects have been achieved during this period, and the tourism sector will be rapidly recovered during the next period. We expect the tourism demand for traveling to Egypt will increase shortly through enhancing the travel aviation system and presenting high-quality services. Additionally, the works of infrastructures, market studies, and professional training for all employees who are working in the tourism sector. The Government has to work hard to overcome the crisis and recover the Economy throughout the following; encourage

investments, tax deductions, credit guarantees to banks, rescheduling the bank credits, skilled employment, digitalization and online-distance work. Additionally, strategic planning, innovative smart tools, marketing and communication plans and cooperation between the Government and the public-private sectors. Additionally, working on great projects on New Administrative Capital of Egypt, New City of Alameen, and other significant projects (Ibid).

XI. CONCLUSION

Egypt considers the most important touristic destination worldwide. Tourists prefer to visit the region to see Egypt's great history and Civilization. As for some attempts to support the National Economy, the Government is interested in developing tourism activities, opening tourism locations and historic landmarks. This is the opportunity to make new laws and administration systems for running the business operations and urban development of Egypt's cultural Heritage and tourism attractions. Recently, Covid-19 had a negative impact on all aspects of life around the world. However, with the vaccine coming out, there is a light at the end of the tunnel. Additionally, Egypt faced various troubles and civil unrest after 2011 that significantly affected Egypt's Cultural Heritage and the historical archeological locations. This action directly affects Cultural Heritage and the historical landscape of the whole region. These unstable events affected all sectors in Egypt significantly. Recently, significant progress in tourism revenues and the number of tourists due to the active efforts and multiple considerable projects have been constructed in Egypt.

Many efforts had been made to revive tourism depending on economic and business reforms and improve the state's security and stability. Therefore, tourism has made notable progress due to the country's economic and business reforms, investment opportunities, and safety and stability. Additionally, Egypt is working hard to make a good relation with the other countries, negotiation skills and diplomatic relations to regain the trust to both tourists and investors, legislative law and security systems provided with all services and facilities.

The elements of tourism development are represented in Attraction, Transportation, Accommodation, and other facilities and services. Tourism development aims at increasing national income, supporting the Economy and local community. It creates new job opportunities, provides infrastructure services, increases revenue from taxes, improves the balance of payments, and encourages investment opportunities. Tourism development helps to solve problems related environment such as; pollution,

noise, cleanliness etc. Working on protecting the environment as one of the main goals of sustainable development, avoiding the causes of pollution, protecting the natural environment and preserving the national park, architectural monuments, and archaeological Heritage. Tourism development creates communications channels between the receiving destination and the different people around the world. It also supports the cultural and political relationships among the countries and nations.

Tourism development depends on scientific studies to optimize the natural elements, cultural Heritage, modern technology, and human resources that play a vital role in development programs. It focuses on the optimal use of the natural, economic, cultural, social, urban and architectural resources in line with the demand and trends of tourism that create a practical economic base and increase the growth of tourism in the targeted area. Sustainable tourism development participates in meeting the present needs of people without affecting the needs of future generations. It is involved in the different business sectors to achieve the progress of Society and approve the economic and social benefits. Tourism development of cultural heritage and archaeological sites is a critical fact to achieve economic and social benefits. This benefit goes to tourism revenues and site management and communicates to investors, business people, policy decision-makers, and the public.

XII. RESULTS

- Cultural Heritage is significantly related to the tourism industry that considers one of the central core values for tourism development and the most important factors supporting business sectors and cultural-social activities.
- Site management plays an essential role in research methods, excavations process, management plans, strategic planning, and tourism development as determined in the Operational Guidelines of the World Heritage Convention.
- Working on raising the social and urban growth of citizens' awareness, teaching them the importance of their history and Heritage, and giving local citizens and foreign tourists opportunities for tourism activities. Moreover, organizing tourism programs for all tourists to visit the historic landmarks, archaeological sites, and natural landscapes, considering preserving the monuments, Heritage, national parks, and environment.
- Encourage investment opportunities in the tourism sector, considering that tourism is related to all business sectors. It provides the private sector with privileges to encourage the investors to set up their projects in the tourism sector. Additionally, preparing training

programs for the employees who work in the tourism and archeology sector.

- Projects for cultural tourism in Egypt; in addition to the relaxation and recreation programs, there are other cultural programs for visiting historic landmarks and archaeological sites. For example, the tourists who stayed in Sharm El Sheik visit the historical locations and archaeological sites in Sinai, as well as the tourists in Hurghada visit Luxor and Aswan. Additionally, the visitors who stayed in Cairo visit the Pyramids, Old Cairo, and other locations in Cairo.
- Tourism development of the historic Cairo includes Fustat, Ain Al Sira, Ain Al Hayat, Sour Mara El Ayoun, the Museum of Civilization, El Azhar, the Religious Complex, the mosque of Amr ben Aas and Hanging Church.
- Al-Fustat Hills Park Project considers the main project of the park's central location among the historical landscapes and cultural landmarks. This project is provided with all cultural and recreational activities and reviving the Cultural Heritage and traditional industries in the region.
- Tourism development of the area of Giza pyramids, making the region an open museum and watching the panoramic view of the great pyramids and other monuments; setting up the hotels, restaurants, business centers, and other facilities and services. The region is provided with all services and facilities in parallel with the grand opening of the New Egyptian Museum.
- Projects for religious tourism in Egypt include establishing a Sound and Light Project in the central Sinai telling the story of Prophet Moses. He spoke to God at the sacred valley. The valuable Christian and Islamic religious buildings in Egypt, such as monasteries, churches, and mosques, indicate peace and tolerance among all religions.
- The other project is a cable car network in the Holley Valley to enjoy the religious whole mountainous area and set up a complex for religions in the central Sinai, besides document the locations of the Holly Family in North Sinai, as well as a scientific project to reveal the true water springs of Moses in Sinai.

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Life Experiences in the New Normal: Interpersonal Communication, Work Values and Job Commitment of Young Professionals

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Abstract

The pandemic has hit every single employee detrimentally, leaving each one feeling worried about how to make ends meet especially in this new normal. Using qualitative measures to probe the living experiences of the young professionals in the highly affected economic sectors of General Santos City - Philippines, eight-core themes were extracted using Moustakas' (1994) modified van Kaam phenomenological analysis. Results revealed that the economic uncertainty, as well as the psychological and personal consequences brought by the pandemic, have kept young professionals staying in their existing jobs; thus, allowing them to seek multiple employment. It was found out that young professionals developed a certain perspective towards employment, making job security a central aspect in staying committed to their jobs. More so, the participants manifested a dynamic communication style which became one of the essential aspects of expressing concern in the organization and they also regarded family values as a driving force in striving to live. Findings also revealed that it was not the nature of adversity, such as the threat brought by the pandemic, that was most important, but how individuals dealt with it. In this paper, when young professionals faced adversity or frustration in this new normal, protective factors of resilience, work values, commitment and communication helped them survive, recover, and even thrive in the face and wake of misfortunes.

Keywords— lived experiences, interpersonal communication, work values, job commitment, employee experience, pandemic, COVID-19.

I. INTRODUCTION

The Coronavirus disease 2019 (COVID-19) is affecting several communities in unprecedented ways – this includes employment. In only a few months after the Wuhan Municipal Health Commission of China reported a cluster of cases of pneumonia in Wuhan, Hubei Province in December 2019, the coronavirus pandemic has upended the daily lives of people around the world (World Health Organization, 2020). The several restrictions on daily life due to Covid 19 have led to the closure of many companies and the laying-off of employees and staff—either permanently or temporarily.

In the United States of America (USA), with more than 30 million people filing for unemployment, the country is predicted to experience a coronavirus-induced recession through 2021 (Connley, Hess, & Lui, 2020). Moreover, the International Labor Organization (ILO), an agency of the

United Nations, reported that the outbreak is expected to wipe out 6.7% of working hours across the world.

Similarly, in the Philippines, the economy is anticipated to lose between P276.3 billion and P2.5 trillion, depending on how the coronavirus pandemic develops Olano, (2020), and estimated the high trajectory and magnitude of the outbreak in the country under various scenarios and that the global economy would fall into a recession (Philippine Institute for Development Studies - PIDS, 2020).

Locally, the city government of General Santos (Gensan) City has temporarily shut down the operations of various business industries such as the entertainment and recreation-related establishments as a control measure against the spread Covid 19 under the Executive Order (EO) No. 16 mandating the closure of business permits among resorts, recreational facilities, internet cafes, bowling lanes, online bingo, electronic games facilities, cockpits, cinemas, karaoke places, bars, arcade shops,

massage spa, salon, and similar establishments are temporarily suspended. This suspension of business in the city has resulted in the unemployment of roughly 28% of local workers (Estabillo & Gubalani, 2020).

In addition, according to the Department of Labor and Employment (DOLE) Field Office Head of General Santos City, the temporary suspension of some industries, the pandemic still has earnestly affected the city's workforce. The suspension of business has led to many employees jumping from one employment to another, while others deliberately lose their jobs.

In the city alone, the DOLE Gensan has identified the top 5 businesses which greatly affected by the pandemic which include the local manufacturing businesses in the city; service and retail sectors; health and wellness; construction supplies; and lastly, academic institutions. Adding to this, the DOLE Gensan has reported that most of the affected workers are young adults which have lesser years of work experience.

With this scenario, the researchers became motivated to research to explore and understand employee experiences from those economic sectors in the city. Other than that, this study is found to be timely and urgent since there have been few formal studies conducted on the effects of the pandemic among young employees in those economic sectors affected by the restrictions brought by Covid 19. This study was also guided by the premise that exploring employee experiences and understanding how young professionals from the identified industry sectors, used communication, values, and commitment to recover quickly from the pandemic, will redound to significant recommendations which is essential among the human resource and government agencies. It was along this line that the study will be undertaken.

Statement of the Problem

This research aims to explore the workplace experiences of young professionals. This further investigated how communication, work values, and commitment were manifested in their respective employment during this time of the pandemic. Specifically, this sought answers to the grand tour question:

What are the lived experiences of young professionals in their workplace?

II. METHODOLOGY

This research study made use of a Modified van Kaam Method of Thematic Analysis of phenomenological data as illustrated by Moustakas in 2000. As cited in the study of Salinas (2016), phenomenology as a methodological framework has evolved into a process that seeks reality in

individuals' narratives of their lived experiences (Cilesiz, 2009).

Moustakas Thematic Analysis in 1994, as cited in the study of Salinas (2016) includes identifying, analyzing, and reporting patterns of relevant statements and revealing the core themes within the data. Hence, Thematic Content Analysis as paraphrased by Moustakas in 1994 includes the following procedures:

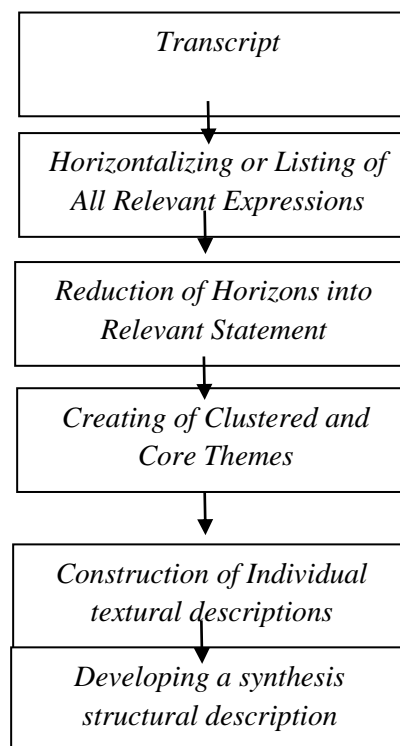


Fig.1. Moustakas Modified van Kaam Method of Thematic Analysis of Phenomenological Data

Horizontalizing or listing all relevant expressions. In this part of the data analysis, the researchers should look at all data as every statement has equal value. If some statements are irrelevant to the investigating phenomena and are repetitive or overlapping, the researcher should ignore these statements. In other words, researchers can create a list from the verbatim transcripts and delete all irrelevant expressions. After cleaning the data, the remaining parts of the data are called horizons.

Reduction of horizons into relevant statements. In this step, the researcher should cluster horizons into relevant statements. The translated data should be split into the meaning of units so that each of the horizons has only one meaning.

Creating clustered core themes. In this step, the researchers clustered and thematized the relevant

statements which became the “core themes of the experience” of the phenomenon

Construction of individual textural descriptions. The textural description is a narrative that explains participants’ perceptions of a phenomenon based on the generated core themes. Moreover, the researcher explains the meaning units in a narrative format to facilitate the understanding of participants’ experiences.

Developing a synthesis structural description. After the researcher writes the textual description, the researcher should incorporate the textual description into a structure explaining how the experience occurred. The researcher adds the structures at the end of each paragraph to create a structural description. This process helps researchers to understand experiences with the phenomena under investigation.

This study has made use of the Purposeful snowball strategy which involves the researcher selecting the participants purposively since they can understand the phenomenon. Thus, the researchers have decided whether the participants share significant experiences concerning the phenomenon under investigation. The participants of this study were the young professionals working in the five business industries in General Santos City, which were greatly affected by the current circumstance.

Inclusion Criteria. In this paper, these ten participants were qualified under the following criteria (regardless of their civil status, sexual orientation, and other demographic profile): should be at least 20years old to 35-year-old to be qualified as a young adult professional; should be an employee who transferred from one job to another; and should be working in the identified economic sectors in the city, as mentioned in this research. This also includes employees who hunted for new employment, since the community lockdown began, and had sought resumption of duties during the duration of the new normal.

Moreover, this research utilized an unstructured interviewing technique in phenomenology. Unstructured interviews (which were conducted primarily online) are the most popular interview method in phenomenological research (Vagle, 2014). Unstructured interviews are dialogic, conversational, and open. Like phenomenological theory, unstructured interviewing is in contrast to quantitative design, which relies on distance and control. A fundamental goal of in-depth interviewing is to understand the lived experiences of the subjects understudied.

The researchers have extracted and analyzed the responses of the participants from the interview using the lens of Moustakas's (1994) phenomenological analysis as cited in the study of Yuksel and Yildirim (2015).

<i>Core Themes</i>	<i>Clustered Themes</i>
Convenience and Stability of Life Before the Pandemic	<ul style="list-style-type: none"> • Stability of Income before the Pandemic • Convenient Access to Basic Needs • Boosts Employee Productivity
Socioeconomic, Emotional and Personal Effects of the Pandemic	<ul style="list-style-type: none"> • Economical Effect of the Pandemic • Emotional Distress brought by the Pandemic • Effects on Future Career Plans
Outlook towards New Employment	<ul style="list-style-type: none"> • Seeking a constant job security • Personal Circumstances • Organizational Relationship • Extrinsic Motivations
Communication Dynamics in the Workplace	<ul style="list-style-type: none"> • Use of Direct and Formal Communication • Hesitations to Communicate. • Fear to Share and Open Up
Value of Job Security in this Pandemic	<ul style="list-style-type: none"> • Preserves job security • Importance of job security
Sense of Gratitude towards Employment	<ul style="list-style-type: none"> • Gratitude toward Positive Administrative Support • Improved Work-Life Balance • The debt of gratitude towards the company • Just and Fair Compensation
Alignment of Skills and Competencies to Work	<ul style="list-style-type: none"> • Jobs that are within the capabilities • Avoiding Job Mismatch
Personal Circumstance	<ul style="list-style-type: none"> • Sustain Family’s Needs • Values Learned in the workplace • Provide Self-Fulfillment

Eight core themes had been formulated which reflected the lived experiences of informants. These themes were established from the relevant statements and through

III. RESULTS AND DISCUSSION

Lived Experiences of Young Professionals

Moustakas's (1994) phenomenological analysis as cited in the study of Yuksel and Yildirim (2015).

The first core theme was about the status of the informants' life before and after the pandemic. This recounted their experiences before the lockdown and when the community quarantine commences worldwide. The informants had compared their life before and after the lockdowns brought by the virus. They reported that life ahead of the community quarantine brings about convenience and stability in their source of income – however, the otherwise ensued when the community lockdowns started.

According to the Organization for Economic Co-operation and Development (OECD) in 2020, while considered necessary for reducing the risk of spreading COVID-19, the confinement measures are putting unprecedented pressure on local labor markets and economies. This means that since people are restricted to do their routine employment activities, many companies even small industries in the city have terminated their operations. With this, many city people's lives have changed severely – no more convenient life.

Another core theme formulated in this paper is the repercussion of the pandemic on the socioeconomic, psychological, and personal well-being of young professionals. The informants recounted how their socioeconomic status has been impacted by the pandemic. They described the difficulties they experienced after losing their jobs and how their family was affected by this circumstance. Some informants have also developed anxieties, worries, and a certain level of stress that greatly disturbed their mental and emotional health. On the other hand, some informants shared how the pandemic affects their well-being such as when it comes to their decision-making and their career plans.

A pandemic is not just a medical phenomenon (Javed, 2020); it affects individuals and society and causes disruption, anxiety, stress, and worst – death through suicide. According to Awad and Konn (2020), the Philippines has fallen into a deep recession as more than 3000 businesses closed, and more than 100 000 families were left without work because of the economic impacts of COVID-19. To survive this massive outbreak, the government allocated a budget as government assistance. In a report by the Department of Labor and Employment (DOLE) in 2019, the agency has rolled out cash assistance programs to cover those affected by government measures to contain the spread of COVID-19. Other than that, several private business sectors have also provided an "ayuda" or financial support among employees

Moreover, Work constitutes more than one-third of the working life for most human adults (Loscocco & Roschelle, 2009). Job security is the assurance that an employee will keep their job without the risk of becoming unemployed. This grows to be one of the formidable groundworks of work values. With this, one more theme found in this paper is the informants' attitude towards finding a new job. In this new normal, there have been several motivations why employees sought new employment. In this study, it was found that the employees ought to find a new job due to the issues on job security and compensation, and the type of organizational relationship they have had in their workplace. Some informants transferred to a new job because of inadequate compensation and the feeling that they are not valued as an employee.

The dynamics of how employees communicate their concerns with their immediate superiors is another core theme examined in this paper. There have been informants who became passive communicators which is demonstrated by hesitation and fear in expressing sentiments with their employer – however, some conveyed their feelings through direct communication. Based on the analysis, those informants who were hampered in expressing their worries to their employers were constituted by their feelings of inferiority and the unhealthy working environment they have.

According to Evanish (2020), employees who do not feel they can approach their managers due to fear and apprehension have almost no chance of being engaged at work. This scenario may be a ground for a tremendous organizational effect such as lost feedback, lost context, and insights and may affect the rate of employee retention, morale, and turnover. This is also supported by Wilkie (2017) that fear in communication may be detrimental to employees' morale and productivity.

In addition, another core theme that emerges in this paper is the value of job security. Job security is the probability that an individual will keep their job; a job with a high level of security is such that a person with the job would have a small chance of losing it.

The informants had stated that after jumping from one job to another, their current employment had made their lives meaningful as it preserves job security. It was revealed in this study that job security is one of the prime motivations why young professionals sought a new job. In this new normal, the informants revealed that having a stable job, without the fear of losing it, is essential for their families to survive.

According to Bortz (2021), companies who understand the definition of job security and the implications it has on

employees are vital to business success. Job security is not just beneficial for employees—it benefits employers, as well. Therefore, losing one's job is said to be a menace among young professionals who function as the breadwinner in their respective families.

Furthermore, some employees recounted that despite the current situation and although they attempted to jump to another employment just to survive the pandemic, some informants preferred and managed to return and sought resumption of their employment to their previous companies and industries because of the debt of gratitude. Hence, this became another core theme that was formulated in this paper. In this study, it was found that the sense of gratitude was primarily developed because of the positive administrative support and the assistance extended by various industries to their employees during the difficult times brought by the global pandemic.

To add more, it was also examined in this study whether the informants are willing to accept any kind of job. With this, it was found that young professionals value competencies, and they even consider that one's competency should be aligned with the job they will assume in the future. Therefore, another core theme explored in this paper is the alignment of skills and competencies to one's employment.

The informants believe that productivity and job efficiency rely on the competencies of the employees. It can be said that skills mismatch will lead to negative consequences for the organization's competitiveness.

Strietska (2020) explained the consequences of skills and competencies mismatch in the workplace. At the employees' level, such disparity affects both job and life satisfaction. Employees whose skills mismatch with the job assignment may not meet their full productivity potential. For business industries, skills mismatch has negative consequences for the company's productivity and competitiveness. Moreover, skills mismatch causes higher employee turnover and sub-optimal work organization. Eventually, skills mismatch leads to the loss of profits and markets (Strietska, 2020).

Lastly, the eighth core theme devised and investigated in the research is the personal reason expressed by the informants as to the importance of still having a job despite the pandemic. It was found out that the young professionals' reasons for still working would revolve around the value of the family, the relationship they have in their workplace, and the self-fulfillment they obtained from working amidst the employment challenges in this new normal.

With this theme, it can be said that in the Philippines, it is undeniably true that family value is considered an

important factor in one's career decisions. Families influence the employee's self-determination and empower every employee to endure the hardships in the workplace. More so, it was also revealed that the values learned in the workplace would help employees to persevere towards achieving the organization's goals. Lastly, it was also found that self-fulfillment can be a source of happiness – once employees feel deeply fulfilled at work, they become committed to their jobs.

IV. CONCLUSION

The pandemic has hit young professional employees hard, leaving them to feel worried about how to make ends meet. The analysis has shown the lived experiences of the young professionals during this time of the pandemic. After analyzing the statements of the informants and through the formulated core themes, the researchers came up with the following conclusions:

The lives of young professionals have significantly changed because of the pandemic. Before this global phenomenon, they relished the provision of a convenient and stable life where access to their basic needs is not at all restricted. As compared to the New Normal where threats in terms of employment and other sources of living grow to be discernable and constrained.

The pandemic has affected various aspects of the lives of young professionals. This includes the backlash of the pandemic on their socioeconomic, psychological, and personal well-being.

With the challenges experienced in this new normal, the young professionals opted to jump from one employment to another. They have developed different outlooks and various motivations in looking for new employment and have valued job security to be able to sustain the needs of their families.

Moreover, an unhealthy working environment, inadequate salary, and the needs of their respective families have been the personal reasons and motivations of the young professionals in seeking new employment.

There were some industries greatly affected by the pandemic which, despite the economic flak, have continuously supported their employees during the entire duration of community lockdowns and quarantine. With this, a sense of gratitude was exhibited by some young professionals who sought resumption of their previous position despite their efforts of seeking new employment.

In terms of young professionals' willingness to accept new jobs, they highly considered the alignment of skills and competencies to their job preferences.

In terms of communication, the young professionals have demonstrated a dynamic communication style. Others had utilized direct communication in a way that they formally and directly expressed their concerns to their immediate supervisor or superior. However, some young professionals are passive communicators who deliberately become hesitant and terrified of conveying their concerns in the organization.

Lastly, sustaining family's needs, preserving job security, and self-fulfillment are the driving forces of the young professionals to keep going and pursue employment amidst these difficult times.

On the other hand, the findings obtained in this research have also been found to be relevant to the theory in which this paper is anchored. According to the Employee Experience Approach, as coined by Abhari in 2019, employees deserve to feel like their company cares about them. This approach would simply explain that positive experiences of employees will deliberately lead to positive experiential needs. On contrary, negative experiences lead to negative experiential needs.

Based on the results, it can be concluded that employees' experiences have changed during the pandemic and led to downbeat and depressing experiential needs. For the informants in this research, work provides a sense of identity, as well as psychological benefits that come from being productive. However, the young professionals expressed that they feel at least somewhat pressured to stay in their existing job due to economic uncertainty and psychological and personal consequences brought by the pandemic.

Moreover, with the experiences of the young professionals, it was revealed that the protective factors (Garmezy, 1991) such as the family, community, and organization have helped them bounce back and continue with their lives amidst the pandemic. It can be generalized based on the findings of the study that it is, indeed, not the nature of adversity, such as the threat brought by pandemic, that is most important, but how individuals deal with it. Similarly in this paper, when young professionals face adversity, misfortune, or frustration in this new normal, resilience helps them bounce back. It helps them survive, recover, and even thrive in the face and wake of misfortune.

The responses of the informants reveal timely the much-needed perspectives among workers, the future initiatives that organizations should focus on, and how the current climate is shaping what employees are feeling.

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The Scope of Area Studies in the Era of Globalization

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Abstract

Area Studies has always been approached ambivalently since its political birth after the Second World War. Despite a quiet acknowledgement of the contribution of Area Studies in the production of knowledge from the local lens to correct the 'universal' Western perspective of the knowledge produced by social sciences, questions are raised about its very existence in the era of globalization. This paper addresses the problematic of the marginalized position of Area Studies. The discussion will include; i) articles by Arif Dirlik, Ravi Arvind Palat, Tessa Morris-Suzuki to address the problematic of marginalization of Area Studies; ii) the articles by Edward Said, Aijaz Ahmad, Dispeh Chakrabrty, Vivek Chibber, and Kuan-Hsing Chen to assess the limits of Postcolonialism and Marxism in deconstructing Eurocentrism of Area Studies; and finally iii) the scholarly debates by Asef Bayat, David Ludden, Neil Smith, Naoki Sakai, Christian von Soest, and Alexander Stroh to discuss the utility of comparative method as a bridge to ford the rifts between Area Studies and social sciences. It is necessary to broaden the scope of Area Studies by engaging in cross-regional as much as cross-disciplinary research with the social sciences and other disciplines which are trying to meet the demands of transnational pressures generated by the global capitalism. The selected scholars highlight the need to revise Area Studies by proposing new approaches to free it from Eurocentrism and to make it more interdisciplinary to meet the demands of globalization.

Keywords— Area Studies, Eurocentrism, Regionalism, Comparative Approach, Globalization.

I. INTRODUCTION

Area Studies has always been approached ambivalently since its political birth after the Second World War. Despite a quiet acknowledgement of the contribution of Area Studies in the production of knowledge from the local lens to correct the 'universal' Western perspective of the knowledge produced by social sciences, questions are raised about its very existence in the era of globalization. This paper addresses the problematic of the marginalized position of Area Studies. The discussion will include; i) articles by Arif Dirlik (2005), Ravi Arvind Palat (1999), Tessa Morris-Suzuki (2000) to address the problematic of marginalization of Area Studies; ii) the articles by Edward Said (1978), Aijaz Ahmad (2008), Dispeh Chakrabrty (2000), Vivek Chibber (2013), and Kuan-Hsing Chen (2010) to assess the limits of Postcolonialism and Marxism in deconstructing Eurocentrism of Area Studies; and finally iii) the scholarly debates by Asef Bayat (2013), David Ludden (2000), Neil Smith (2010), Naoki Sakai (2012), and Christian von Soest (2019), to discuss the utility of comparative method as a bridge to ford the rifts between Area Studies and social sciences. It is necessary to broaden the scope of Area Studies by engaging in cross-regional as much as cross-disciplinary research with the social sciences and other disciplines which are trying to meet the demands

of transnational pressures generated by the global capitalism. The selected scholars highlight the need to revise Area Studies by proposing new approaches to free it from Eurocentrism and to make it more interdisciplinary to meet the demands of globalization. The first part of the essay evaluates the discipline's problems as pointed out by the selected scholars to highlight the need to revise it. The second part analyzes the solutions and suggestions proposed by them. The last section synthesizes the discussion with insights from the selected scholars supporting the approach of Comparative Area Studies (CAS) to broaden the scope of Area Studies.

II. THE PROBLEMATIC OF AREA STUDIES

The first problem with Area Studies is its "spatial framework" (Suzuki, 2000, p. 9), or its political birth in response to the political mapping of the world. Ravi Arvind Palat (1999) posits that Area Studies was a product of a shift from colonial to monopoly control after the cold war when the U.S. emerged as the world hegemon with an objective to study the peoples and cultures of the areas of geopolitical interest (p. 88). There rose two problems in the project. First, despite adding to the bulk of knowledge about Asians, Africans, Latin Americans, and Middle Easterners, it ignored the local historical experiences in their projection through

Euro-American gaze. Second, unlike other disciplines, Area Studies remained insular and segregated thus failing to meet the demands of the global network. This increased the rift between the West and the rest of the world. Tessa Morris-Suzuki (2000) asserts that the problem with spatialization, which Palat's (1999) article has also established as a political practice, is that it renders itself to racialization and ethnocentrism. Moreover, heterogeneity is compromised with an overemphasis on a few common characteristics imposed on the whole region. One example is Confucianism (p. 16). Another limitation is the production of knowledge from the Euro-American perspective, as most scholars belong to that region, and also because West is the source of theories to interpret the world. Spatial framework overlooks factors integral to understanding "global system" (p. 20). Similarly, Arif Dirlik (2005) points out the need to revise Area Studies because of increasing tension across the globe as a result of U.S. hegemony grounded in nationalism/exceptionalism and ethnocentrism. He considers two developments, the end of the cold war and rise of the Pacific Rim, as important conditions for revising Area Studies to meet the pressure of globalization that escapes "spatial and temporal containment" (p. 158).

On the other hand, Neil Smith highlights the need for revising Area Studies to respond to a spatial rescaling of the world. The Area Studies was organized around the geographical divisions into First, Second and Third worlds after the Second World War, but these divisions have been destabilized since the 1970s due to a globalized economy. He argues that it is important to understand the process of unmaking and remaking of geographical units in the context of globalism, as this examination would provide "a vital foundation for rethinking how area knowledge in turn should be reformulated" (p. 26). His focus is "spatial critique of Area Studies" using recent interest in geography theory to highlight the need to take "conceptual departures" from the traditional framework of Area Studies (ibid). The spatial scale, a product of the political process, draws social or economic boundaries of a region. For many scholars, globalization marks "the end of nation-states" or beginning of a borderless world as a result of economic rescaling of the world (ibid). Supranational institutes like the IMF and World Bank have gained power and become necessary for a stable state. He argues that as national scale did not constrict the power of the city, similarly the present rescaling will not end the national scale, rather it will reorganize state-power "among between the scales" (p. 33). National borders may be open to the economy, but they are maintained on the political and cultural level. By implication of this rescaling, Area Studies needs to be redefined.

Second problem leading to marginalization of Area Studies is lack of funds that are generously allocated to social sciences and other disciplines which claim to meet transnational and global demands. David Ludden (2000) argues that national interests control the politics of Area Studies. Professional schools with global reach do not need Area Studies and hence are not willing to pay for its knowledge production. Similarly, social sciences, despite using Area Studies knowledge, are not willing to pay for it. Moreover, Area Studies seems limited in scope as it has little to offer the global studies and social sciences that challenge all national/regional boundaries that still mark Area Studies. Area Studies usually has to look for funding from the ethnic communities or the fee of the students interested to take Area Studies courses. Only those programs get funding which are of strategic interest to the funding organizations. The Title VI program in the Education department was responsible for the federal funding for exchange programs, Fulbright scholarships, and Area Studies programs. After 1970, the policy to fund these programs became questionable. "Military needs" saved the Area Studies, when Washington wanted to stop funding the programs (p. 3). Overall, the organizations and foundations re-evaluated the future of Area Studies, e.g. the Social Science Research Council (SSRC) required the need for change because "changes in the world political environment influenced knowledge production in the U.S. Academy" (p. 3). The end of the cold War endangered Title VI program, but through local support (donors, agencies) the Area Studies was re-established. Ludden (2000) gives credit for the continuation of Title VI and Fulbright program to the political significance of Area Studies associations and "ethnic lobbies and constituencies" (p. 4). He posits that globalism will not fund Area Studies unless it is revised to produce knowledge relevant to its demands.

The third problem is the dominant Eurocentrism of the field challenged by the scholars from Postcolonial Studies, Marxism and Subaltern Studies. The year of 1978, when *Orientalism* got published, marked a watershed in the history of Literary Theory, Comparative Literature, Middle East Studies, Orientalism and Marxism. *Orientalism* transformed the method of analysis by bringing the cross and multi-disciplinary approaches to inform the discussion. The relationship between the Occident and the Orient is that of power which determines their positions of dominance and subjugation. This positionality plays an important role in placing the West at the center disseminating knowledge that is not grounded on empirical research on the peripheries but "desires, repressions, investments, and projections" (p. 8). The Orientalist is an outsider and from this exterior position what he produces is 'representation' as distinct and distant from the real Orient (Said, 1978, pp. 21-22). Said

challenged the politics of intellectual mapping of the world that followed the geopolitical mapping and revisited the issue of positionality. His work deconstructed the Western position in the center by shifting the focus to the peripheries. Area Studies responded very slowly to the call of Postcolonial Studies in questioning the European theoretical framework.

Similarly, Dipesh Chakrabarty's (2005) project also aims at provincializing the European universalism in theory, history, and production of knowledge. As a historian of South Asia, he proposes to decenter the European perspective in addressing the issues of "political modernity in South Asia" (p. 4). He takes to task the universalism of Western ideals like Marxism, historicism, and liberalism. The problem with capitalism and its Marxist critique is that they both neutralize the differences and share "a stagist view of history" (p. 48). Historicism views capitalism as a unifying force that has encapsulated the globe "over historical time, encountering and negotiating historical differences in the process" (p. 47). In India, political modernity is evident in the struggle from the marginalized position of a subaltern and his political agency despite that marginalization, and Marxism and historicism do not take this particular aspect into account. At the same time, he acknowledges that even the alternate records of new modernity are exclusionary for failing to transcend the binaries of Self and the Other, as they start constructing new norms at the expense of "forgotten majority" (p. 21). The very issue of provincializing Europe sounds problematic as he himself admits that European thought is "both indispensable and inadequate" to understand or analyze the political history of modernity of India or any other non-Western country (p. 6) and stresses the need to renew it "from and for the margins" (p. 16).

Another problem of Area Studies, that of reductionism, is generated by the efforts to reject European theoretical framework by replacing the universal with the particular. The movement against the universal European theoretical framework has been criticized by Marxist scholars like Aijaz Ahmad and Vivek Chibber. Ahmad gives credit to Said's work *Orientalism* for pioneering "Colonial Discourse Analysis" as a "major strand of literary theory", but in the same sentence attacks it for its narrow scope in separating the "inventory of colonial traces" from all other traces (p. 172). He posits that Said is essentializing the West becoming an "Orientalist in reverse" (p. 183). In the same way, Chibber (2013) defends Marxism against the marginalizing discourse of postcolonialism which holds that universalizing theories marginalize the agency of local categories. He argues that postcolonialism has not overcome the shortcomings of universalism (p. 65). He is against the outright rejection of all universalizing categories

considering some of them as "defensible" and "essential for progressive politics" (p. 64). Capitalism and class struggle are universal and should not be ignored by postcolonial theorists. He cites Chakrabarty's objection that universalizing capitalism denies non-Western world their unique histories and studies them as variations of Western history. Rejecting Chakrabarty's stance, he claims that globalization means universalization of capitalism. As capitalism has globalized itself in search of profit, it has opened the path for a "universal history" (p. 73), and therefore Area Studies should not replace the universal with the particular.

Likewise, Naoki Sakai asserts that if Eurocentric approach is blamed to be insular in undermining the role of the local forces, so would be the case with Area Studies in case of discarding European theories considering them all as Eurocentric. Sakai blames both cultural anthropologists and Area Studies scholars for their insular approach and thus widening the gap between the disciplines. Edwin O. Reischauer, the founder of Area Studies, considered separation "fundamental to Area Studies" (p. 73). By associating the West with theory some Area Studies experts try to advance an anti-theoretical stance to challenge Western hegemony. This rejection of theory is another mode of separation, the division between the West and the Rest. This goes in favor of the Western discourse of separation between the Self and the other. He argues that Area Studies specialists reject theory and avoid cultural and postcolonial studies to avoid reflection on the conditions of their knowledge production. The dislocation of the West is a perspective and also a task to be "undertaken in the transformation of the humanities and Area Studies" (p. 91).

III. WHAT IS THE SOLUTION?

The selected scholars suggest different approaches and configurations to free the discipline from Eurocentrism and political underpinnings that stand in its way to realize the dream to transcend nationalism and ethnocentrism in the era of globalization. Palat (1999) challenges the political determinism of Area Studies by arguing that need of the hour is to reformulate categories of analysis by incorporating histories of "non-Western peoples into the conceptual framework of humanities and social sciences" (p. 89). Compartmentalization or fragmentation of knowledge has resulted in the reductionism of cultures. The solution is a cross-disciplinary, even "anti-disciplinary" approach" (p. 118), and collaborative investigation to deconstruct the binaries between the West and the rest of the world. There is a need to incorporate "translations, comparative analysis, collaborative research" (p. 100). Likewise, Suzuki (2000) suggests that solution lies in a revised or anti- Area Studies which is alive to differences

by i) including indigenous communities; ii) studying the impact of ideologies across the globe, and iii) analyzing the impact of global organizations on societies and cultures. The objective of anti-Area Studies would be to promote “conversation” or dialogue “about issues of deep common concern” (p. 22). Consequently, the West would stop being the universalist standpoint on Asia. Dirlik (2005) also aims to discover a new approach to Area Studies, especially Asian and Pacific Studies, that challenges the Eurocentric perspective on Asia for ignoring/omitting any “pre-history” (p. 163). He proposes new configurations of civilizational, diasporic, oceanic, indigenous and Asianization of Asian studies because; i) they deal with the questions of oppression and exploitation by bringing the marginalized into the center, and ii) they are interdisciplinary and enjoy links with cultural, postcolonial and global studies (pp. 158-159). He admits that spatial analysis is essential, but its limits can be overcome by including and utilizing the above-mentioned paradigms to broaden the scope of the discipline. For Chakrabarty (2000), on the other hand, the need of the hour is to make space for “two kinds of histories” instead of imposing “the universal language of social science” in translating Indian or other histories in terms of Marxist categories (p. 71). Following the footsteps of Chakrabarty, Chen (2010) presents “Asia as method” to “transform the existing knowledge structure” in response to the old structure of “leaving Asia for America” (p. 213). Asia as a method means to replace the West with Asia as a referential framework, “so that the understanding of the self may be transformed, and subjectivity rebuilt”(ibid). Asia should serve as a model for Asia. He asserts that the West as the Other needs to be deconstructed (p. 217). He agrees with Chakrabarty that the West needs to be provincialized or de-universalized. Citing Chatterjee, he postulates that the most important question now is what is the place of subaltern groups in a nation? Since theories are regional in their scope, so instead of some Western theory, Chatterjee's analytical framework is more relevant in studying Taiwanese problems facing political society or minjian, civil society, and state (p. 241). Thus, scholars from Postcolonial and Subaltern Studies propose to use local or the particular as the theoretical framework for Area Studies.

IV. COMPARATIVE AREA STUDIES APPROACH

Naoki Sakai (2012) postulates that truth is not universal. Mutual truth can be reached only through negotiation between disparate perspectives. Knowledge of the self is impossible without the other. He stresses to reduce the alienation between the two by constructing a new comparative perspective with a sense of shared responsibility to reduce the divisions in the globalized

world. The need of the hour is the negotiation between the two perspectives, European and the local, to fill in the gaps generated by the parochialism of each perspective working in isolation without acknowledging the truth in the other. Globalization and consequent transnational disciplines have shattered the fantasy of separation. Transnational classroom, with students from East Asia studying humanities and Social Sciences in the U.S., have also challenged “separation as the principle of strategic positionality” (p. 85). In this discourse of separation, “the production of knowledge supposes two conceptions of humanity” (p. 87): “humanitas and Anthropos___ modalities that define the two ways of being human___ the West and the Rest” (p. 87).

Sakai argues that it is necessary to change the conditions of knowledge production by making it a more reflective process guided by the principle of “not general but universal humanity” (87). The dichotomy between humanitas and Anthropos will only generate identity politics of Europe as it did in the past reiterating the discourse of separation because it helps the West to “assume the positionality of universal activity by assigning to the Rest of the world the positionality of particular passivity” (89). As Area Studies was the product of an age when so many nation-states emerged on the map of the world, so globalization “a big shift in the nation-state system would necessarily destabilize Area Studies” (12). The gap between the process of globalization and national and regional communities can be bridged by Area Studies scholarship. He argues that U.S. knowledge is “parochial and imperial” (12) and this is the result of its alienation from Area Studies. He proposes a collaboration across areas to evolve a broad theory to account for its historical development and its place in the globalized world.

Likewise, Asef Bayat also imagines a field of study that would merge the distinct features of Area Studies with social sciences. The concerns shared by otherwise different regions may bring them together as the subject of analysis. The strategy should be a use of interdisciplinary approach, and a combination of methods “ethnographic, quantitative, comparative, and historical” (262). His claim is that “rigorous studies of an area demands a global lens, a comparative vision” (262). In the face of globalization, a comparative approach becomes all the more important for the analysis of the issues confronting different regions. The comparative study of the regions would provide new perspectives to resolve the issues and to “enrich social theory” (263). Meaningful knowledge production in the era of globalization is possible by using a comparative approach.

Last but not the least, Christian von Soest and Alexander Stroh propose the use of Comparative Area Studies (CAS) approach because it enriches "both case-study research and large cross-sectional analyses" (68). The lack of theory in Area Studies is due to the under-representation of scholars from poor countries or the Global South in the conferences. Thus, despite globalization, academic communities from the Global South remain unheard in the Global North. One obstacle in the way of CAS is the rise of specialized knowledge communities that have created "restricted horizons problem" (70). Even within a region, there are divisions in the scholarly communities. Soest and Stroh argue that CAS can address these divisions between Area Studies and social sciences. CAS deconstructs regional exceptionalism by providing a holistic picture of the issues facing different regions and by "establishing universal mechanisms" (73). They suggest the use of controlled comparison by selecting the cases for cross-regional comparison. In short, "Cross-regional CAS constitutes a middle path between statistical analysis aiming at generalizations and single-case studies with their focus on specificity" (83). They propose CAS as an addition to present approaches because it provides a middle ground for qualitative and quantitative research. CAS encourages teamwork, collaborative research to bridge gaps between scholars from different regions and thus may help to avoid "over-regionalization" and "over-generalizations" (85).

V. CONCLUSION

To conclude, CAS may broaden the scope of Area Studies by opening it to theories from the Global South as much as to the universal theories from the Global North. It may encourage collaborative research not with social sciences and other disciplines but also across regions. Neil Smith distinguishes between area knowledge and politically institutionalized Area Studies. The former is open to "theoretical influences___ postcolonial, feminist, Marxist, subaltern studies, anti-racist, queer, poststructuralist, etc. ___ that informed the critique of Area Studies in the first place" (38-39). CAS has the potential to succeed because of its openness to geographical theory and rescaling of the world, though there remain the risks of its institutionalization. The application of CAS is challenging because of the heterogeneity of regions, but keeping Area Studies closed to this approach might threaten its very existence under the pressures of globalization.

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The Position of the Municipal Public Administration in the Context of the Pandemic: An analysis from the experience of Juiz de Fora/MG

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Abstract

The COVID-19 pandemic demanded the adoption of swift measures by public managers to control the spread of the disease, as the virus had a high rate of transmissibility. Effective, non-pharmacological actions involving social distancing and isolation were widely applied. It was noticed that they provided opportunities for the collision between the rights to free enterprise and health, by restricting the full exercise of commercial activities. These, intrinsically, promote agglomeration of people. It is therefore necessary to assess whether the restrictive measures for the promotion of the rights to health and life were proportional to the preservation of the essential core of free enterprise. The context of the city of Juiz de Fora was chosen for analysis, between the months of February 2020 and December 2021. Data regarding the number of cases and deaths in the municipality on each day of publication of the municipal decrees that conveyed trade-restrictive measures. The research was supported by the theories of fundamental rights and legal arguments, for the rational (argumentative) and proportional investigation of the implementation of fundamental rights, in the face of conflicts in the concrete case. Still, the consequentialist theory was used to assess whether the examination of economic, social and political impacts prevailed. It started from the assumption that the rights inherent to the exercise of economic activity would prevail over the adoption of sanitary control measures. Through the empirical research methodology, combined with qualitative and inference strategies, it was found that the municipal administration of Juiz de Fora, proportionally, privileged the right to health, over free enterprise.

Keywords— *Municipal public administration. Fundamental rights. Right to health. Pandemic. Proportionality. Restriction on trade.*

I. INTRODUCTION

The COVID-19 pandemic triggered, among other problems, a striking principled conflict to be resolved by public entities, that is, the option for measures that privilege the right to free enterprise (corollary of the right to freedom, property, work and other rights financed by the income it generates) or the preponderance of the right to health and, reflexively, the right to life. Many economic activities promote, to some extent, agglomeration of people and, as a result, imply the spread of COVID-19, so that representatives of the Executive Branch had to opt for the adoption of initiatives that restricted economic freedom or that maintained them. to a certain extent, despite the consequences that these could have for the increase in cases of the disease.

Fast and efficient initiatives were demanded by these public managers, making it impossible to wait for the deliberations that regularly took place in the midst of the legislative process, since the advance of the disease was rapid. Such initiatives were supported by Law No. 13,979 (BRASIL, 2020). In this way, as federal legislation determined measures related to the fight against the pandemic throughout Brazilian territory, the administrative acts executed only by the Executive Branch were based on these provisions.

The Federal Supreme Court (STF), in turn, which has the primary attribution of standardizing national jurisprudence on the interpretation of the Constitution (BRASIL, 1988), acted in order to avoid the concentration of powers in only one federated entity. It was reaffirmed

that public entities have concurrent competence to legislate on matters pertaining to public health in each location.

In this way, the Chief of the Federal Executive Branch was not allowed to determine which would be the essential services throughout the country, without respecting the autonomy of each local entity. Thus, attention was reinforced to the content of item II of article 23 of the Constitution (BRASIL, 1988), which considers the common competence of all public entities for matters related to health.

So, the edition of decrees by the Chief Executive to deal with measures related to the control of the disease needed to be increasingly commonplace, especially in the municipal context.

Faced with this scenario, the present research sought to answer whether there was a preponderance of the right to health, given the analysis of administrative acts to control the pandemic in the context of the Municipality of Juiz de Fora, or if there was a prevalence of free initiative.

The focus of the analysis fell on the right to free enterprise to allow the selection of decrees issued by the Municipality of Juiz de Fora, whose scope was to contain the spread of contagion by the coronavirus, which regulated the performance of commercial activities in the context of the pandemic. The limitation of the time available for this research, the dynamics of the change in the epidemiological picture and the high amount of administrative acts, due to the need for rapid initiatives by the municipality, were determining factors for this choice.

Furthermore, the research methodology used was inductive, as it consisted of examining the reality of a municipality. From the observation of what happened in the municipality, it was intended to assess the adequate solution of the collision between the equalizing norms of the health and economic problems caused by the pandemic. In this way, the concrete verification of the conflict between the right to health and the right to free enterprise guided, above all, the elaboration of the general premises to face the presented question.

The research gained the predicate of qualitative in relation to the study of the theoretical framework and the literature review. The empirical method, based on the survey and verification of acts of the municipal Executive Power, was also used to determine the decrees of the Municipality of Juiz de Fora, as well as to verify the number of cases and deaths in the municipality, disclosed by the daily epidemiological bulletin published by the State of Minas Gerais. The study of the situation experienced in Juiz de Fora, as highlighted, was the basis for the formulation of analytical parameters

of the collision between the principles of health and free enterprise in the context of the COVID-19 pandemic. Despite the limitation of the analysis derived from the research cut, the applied methodology can be replicated in other municipalities, in order to verify the occurrence or not of the same results.

The Minas Consciente Plan, prepared by the Government of the State of Minas Gerais, was also analyzed, as it was the tool used by the State to try to standardize the actions of the 853 (eight hundred and fifty-three) municipalities of Minas Gerais, related to the control of economic activities. Despite the non-compulsory adherence to the program, Juiz de Fora chose to follow it, in mid-May 2020. From that moment on, it committed to respecting the guidelines established in the deliberations of the Minas Gerais government (MINAS GERAIS, 2020).

Through Posner's consequentialist theory (2010), in which the verification of the relevance of the consequences of decisional acts is prioritized over the detailed analysis of the application of the norm that best coexists with the scope of the legal system, it was investigated whether such acts have the aim of giving greater importance to the economic, political and social aspects of administrative decisions, to the detriment of the preservation of the fundamental right to health, which was considered as a research hypothesis.

The influence of such thinking in the scope of Administrative Law was also analyzed. In this sense, attention was paid to the studies by Binenbojm (2020), in relation to the so-called pragmatic turn of Administrative Law, which transfers the concerns of this branch of Law to the analysis of the results of state decisions and the practical consequences verifiable in reality.

The post-positivism doctrinal parameters were also used, concerning the teachings that the entire Constitution (BRASIL, 1988) must be respected, as well as that the Law is capable of offering the necessary answers to social problems, without, then, normative gap that gives rise to social anomie. In this way, the Theory of Law as Integrity, elaborated by Dworkin (2002), was used, in which the uniqueness of the legal system is affirmed, formed by interconnected norms and by legal decisions that form precedents capable of adequately guiding the content of subsequent decisions. Furthermore, it used the Theory of Fundamental Rights, evidenced by Alexy (2001), in which the origin, justification and normative characteristics of human rights included in the legal system are sought. Furthermore, the dictates of the Theory of Legal Argumentation (ALEXY, 2002) were used. In this one, it starts from the understanding that the analysis of the

arguments must be characterized as rational, attending, therefore, to the dictates of the Democratic State of Law. Thus, such theories helped to defend the normativity of constitutional principles.

In the research on screen, it was verified the need to use the weighting technique of Dworkin (2002), by the public administrator, when evaluating which right would have greater weight, given the pandemic circumstances. In this way, based on the experience of the Municipality of Juiz de Fora, the balance between the fundamental right to health and free initiative was carried out, a corollary of the fundamental right to freedom.

The adoption of social isolation, in compliance with the guidelines of the world public health authorities linked to the World Health Organization (WHO), made the representatives of each municipal entity, using the prerogatives of the police power, issue decrees determining the closure of establishments. commercial activities that did not develop essential economic activities, thus conceived as essential for the survival of individuals in society.

Faced with the conflict of rights, as highlighted, we sought to verify if the local Public Administration was favorably inclined to the political, social and economic consequences that could arise from the administrative decision or if it favored the preservation of public health.

Therefore, firstly, it was discussed about the correspondence of the post-positivist theory with the precepts of the Rule of Law. Then, considerations were made about Legal Consequentialism, a theory whose main author is Posner (2010), in which the insertion of economic precepts in Law, which provide the well-being of society in general, is discussed. Attention was paid to the influence of such theory on Administrative Law by observing the pragmatic turn of Police Power proposed by Binembjom (2020).

Afterwards, the methodology for obtaining and analyzing municipal decrees published by the Municipality of Juiz de Fora was specified, between the year 2020 and the month of December of the year 2021, in relation to the number of cases and deaths by COVID-19. in the municipality, measured from the official website of the State Health Department, in the same period.

Soon after, it was verified the way in which the position of the municipal public administration occurred, regarding restrictions on local commerce, in view of the number of cases and deaths from the disease. In addition to this, the evolution of the sanitary protocols of the Minas Consciente Plan for the macro and micro-

regions where Juiz de Fora was located was examined, according to the demarcations made by the Program.

Finally, considerations were made on the behavior of the local government in the context of the COVID-19 pandemic, in the proposed research cut, regarding the conflict between the right to health and free enterprise.

II. METHODOLOGY

The empirical methodology of inference to obtain and analyze the data was used in this work, since it was intended, based on the criteria established for the classification of decrees, to formulate conclusions about those that were chosen as the object of this study (EPSTEIN; KING, 2013, p. 36). In addition, through the inference research strategy, we sought to reveal the entire process, from the moment when restrictions on trade were created, after the disease had spread over the territory of Juiz de Fora, until the moment when such restrictions were raised. data (EPSTEIN; KING, 2013, p. 42). The qualitative research strategy, in turn, was used in the interdisciplinary bibliographic study in the area of Law.

III. RESULTS E DISCUSSIONS

The salient findings of this study are the following:

1. POST-POSITIVISM AS A STRENGTHENING THEORY OF THE DEMOCRATIC STATE OF LAW

In a democratically established society, institutional conclusions must come from procedures. The form must be respected in the context of decisions. The procedure allows one to control the powers and, with that, to restrain the commission of tyrannies. The aim is to rationalize the process of interpretation and application of Law, in which the theories of legal argumentation are located (CARVALHO; DUARTE, p. 130).

Argumentation is convincing from reasons. As a proposal to solve the problem of rationalization of the act of decision, Dworkin (2002) proposes that the norms that make up the legal system can be classified into two species: rules or principles; the latter derive from social values and, in the same way as the former, are binding, that is, they generate rights and duties for all individuals.

Rules differ from principles because they are definitive commands, while the latter, by conveying values, reflect the moral aspect of the community. Given this distinction of origin, it is observed that the principles are more abstract. As a result, they can more often collide

with each other. As a way of settling such conflict, there must be a balance, given the specific case (DWORKIN, 2002).

Advancing on Dworkin's (2002) considerations, Alexy (2001; 2002) uses the maxim of proportionality to resolve the conflict between principles, in order to demonstrate, argumentatively, which principle should stand out, given the analyzed context. Alexy (2001; 2002) aims to develop a legal theory that provides a rational basis for the application of fundamental rights.

In this sense, he subdivides it into three sub-maxims: adequacy, necessity and proportionality in the strict sense. Adequacy guides the analysis of the aptitude of the restriction to a principle to promote the other that collides with it; necessity presupposes the use of the least burdensome means to promote this opposite principle; proportionality in the strict sense, finally, measures whether the effectiveness of the prevailing principle overcomes the restriction to be promoted on the principle of less weight, in the specific case.

The Constitution must preserve, in its text, the principles that are identified with society. Thus, as evidenced above, it is a conflict between socially valued rights that are intended to guarantee the individual's inherent dignity. Thus, consideration, given the context of collision between the fundamental rights to health and free enterprise under examination, is essential.

2. RICHARD POSNER'S LEGAL CONSEQUENTIALISM AND THE PRAGMATIC TURN OF ADMINISTRATIVE LAW

Posner (apud RIEFFEL, 2006, p. 53-55), the main exponent of Legal Consequentialism, conceives of Legal Consequentialism encompassing the economy, Pragmatism and Liberalism as central factors. Pragmatism is an auxiliary element in the overcoming of Law, insofar as it separates it from Philosophy. It becomes, therefore, a tool to perceive a certain action as if it were based on facts and consequences, ignoring abstractions and metaphysical concepts. It also takes into account the best results for the community (KATAOKA, 2016, p. 85).

For Posner (apud BINEBONJM, 2020, p. 57), the pragmatic stance seeks to identify the states of affairs that would be prognostically generated by each possible decision, but the criterion for defining the most appropriate choice may or may not include the maximization of good. In this way, it is linked to the understanding that it is a way to assess the consequences of a certain issue for society.

In this sense, the consequentialist theory praises a legal norm that values social well-being, insofar

as, in addition to taking into account the set of individual preferences, it considers the well-being of people, from the analysis of the consequences of the implementation of the normative text (RIEFFEL, 2006, p. 11). Law, by seeking in economic science mechanisms that are consistent with social reality, can provide more efficient results (KATAOKA, 2016, p. 85).

Binenbojm (2020, p. 68) considers the influence of pragmatism as a social and legal interpretive strategy, as a way of seeking the best solution for the situations faced by society. Thus, it emphasizes that pragmatism is more beneficial to elucidate such issues, given that the empiricist and contextual perspectives, combined with the search for the practical consequences of decisions, provide better subsidies for facing concrete everyday problems in a more enlightened way, informed and, in a way, more intelligent (The Pragmatic Turn of Administrative Law).

3. METHODOLOGY FOR OBTAINING AND ANALYSIS OF DATA

As a way of verifying the management posture of the Municipality of Juiz de Fora, the municipal decrees published between February 2020 and December 2021 were analyzed.

Furthermore, the purchase and sale activities carried out in commercial establishments (shopkeepers) were the focus of the examination.

The content of the administrative act, therefore, was analyzed to assess the level of restriction on commercial activities, given that these limitations contribute, to some extent, to the reduction of the agglomeration of people.

Concomitantly with the verification of municipal decrees, the number of cases and deaths of the disease in the municipality, made available by the Diário Epidemiological Bulletin of the State of Minas Gerais, on the day of publication of each decree, was examined. These bulletins were collected from the official website of the State Health Department.

It was also verified, in relation to the publication dates of each decree, which would be the flexibility modality indicated by the Minas Consciente Program for each region. For this purpose, the Transparency Report published on the date of the decree or at an approximate date was sought on the program's official website.

To the published decrees, the following classifications were given in relation to the level of restriction on local commerce: high restriction, medium restriction and low restriction.

4. DATA ANALYSIS

35 (thirty-five) municipal decrees, 30 (thirty) epidemiological bulletins and 22 (twenty-two) transparency reports of the Minas Consciente Program were analyzed. It was found that the municipal government was concerned about constantly updating measures to restrict local commerce.

Therefore, it was found that, of the 35 (thirty-five) decrees analyzed, 20 (twenty) were classified as high restriction, 13 (thirteen) as medium and 2 (two) as low restriction. It was verified, therefore, that the research hypothesis was not confirmed, since it was assumed that the municipal entity would have given priority to measures of greater flexibility to commercial activities, to the detriment of those of a more restrictive nature.

IV. CONCLUSION

The prioritization of health protection was detected, to the detriment of the economic, social and political consequences that they could generate, in view of the establishment of more severe levels of restriction to the full exercise of commercial activities, which is in line with the foundations of the State of Law, in which fundamental rights (search for the dignity of the human person) prevail to the detriment of economic freedoms.

The municipal administration, in view of the number of cases and deaths from the disease, adopted a stance that privileged the right to health, in the face of the right to free enterprise, having demonstrated greater adherence to the Theory of Fundamental Rights, to the detriment of the Consequentialist Theory. The assessment of the preponderance of the fundamental right to health is in line with the claim to safeguard life as the most relevant legal asset of the legal system, considering that, without it, it is not possible to enjoy any other rights supported by the Constitution (BRASIL, 1988), as well as the requirement to exercise duties is impossible.

It is important to highlight that the research carried out presents the limitation of investigations conducted by the methodological strategy of the case study, that is, the need for caution for the universalization of data. This universalization can only be carried out if it is verified that the results derived from the analysis of the sample in question are coincident with the reality inherent to other municipalities, which requires verification in additional research. Thus, the objective of the case study is to obtain a replication pattern that allows readers to establish connections in the face of other realities to be considered (EPSTEIN; KING, 2013, p. 53).

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The perception of the parents toward the online teaching and learning during the covid-19 pandemic.

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Abstract

On March 5, 2020, the first positive case of COVID-19 was confirmed in Bhutan, and on March 18, all the nationwide schools were closed to decrease the spread of Coronavirus. Like many other countries, Bhutan initiated online teaching and learning to replace traditional face-to-classes during the COVID-19 pandemic to continue children's learning. Lessons were broadcast on television and self-learning materials were distributed to rural schools and those who don't have access to online learning. This study is projected to investigate the parents' perspectives on online teaching and Learning during the COVID-19 pandemic. This study was conducted in a small village under Shumar Gewog (block) under Pema Gatshel Dzongkhag (district) in the East of Bhutan. This paper was a qualitative study based on in-depth semi-structured interviews which were limited to thirty key informants due to several limitations. Data were analyzed with a content analysis approach. The study found that there is a mixed perception towards online teaching and learning during the COVID-19 pandemic. The result suggested that online classes during the COVID-19 pandemic will assist their children to keep engaged, it helps many students to clear doubts and understand the concepts in better ways, it helps the students to use Information and Communication Technology (ICT) which enhances their capability to explore the world beyond. On the other hand, it is connected with the parents concerning the quality of education due to the online classes, the poor network connectivity issues, wastage of money on data, and most of the children are engaged in online games and other unhealthy websites which can result in the risk of cyberbullying.

Keywords— COVID-19, Online, Perspectives, Pandemic.

I. INTRODUCTION

Education is an important issue in one's life. It is key to achievement in the future and having many prospects in our life. Education plays a critical role to prepare students to lead a successful adult life. Education helps people to enhance their minds, reinforces their thought and strengthen their character, promotes the human personality, thoughts, and social skills and it also contributes to the community development.

Bhutan is a small Himalayan landlocked country with a unique and remarkable culture and tradition, rich religious festivals, significant historic monuments, and a pristine environment. It is situated in South Asia, bordering China in the North and India in the south with a total land area of 38.140 square kilometers (world bank,2020). Before the introduction of modern education in the country, monastic education based on Buddhism was predominated and was provided only by monasteries. However, the foundations of modern education in Bhutan can be traced back about 100 years to the reign of the first hereditary king Ugyen Wangchuk. In 1914, the foundation of modern education

started when 46 boys traveled overseas to study at a mission school in Kalimpong in India (Takehiro, 2015 as cited in Tandin Wangmo & Kinga Choden, 1 2011, p. 445)

After the first-ever outbreak of the virus in December 2019 Wuhan, China, it has affected every corner of the world including Bhutan. The COVID-19 pandemic has created the greatest disruption of education systems in the entire world, disturbing nearly 1.6 billion learners in more than 200 countries with the closures of schools, institutions, and other learning spaces. In Bhutan, the closing of schools and other learning institutions was declared in March 2020 (kuensel, 2020, March 6). The colleges, schools, and institutions were reopened for certain levels, however, the teaching and learning processes were continued and carried out online classes employing various social media for others.

During the time of lockdown, online teaching and learning have helped to introduce digital teaching and learning and have provided the opportunity for both the teachers and parents to explore ICT.

This study targeted the small community of Shumar Gewog (block), Pema Gatshel Dzongkhag (district) to examine the perception of the parents towards the online teaching and learning during the covid-19 pandemic.

II. LITERATURE REVIEW

Lockdown due to Covid-19 has led to the closures of the colleges, schools, and institutions throughout the world hampering the daily work, businesses, teaching, and learning processes. There was a paradigm shift in the way the teaching and learning process were conducted to deliver quality education using various means of social media to ensure that students receive their education under safe conditions. The COVID-19 pandemic has compelled universities, colleges, and schools all over the world to make adaptations in their procedures of delivering classes (Zhou et al., 2020, as cited in MoE, 2021). More than ever, the use of technology to influence online teaching and learning has improved significantly (Adarkwah, 2020; Bergdahl & Nouri, 2020; Hill & Uribe-Florez, 2020). Online teaching and learning refer to the readiness of the children to prepare to learn efficiently in an online environment (Demir Kaymak & Horzum, 2013; Wei & Chou, 2020). Online learning refers to “the learning experienced through the internet” either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place (Singh & Thurman, 2019).

After closing the schools following the Covid-19 pandemic, a group of teachers volunteered to come up with the notion of Volunteer Teachers of Bhutan (VTOB). VTOB started delivering educational lessons through the national television so that students could continue their education and has turned into a foundation to supplement the mainstream education (kuensel, 2020). The Ministry of Education initiated teaching online using social media, Self-Instructional Materials (SIM), video and radio lessons, including psychosocial support through Sherig Counselling services (MoE, 2021). Then, E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Pokhrel & Chhetri, 2021, as cited in Subedi et al., 2020). During the time of the Covid-19 pandemic, various kinds of platforms are used to deliver the lessons. Some of the online platforms employed comprise integrated communication and teamwork platforms such as Microsoft Teams, Google Classroom, Telegram, and WeChat, which allow the teachers to create educational courses, training, and skill development programs (Petrie, 2020). According to the report compiled by the Ministry of Education, it was revealed that 119,772 students accessed

lessons through various social media Apps, and 3,301 students accessed lessons through the radio. Among the different Apps, it was found that WeChat was the most popular app used by the students to assess the lessons (MoE, 2021).

The execution of online teaching and learning similarly depends on community participation, particularly by parents. Students' accomplishments in using E-Learning can progress through attention from their parents (Kong, 2018). Therefore, parents' perception of E-Learning usage is important to be noticed (Abdallah, 2018). According to (Barbour & Reeves, 2009), stated that online learning possesses certain benefits and these advantages comprise growing educational access, providing high-quality learning opportunities, and allowing for educational choice. However, they also pointed out some challenges posted by online learning and these include high start-up costs associated with virtual schools, access issues surrounding the digital divide, and student readiness and retention issues. Likewise, Cavanaugh et al. (2009) found out in their investigation on Research and practice in K-12 online learning that expanding educational access is the one studied the most. Among all identified challenges, “access issues surrounding the digital divide” and “high start-up costs related to virtual schools” tend to be studied the most. Many pieces of research revealed that parental participation in online teaching and learning has long been noticed as positively related to students' academic achievement (Wang and Sheikh-Khalil, 2014). However, (DePlanty et al., 2007, Paulson and Sputa, 1996, Thomas et al. 2020 as cited in Yang et al, 2021) pointed out that students perceive lower levels of parental involvement than their parents do. According to (Aldhafeeri & Khan, 2016), pointed out that, due to the progression of new communication technologies, online learning can offer a rich, authentic learning ecology that can enable cooperation and interdependence between learners. Conversely, researchers (Chen, 2010, O'Doherty et al., 2018) have stated their concerns regarding the quality of online learning and emphasized the key problems in creating an online learning community with a high degree of social presence and engagement. In addition, some researchers are also concerned about the main problems of online learning, such as social isolation, lack of interactivity and participation, and delayed or insubstantial amount of feedback (Khurana, 2016). Similarly, online learning has also been a heated debate among scholars. Some researchers emphasized their concern regarding the online risks and dangers, addition to videos, social isolation, and physical health issues (Jiang & Monk, 2015; Radesky et al., 2016). As stated by, Nouwen & Zaman, 2018) that, parents play an imperative role to avoid harm and controlling children's online activities, such as

setting up technology use rules for and monitoring their children's media use.

III. METHODOLOGY

3.1. Location of the study

The research area is located in the Eastern part of Bhutan under the Pema Gatsel Dzongkhag (District). The Dzongkhag (District) covers an area of about 1023 square km with elevations ranging from 1000 to 3,500 meters above sea level. The District is divided into 11 blocks called Gewog and the present study is situated under Shumar Gewog (block).

3.2. Research Design

This study was qualitative in orientation and was based on in-depth interviews with semi-structured questions employed to find the paramount appropriate and perceptive information required. In-depth interviewing is a qualitative research technique that encompassed conducting and understanding with a small number of participants to examine their perspectives on a specific idea, program, or situation. The in-depth interview was the desired approach to acquire the essential data in this research because the key participants would be more likely to get involved rather than sending some questionnaires to be read by themselves. According to Miles & Gilbert (2005) pointed out, semi-structured interviews are discussions constructed on the researcher's questions designed at inspiring a conversation where the interviewee experiences relaxation and truly speaks about what he or she contemplates about the topic. In this research, the interviews were directed by a set of pre-determined questions regarding the parent's perspectives on online teaching and learning during the Covid-19 pandemic.

3.3. Data Collection and Analysis

The data were collected in the village of Shumar, which is located under Shumar Gewog (block). Altogether 30 parents whose children were enrolled in Shumar Lower Secondary school were interviewed for the period of 20 days during the Covid-19 pandemic. The key informants were in the age range 25 to 50 years and included 15 males and 15 females, these key participants were born, raised, and lived in this community. The key informants were selected based on simple random sampling so that it will provide the key informants with an equal and fair probability of being chosen in this study. The interview guidelines were translated into local dialect because the majority of the key informants were illiterate and farmers. Responses were later translated and transcribed into English. Notes and recordings were taken during the time of

the interview to check for reliability and to support the data. After the completion of data collection, raw data were studied thoroughly employing the content analysis method to determine the relationships of the presence of certain words, themes, or concepts and meanings.

IV. FINDINGS AND DISCUSSION

In-depth interviews were conducted with 30 key informants (15 males and 15 females) signifying the importance of gender, with the age group of 25-50 years. The followings are the perspectives of the parents about online teaching and learning during the Covid-19 pandemic which can be organized into two themes, positive response and a negative response. The majority of the key informants reported that they had no idea about what is online teaching and learning before the Covid-19 pandemic.

4.1. Positive perspectives toward the online teaching and learning

Overall, (35%) of the respondents reported that they possess ideas about online teaching and learning and therefore, support the idea of online teaching and learning platform for their children. The findings revealed that online teaching during the Covid-19 pandemic has helped their children to learn at least a few things rather than simply closing the schools. The majority of the respondents indicated that online teaching can help students to clear their doubts and help to understand the concepts even if they can't meet their teachers.

"My son can continue his studies during the closure of the schools due to Covid-19 pandemic. Online teaching and learning helped him to continue his studies" (key informant 12).

"I am not literate and I cannot help my daughter to clear her doubts. Online teaching has facilitated her to clear whatever doubts and obstacles she faced during the lockdown" (female key informant 5).

Further, the key informants believe that with the development of technology, it is high time to introduce information communication technology (ICT) to our children. Online teaching and learning during the pandemic, has assisted their children to employ ICT in their studies, which helped them to explore the world beyond their school.

"Now my child can use the internet to explore further. Whenever she has doubts and doesn't understand the concept taught by the teachers, she can browse google to clear and understand the concept. This has helped her to be an independent learner." (key informant 23).

4.2. Negative perspectives toward the online teaching and learning

In contrast, there was opposition to the perceptions toward online teaching and learning. The majority of the key informants (75%) argued that although children can learn through online teaching and learning platforms, the quality of learning will diminish and the learning impact is bad. Further, the majority of the key informants explained that young children cannot concentrate fully, and therefore, it affects their learning. This finding is in consistent with the findings of (Chen, 2010, O'Doherty et al., 2018) who mentioned the quality of education being diminished due to online learning and teaching. In addition, it was revealed that the absence of direct contact between students and teachers is a major challenge during online classes.

"My children cannot understand the lessons delivered by the teachers which affects the learning. I am worried about the quality of education if we continue online classes". (male key informant 13).

Further, network connectivity issues were the most problem faced by the students and the parents as most of the parent's dwell in the rural areas. It was found out that, students along with their parents have to walk kilometers to get proper network connectivity and this caused them lots of problems such as time management and life threatened by the wild animals. The finding of this study is supported by the studies conducted by (Mishra et al., 2020) about online teaching and learning in higher education during the lockdown period of the COVID-19 period pandemic which found that the foremost challenge while teaching online was the unstable network connection.

"In our village, frequently there is bad network coverage. This has caused lots of problems especially to attend the online classes during the Covid-19 pandemic. Parents need to accompany the children for walking hours to get the better net coverage".

Additionally, the majority of the key informants revealed that online teaching and learning has caused lots of issues such as wastage of data on online games, and conflict about mobile phones among the children in the family. Moreover, the findings revealed that there are chances of children getting into cyber risks if they are too much dependent on the internet and in classes. The findings of this research is in consistent with the study conducted by (DQ Institute, 2019), where they found that through digital intelligence teachers can provide children's digital skills who are on the brink of cyber risk into the learning prospects to get achievement in future risks, particularly during the COVID-

19 pandemic where children are solely dependent on online learning.

"In my family, I just have one smartphone and online classes have caused lots of misunderstanding among the family members" (key informant 27).

"I am a farmer, it is very hard to time to manage mobile data for the online teaching and learning. I don't support this approach of imparting knowledge to our children as it is expensive for us" (Key informant 7).

The key informants were investigated about what method of online teaching and learning their children are being taught during the Covid-19 pandemic. The approach their teachers employed is Google classroom, Telegram, recorded video lessons, and, WeChat. It was found out that, the WeChat approach to teaching and learning was the most preferred method used by the teachers and students as it is easy to operate.

V. CONCLUSION AND RECOMMENDATION

Digital online learning and teaching are growing in popularity because of the benefits, such as greater flexibility, wider access, and low cost (Khurana, 2016, Chen, 2010). Conversely, the findings of this study revealed that the execution of online learning and teaching during the COVID-19 pandemic has both positive and negative perceptions from the key informants.

In this research, the positive perceptions are connected with the children keeping engaged during the COVID-19 pandemic, it also helped many students to clear doubts and understand the concepts in some better ways. The online teaching and learning during the COVID-19 have helped the students to use Information and Communication Technology (ICT) which enhanced their capability to explore the world beyond.

The negative perceptions are connected with the parents concerning the quality of education due to the online classes during the COVID-19 pandemic, the bad network connectivity issues where they have to walk kilometers to attend the online classes, wastage of money on data, and most of the children being engaged in other activities such as online games and U TUBE which can result in the risk of cyberbullying.

Several recommendations can be considered for future research:

1. Future research should include both parents and children to investigate their perception of online

teaching and learning so that comparative studies can be done.

2. Future studies should employ more tools to collect data such as participant observation and focus group discussion to acquire more authentic data.
3. Mixed method studies should be conducted to thoroughly investigate their perspectives on the related topic.

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Developing Standards for Assessing Circulatory and Respiratory Function of First-Year Male Students Majoring in Athletics, Swimming and Volleyball at Hanoi University of Physical Education and Sports

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Abstract

By routine research methods in physical training and sports, the article tested the representativeness of the mean and the normal distribution of the circulatory and respiratory indices of the first-year male students at the university. Hanoi University of Physical Education and Training, from which to develop classification standards, grading scale, and general evaluation criteria for circulatory and respiratory functions of male first-year male students of Hanoi University of Sports and Education.

Keywords— *Circulatory, respiratory, student, Hanoi University of Sports and Education.*

I. INTRODUCTION

Research on circulatory and respiratory function for students and athletes with different scales to provide a large amount of meaningful information on theory as well as practice to improve the quality of teaching and training. In the teaching and training of sports in general, athletics, swimming, and volleyball in particular, in addition to the application of means of professional exercises to improve academic achievement and results, the process of Evaluation of motor parameters through physiological indicators contributes to building an indicator system and adjusting the amount of exercise and appropriate training methods to improve teaching and training effectiveness. There have been many types of research to conduct longitudinal monitoring of the exercise process of research subjects, some topics separate the circulatory and respiratory indexes for research, others simultaneously study bodybuilding and function. ability to assess the influence of bodybuilding on body function during exercise. However, research and development of standards for assessing circulatory and respiratory functions of students at Hanoi University of Sports and Education in general, and specialized in athletics, swimming, and volleyball in particular have not been given due attention...

Stemming from the above reason, we conducted a study: "Developing criteria for assessing the circulatory and respiratory function of first-year male students majoring in athletics, swimming, and volleyball at the University of Physical Education Hanoi sport".

Research methods: the research process used methods: analysis and synthesis of documents, medical examination, and mathematical statistics.

II. RESEARCH RESULTS AND DISCUSSION

1. Testing the representativeness of the mean and the normal distribution of the circulatory and respiratory indices of the first-year male students at Hanoi University of Sports and Education

The topic uses the Cortex MetaMax 3B machine system that allows the simultaneous acquisition of circulatory and respiratory function parameters during maximum exertion testing to assess circulatory and respiratory function in movement and silence. of male students in the first year of 3 sports: Volleyball, Athletics, and Swimming, Hanoi University of Physical Education and Sports. Data collection phases were conducted at the beginning of the academic year 2017-2018.

From the obtained medical examination results, we tested the representativeness of the mean and the normal distribution of the circulatory and respiratory indices of the first-year male students at the University of Education. Hanoi Sports. The results obtained are shown in Table 1.

From the results in Table 1, it can be seen that:

All test indicators have parameter $\epsilon < 0.05$, showing mean and standard deviation ensuring

representativeness and Shapiro-Wilk value > 0.05 , ensuring the normal distribution of the sample set. This result shows that the mean and standard deviation of the test contents can be used to build a scale and criteria for assessing the circulatory and respiratory function of male first-year intensive students. Volleyball, athletics, swimming, Hanoi University of Sports and Education.

Table 1. Test of representativeness of mean and normal distribution of circulatory and respiratory indices of first-year male students at Hanoi University of Pedagogy, Sports, and Education

Ordinal	Index	Volleyball (n=12)					Athletics (n = 14)					Swimming (n = 12)				
		$\bar{x} \pm \sigma$		ϵ	Shapiro-Wilk		$\bar{x} \pm \sigma$		ϵ	Shapiro-Wilk		$\bar{x} \pm \sigma$		ϵ	Shapiro-Wilk	
		Value	P		Value	P	Value	P		Value	P					
1	Tidal volume (VT)	2.55	0.04	0.01	0.89	0.11	2.58	0.06	0.02	0.97	0.91	2.60	0.04	0.02	0.73	0.06
2	Respiratory rate (Rf)	55.46	0.32	0.04	0.86	0.06	55.67	0.50	0.03	0.94	0.36	55.79	0.52	0.02	0.93	0.41
3	Maximum minute ventilation (MV)	145.22	0.76	0.04	0.92	0.26	145.69	0.49	0.03	0.87	0.06	145.83	0.85	0.03	0.95	0.60
4	Absolute volume of oxygen absorbed VO2 max (liter/min)	3.65	0.13	0.04	0.97	0.92	3.71	0.16	0.04	0.98	0.95	3.72	0.07	0.02	0.96	0.83
5	Exhaled carbon dioxide volume absolute VCO2 (liter/min)	5.06	0.19	0.05	0.94	0.56	5.07	0.17	0.04	0.97	0.93	5.15	0.06	0.02	0.94	0.48
6	Respiratory quotient (RER)	1.36	0.07	0.02	0.92	0.28	1.40	0.05	0.01	0.96	0.68	1.41	0.08	0.02	0.87	0.07
7	Relative VO2 max (ml/min/kg)	60.83	0.55	0.04	0.88	0.10	61.20	0.50	0.04	0.93	0.31	61.13	0.58	0.04	0.93	0.35
8	Relative VCO2 max (ml/min/kg)	76.92	0.64	0.03	0.87	0.06	77.26	0.54	0.04	0.86	0.06	77.36	0.49	0.04	0.92	0.27

	g)															
9	Maximum heart rate HRmax (beats/min)	182.17	4.13	0.04	0.95	0.66	184.07	5.06	0.05	0.83	0.07	183.50	5.93	0.05	0.82	0.07
10	Oxygen index – pulse VO2/HR	16.89	0.73	0.4	0.93	0.39	17.16	0.45	0.04	0.97	0.88	17.20	0.68	0.03	0.87	0.06
11	Heart rate HR (beats/min)	69.92	2.27	0.03	0.98	1.00	69.29	2.58	0.04	0.98	0.95	68.17	2.33	0.04	0.85	0.08
12	Respiratory rate (Rf, times)	0.14	0.01	0.01	0.91	0.19	0.14	0.01	0.01	0.92	0.19	0.14	0.01	0.01	0.94	0.45
13	Atrial systole time (s)	0.37	0.01	0.01	0.98	0.96	0.37	0.01	0.01	0.94	0.41	0.38	0.01	0.01	0.96	0.72
14	Systolic time (s)	0.88	0.04	0.01	0.80	0.07	0.90	0.02	0.01	0.92	0.20	0.90	0.04	0.01	0.88	0.08
15	Cardiac cycle (s)	19.16	0.37	0.11	0.90	0.18	19.07	0.37	0.03	0.91	0.16	18.91	0.39	0.02	0.83	0.07
16	Vital capacity (liters)	4.08	0.16	0.05	0.98	0.99	4.16	0.14	0.04	0.93	0.33	4.16	0.19	0.01	0.94	0.51

2. Developing a scoring scale and criteria for assessing the circulatory and respiratory function of first-year male students specializing in volleyball, athletics, and swimming at Hanoi University of Pedagogy, Pedagogy and Sports.

2.1. Developing criteria for the classification of indicators of circulatory and respiratory function of male first-year students specializing in volleyball, athletics, swimming at Hanoi University of Pedagogy, Sports and Sports

From the statistical results in Table 1, the topic classifies each indicator of circulatory and respiratory function of male first-year students specializing in volleyball, athletics, and swimming at the University of Physical Education and Training. Sports Hanoi, into 5 levels: Good, good, average, weak, poor according to the 2 chain - ma rule. In the content of the article, we present an illustration of the criteria for classifying the circulatory and respiratory functions of men. 1st-year volleyball students in Table 2.

2.2. Building a scale of indicators to assess circulatory and respiratory functions of male first-year students

specializing in volleyball, athletics, swimming at Hanoi University of Pedagogy, Sports and Physical Education

To easily evaluate and monitor the development of the circulatory and respiratory function of students in each criterion, and at the same time to be able to compare between students, the topic refers to the criteria for assessing weekly function. Completeness and respiratory rate of first-year male students specializing in volleyball, athletics, and swimming at Hanoi university of physical education and sports given points on a c scale (scale of 10), in which the average number corresponds to point 5 of the scale. In the content of the article, we present an illustration of the rating scale of first-year male volleyball students in table 3.

2.3. Developing criteria for assessing the total circulatory and respiratory function of male first-year students specializing in volleyball, athletics, swimming at Hanoi University of Physical Education and Sports

From the above research results, to evaluate the circulatory and respiratory functions of first-year male

students specializing in volleyball, athletics, and swimming at Hanoi University of Physical Education and Sports, including 16 indicators. Thus, the maximum score achieved by athletes is 160 points, and the minimum is 16 points. The topic is to develop standards for a general assessment of circulatory and respiratory functions of first-year male students specializing in volleyball, athletics, swimming at Hanoi University of Pedagogy, Physical

Education and Sports, according to 5 levels: good, fair, average, weak and poor, and the distance between the levels is:

$$(x_{max} - x_{min})/5 = (160 - 16)/5 = 28.8 (\text{đ}).$$

The results of developing standards to evaluate the general circulatory and respiratory functions of male first-year students specializing in volleyball, athletics, and swimming are presented in Table 4.

Table 2. Criteria for classification of indicators of circulatory and respiratory function of male first-year volleyball-intensive students at Hanoi University of Physical Education and Sports

Ordinal	Index	Classification standards				
		Least	Weak	Medium	Pretty	Good
1	Tidal volume (vt)	<2.47	2.48-2.51	2.52-2.59	2.6-2.63	>2.64
2	Respiratory rate (rf)	<54.82	54.83-55.14	55.15-55.78	55.79-56.1	>56.11
3	Maximum minute ventilation (mv)	<143.7	143.71-144.46	144.47-145.98	145.99-146.74	>146.75
4	The absolute volume of oxygen absorbed vo2 max (liter/min)	<3.39	3.4-3.52	3.53-3.78	3.79-3.91	>3.92
5	Exhaled carbon dioxide volume absolute vco2 (liters/minute)	>5.44	5.43-5.25	5.24-4.87	4.86-4.68	<4.67
6	Respiratory quotient (rer)	>1.5	1.49-1.43	1.42-1.29	1.28-1.22	<1.21
7	Relative Vo2 max (ml/min/kg)	<59.73	59.74-60.28	60.29-61.38	61.39-61.93	>61.94
8	Relative Vco2 max (ml/min/kg)	>78.2	78.19-77.56	77.55-76.28	76.27-75.64	<75.63
9	Maximum heart rate max (beats/min)	>190.43	190.42-186.3	186.29-178.04	178.03-173.91	<173.9
10	Oxygen index – circuit vo2/hr	<15.43	15.44-16.16	16.17-17.62	17.63-18.35	>18.36
11	Heart rate hr (beats/min)	>74.46	74.45-72.19	72.18-67.65	67.64-65.38	<65.37
12	Respiratory rate (rf, times)	>0.16	0.15-0.15	0.14-0.13	0.12-0.12	<0.11
13	Atrial systole time (s)	>0.39	0.38-0.38	0.37-0.36	0.35-0.35	<0.34
14	Systolic time (s)	>0.96	0.95-0.92	0.91-0.84	0.83-0.8	<0.79
15	Cardiac cycle (s)	<18.42	18.43-18.79	18.8-19.53	19.54-19.9	>19.91
16	Vital capacity (liters)	<3.76	3.77-3.92	3.93-4.24	4.25-4.4	>4.41

Table 3. Scale of indicators for assessing circulatory and respiratory functions of male first-year volleyball-intensive students at Hanoi University of Physical Education and Sports

Ordinal	Index	Point									
		1	2	3	4	5	6	7	8	9	10
1	Tidal volume (vt)	2.47	2.49	2.51	2.53	2.55	2.57	2.59	2.61	2.63	2.65
2	Respiratory rate (rf)	54.82	54.98	55.14	55.30	55.46	55.62	55.78	55.94	56.10	56.26
3	Maximum minute ventilation (mv)	143.70	144.08	144.46	144.84	145.22	145.60	145.98	146.36	146.74	147.12
4	Absolute volume of oxygen absorbed vo2 max	3.39	3.46	3.52	3.59	3.65	3.72	3.78	3.85	3.91	3.98

	(liter/min)										
5	Exhaled carbon dioxide volume vco2 absolute (liters/min)	5.44	5.35	5.25	5.16	5.06	4.97	4.87	4.78	4.68	4.59
6	Respiratory quotient (rer)	1.50	1.47	1.43	1.40	1.36	1.33	1.29	1.26	1.22	1.19
7	Relative Vo2 max (ml/min/kg)	61.93	61.66	61.38	61.11	60.83	60.56	60.28	60.01	59.73	59.46
8	Relative Vco2 max (ml/min/kg)	78.20	77.88	77.56	77.24	76.92	76.60	76.28	75.96	75.64	75.32
9	Maximum heart rate hrmax (beats/min)	190.43	188.37	186.30	184.24	182.17	180.11	178.04	175.98	173.91	171.85
10	Oxygen index – circuit vo2/hr	15.43	15.80	16.16	16.53	16.89	17.26	17.62	17.99	18.35	18.72
11	Heart rate hr (beats/min)	74.46	73.33	72.19	71.06	69.92	68.79	67.65	66.52	65.38	64.25
12	Respiratory rate (rf, times)	0.16	0.16	0.15	0.15	0.14	0.14	0.13	0.13	0.12	0.12
13	Atrial systole time (s)	0.39	0.39	0.38	0.38	0.37	0.37	0.36	0.36	0.35	0.35
14	Systolic time (s)	0.96	0.94	0.92	0.90	0.88	0.86	0.84	0.82	0.80	0.78
15	Cycle time (s)	18.42	18.61	18.79	18.98	19.16	19.35	19.53	19.72	19.90	20.09
16	Vital capacity (liters)	3.76	3.84	3.92	4.00	4.08	4.16	4.24	4.32	4.40	4.48

Table 4. Criteria to evaluate the general circulatory and respiratory functions of male first-year students specializing in volleyball, athletics, and swimming

Ordinal	Standard	Point (maximum score 160)
1	Good	> 131.2
2	Pretty	102.4 – 131.2
3	Medium	73.6 – 102.4
4	Feebleness	44.8 – 73.6
5	Least	< 44.8

III. CONCLUSION

From the above research results, we have the following conclusions:

Tested the representativeness of the mean and the normal distribution of the circulatory and respiratory indices of the first-year male students at Hanoi University of Physical Education and Sports. The results show that the mean and standard deviation of the contents of the test can be used to build a scale and criteria for assessing the circulatory and respiratory function of the first-year male students who specialize in football, volleyball, athletics, swimming, Hanoi University of Pedagogy of Physical Education and Sports.

The classification criteria, scoring scale, and general assessment criteria for circulatory and respiratory functions have been developed for male first-year students specializing in volleyball, athletics, and swimming at the University of Physical Education and Sports, Hanoi. Classification criteria, scoring scale, and synthetic evaluation criteria can be conveniently used in classifying and evaluating the circulatory and respiratory function of first-year male students.

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Increase the application of Information Technology in Innovative Teaching Methods of the Theory Section at Thanh Hoa University of Culture, Sports and Tourism

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Abstract

Information technology is applied in almost all fields of life, including education. ICT influences and transforms teaching and learning through its potential as a source of knowledge, a medium of content delivery, and a medium of interaction and dialogue. IT changes the elements of the curriculum and the type of program that prepares the essential foundation for learners to meet the requirements of the digital world, the information technology, and the technology era. The article focuses on analyzing the roles, and current situation and proposes solutions to enhance the application of information technology in teaching method innovation of theoretical modules at the Thanh Hoa University of Culture, Sports and Tourism.

Keywords— Information technology, Teaching methods, Innovative solutions for teaching methods, the Thanh Hoa University of Culture, Sports and Tourism.

I. INTRODUCTION

Information technology (IT) has been applied to almost all areas of life. In education, IT - communication has been put into application in both management, teaching, and learning; Today's IT is both a subject and a tool to support effective teaching and learning in schools.

Besides, the inevitable integration process in terms of economy, culture, education,... among countries creates a flatter world. The penetration and influence of technological advances, globalization, and integration trends change the perception and role of education and schools. Education must become a direct productive force, creating products with high value and gray matter content. The school must create an open and modern educational environment to train generations of smart citizens. The changing needs, interests, learning styles, and modes of activities of learners pose an indispensable requirement for the change of school education. ICT influences and transforms teaching and learning through its potential as a source of knowledge, a medium of content delivery, and a medium of interaction and dialogue. IT transforms curriculum elements and curriculum types, preparing learners with essential foundations for the demands of the digital world, the informatics and technology era.

The role, importance, and effectiveness of IT application in teaching have been proven by educational practice at home and abroad over the years, it shows that the application of IT in teaching and learning is an all-time trend. weakness of education. At Thanh Hoa University of Culture, Sports, and Tourism, the application of IT has been widely deployed to all faculty and staff and has achieved many positive results in improving teaching quality. However, with a multi-disciplinary training school, the application of IT in teaching still faces inadequacies. Therefore, it is very important to research and propose solutions to "Strengthening the application of information technology in innovating teaching methods of theoretical modules at the Thanh Hoa University of Culture, Sports and Tourism". necessary, making a practical contribution to promoting and improving the quality of teaching to meet the requirements of building smart schools in the 4.0 industrial era.

II. RESEARCH OVERVIEW

The issue of IT application in teaching activities in Vietnam has been interested in many researchers over the years. Many valuable research works such as "Application of IT in education towards an e-education" by Quach Tuan Ngoc (2009) [5], "IT for active teaching" by Jef Peeraer

(2011)) [6], "E-Learning and its application in teaching" by Le Huy Hoang and Le Xuan Quang (2011) [3], "Using information technology in teaching" program documents of Partner in learning of Microsoft (2008) [4].

Tran Dinh Chau - Dang Thi Thu Thuy (2011)[1] research on "Application of information technology to support innovation of teaching methods" asserts: "Application of IT in teaching needs to cross the point of view: active activity. students' learning, ensuring the requirements of teaching methods". Accordingly, learners can independently observe, have the opportunity to manipulate teaching software, and maximize positive thinking: compare, analyze, synthesize, generalize, .. events. , phenomenon, from which they can discover new knowledge by themselves or learn by themselves actively and actively. Research also shows that: electronic lectures, computers, teaching software, ... or boards, chalk, all are means, only supporting effects, nothing can replace labor, talent, pedagogical art of teachers, passion, and active learning spirit of students.

Vu Thi Thuy Hang (2018)[2] Research on "Smart Schools: Origins, Definitions, and Lessons for Vietnam" shows that ICT and communication influence and change teaching and learning methods. through its potential as a source of knowledge, a medium of content delivery, and a medium of interaction and dialogue. ICT is about changing curriculum elements and curriculum types that prepare learners with essential foundations for the demands of the digital world, informatics, and technology era.

Le Van Son (2016)[7] studied the role of ICT in teaching method innovation applied to ethnic preparatory schools. Research has shown the role of IT in effectively supporting the implementation of content innovation and teaching methods. The study also pointed out the reasons why the innovation of teaching methods with the application of IT still revealed many limitations, as well as proposed measures to increase the effectiveness of IT application in teaching methods innovation in ethnic preparatory schools.

A study by Jef Peeraer and Peter Van Petegem (2010)[9] investigates the factors affecting the application of IT in the pedagogy of Vietnam, a country in the early stages of IT application. Exploratory multiple regression analysis is used to mention the importance of factors for teachers and the importance of pedagogical schools for IT application in teaching. . Research confirms that the use of IT application programs is limited, mainly to replace the old teaching methods. Factors affecting the application of ICT in practical teaching include access to computers, the intensity of computer use, ICT skills, confidence in ICT,

and personal characteristics (including attitude to ICT and perceptions of student learning). The study also gives some suggestions on how to effectively apply IT in Vietnam's pedagogy.

III. RESEARCH METHODS

The article uses the method of analysis, synthesis, comparison, generalization, and systematization of materials related to the enhancement of IT application in the innovation of teaching methods of theoretical modules in universities. Besides, it also uses practical research methods: a survey by questionnaire (conducting a survey by questionnaire for teachers teaching theory course at the Thanh Hoa University of Culture, Sports and Tourism); expert method (direct discussion with experts in the fields of IT, Education to get advice and suggestions on the development of research outlines; on the process and solutions to enhance the application IT); method using statistical math (using statistical mathematical formulas to process data).

IV. RESEARCH CONTENT

4.1. Current status of IT application in the innovation of teaching methods of theoretical modules at the Thanh Hoa University of Culture, Sports and Tourism

In recent years, staff and lecturers of the Thanh Hoa University of Culture, Sports, and Tourism have made great efforts in applying IT in teaching. However, the effect is not as expected due to many different reasons.

To have information as a basis for analyzing the current situation of IT application in teaching method innovation, the authors surveyed questionnaires with lecturers (teachers) in teaching groups of theoretical modules at the Thanh Hoa University of Culture, Sports and Tourism.

+ Number of teachers sending survey questionnaires: 121 teachers.

+ Number of teachers responding: 63 teachers.

Assess the importance of each factor based on the average score of that factor: Very good: 4.26-5.0; 3.51-4.25: Good; 2.51-3.5: Good; 1.76-2.50: Medium; 1.0-1.75: Weak/poor; The results allow the author to draw some conclusions about the current status of IT application in teaching methods of theoretical modules at the Thanh Hoa University of Culture, Sports and Tourism.

4.1.1. To the lecturer

a. Real state of awareness of the importance of applying IT in teaching

Table 1: Real state of awareness of the importance of applying IT in teaching

No	Content	Degree evaluation (%)					Medium score
		Very agree	Agree	Confused	Disagree	Strongly disagree	
1	Applying IT in teaching is necessary	79.4	20.6	0	0	0	4.79
2	IT helps to simulate phenomena that are difficult to describe easily and vividly.	61.9	28.6	9.5	0	0	4.52
3	I want to participate in training on IT applications in teaching	61.9	30.2	7.9	0	0	4.54
4	IT provides many resources and tools for teaching activities	61.9	34.9	3.2	0	0	4.59
5	IT makes me more productive	68.3	28.6	3.2	0	0	4.65
Medium score		4.62					

Table 1 shows, that 100% of teachers realize that the application of IT in teaching is really necessary. Most teachers want to participate in training on IT application in teaching to improve their level of IT application to better serve their teaching tasks.

b. Real state of awareness of the role of IT in teaching and learning innovation

Table 2: Real state of awareness of the role of IT in teaching and learning innovation

No	Content	Degree evaluation (%)					Degree evaluation (%)
		Very agree	Very agree	Very agree	Very agree	Very agree	
1	Is a tool to support the teaching and learning process in an active, positive, and creative way.	41.3	55.6	3.2	0	0	4.38
2	Help teachers grasp the system and structure of a lecture, understand the process of building and implementing the lesson	41.3	55.6	3.2	0	0	4.38
3	Help teachers improve creativity and become more flexible in the teaching process.	24.4	66.7	7.9	0	0	4.13
4	Create favorable conditions for students to self-innovate learning methods, and self-directed actions to build knowledge.	24.4	66.7	7.9	0	0	4.13
5	IT creates an ideal teaching environment	41.3	50.8	7.9	0	0	4.33
6	Promote the role and position of teachers and learners, taking learners as the center; Multi-sensory stimulation; Information exchange.	41.3	55.6	0	3.2	0	4.35
Medium score		4.28					

Table 2 shows that the majority of opinions agree and strongly agree that the application of IT in teaching helps to innovate teaching methods in a positive and modern way, helping teachers improve creativity and become more flexible and more active in the teaching process.

c. Current status of IT application in teaching theoretical modules

Table 3: Current status of IT application in teaching theory courses

No	Content	Degree evaluation (%)					Medium score
		Daily	Weekly	Monthly	1 to 2 times/period	Never	
1	Prepare lesson plan	25.4	38.1	27.0	9.5	0	3.79
2	Compose e-lectures	19.0	28.6	41.3	6.3	4.8	3.5
3	Look up information and materials for the preparation of lectures	58.7	25.4	15.9	0	0	4.43
4	Filmmaking, documentary photography, music cutting for teaching activities	19.0	11.1	54.0	7.9	7.9	3.25
5	Teaching using electronic lectures	66.7	25.4	7.9	0	0	4.59
6	Write answers, study guides on the forum, or share documents and lectures on the website	25.4	28.6	27.0	3.2	15.9	3.45
7	Reply Email to colleagues, students	63.5	20.6	3.2	12.7	0	4.35
Medium score		3.9					

Table 3 shows that the application of IT in teaching focuses mainly on the following tasks: Preparing lesson plans; Looking up information and materials for the preparation of lectures; Teaching using electronic lectures; Reply Emails to colleagues, and students. This result shows that the majority of teachers attach great importance to the application of IT in searching for documents, and serving the preparation of lectures for teaching. The frequent exchange of information between teachers, colleagues, and students shows that this is an increasingly popular information exchange channel, making work

exchange easier and more convenient. Students can interact and exchange with teachers in many ways, thereby making learning more active and flexible. However, some content teachers have never done such as films, documentary photos, music collages in service of teaching activities; Writing answers, study guides on the forum, or sharing documents and lectures on the website. These are difficult applications, requiring teachers to invest time and have new skills to implement.

d. Current status of teachers' computer skills

Table 4: Actual situation of teachers' computer skills

No	Content	Degree evaluation (%)					Medium score
		Very proficient	Competently	Not skillful	Know little	Don't know	
1	Simple computer troubleshooting	36.5	52.4	11.1	0	0	4.25
2	Search and get information from the internet	30.2	58.7	11.1	0	0	4.19
3	Use Google products: google docs, google sheets, google drive, google meet,...	23.8	34.9	36.5	4.8	0	3.77

4	Using software to organize online classes: Zoom meeting, Skype, Google Classroom, Microsoft Teams, Hangouts Meet,...	6.3	7.9	30.2	31.8	23.8	2.41
5	Use word processing software (such as MS Word or similar)	30.2	50.8	19.0	0	0	4.11
6	Use presentation software (like MS PowerPoint or similar)	30.2	46.0	23.8	0	0	4.06
7	Use spreadsheet software (like MS Excel or similar)	19.0	23.8	41.3	15.9	0	3.46
8	Use software that supports creating electronic lectures (such as Violet, Adobe Presenter, iSpring, Lecture Maker, or similar)	1.6	6.3	31.8	33.3	27.0	2.22
9	Database management systems (such as MS Access, SQL, My SQL, ...)	6.3	6.3	19.0	19.0	49.2	2.0
Medium score		3.38					

From Table 4, it can be seen that the basic computer skills of teachers are most proficient and very proficient. A small part has skills at the level of "know little" or "don't know". However, few teachers know how to use applications such as Violet, Adobe Presenter, iSpring, Lecture Maker, or similar. The average value is 3.38, equivalent to "Good".

4.1.2. To the students

a. The reality of awareness about the role and importance of ICT in learning

In recent years, the Thanh Hoa University of Culture, Sports and Tourism has paid great attention to the issue of enhancing the application of IT to support learning activities for students, which has helped the school's students' learning activities to have many remarkable changes. encourage:

- The majority of students are aware of the role and importance of applying IT for learning and are very supportive of the application in education and training activities of the school.

- Students actively access and easily know their learning results each semester, thereby having a better direction to strive for learning and research.

- Regularly access the software to look up book titles at Library Information Center to support the learning and research process. Since then, contributed to innovating learning methods to help students achieve better learning results, focusing on self-study and self-research.

b. Current status of IT application in learning

Survey results on the level of IT use, specifically using social networks for learning purposes of students, revealed that: Students using social networks for learning purposes 35.2% of students answered "don't use it" use"; 22.2% of students answered "sometimes" and 20.3% answered "normally", students spent time using social media for learning purposes only 13% of students answered "frequently". and 9.2% answered, "very often". This shows that currently, students use social media for learning purposes not much. At the same time, we also found that students were aware of the importance of social networks in supporting students' learning.

4.1.3. Towards the school

a. Level of support for IT application in teaching

Table 5: Level of support for IT application in teaching

No	Content	Degree evaluation (%)					Medium score
		Very often	Regularly	Not often	Rarely	Not available yet	
1	There are policies to encourage lecturers to apply IT in teaching	25.4	27.0	41.3	3.2	3.2	3.68
2	Organize training workshops on skills of applying IT in teaching	12.7	4.8	19.0	36.5	27.0	2.4
3	Provide copyrighted software for students	0	0	34.9	11.1	54.0	1.81
4	Technical support team support (part-time)	19.0	30.2	25.4	19.0	6.3	3.36
5	Support of IT staff (specialist)	19.0	17.5	31.7	3.2	28.6	2.95
6	Colleagues teach each other how to use IT	19.0	39.7	25.4	9.5	6.3	3.55
Medium score		2.96					

From Table 5, it can be seen that: only 35.7% of the reviews have regular or very frequent support; while 20.9% said that there is no support from colleagues and school leaders. The mean value is 2.96 which equates to Good.

b. Facilities and means for teaching

Facilities and equipment are invested synchronously to meet the basic needs of teaching and learning activities of teachers and students. However, many items over time have deteriorated and become obsolete, unable to keep up with the development of the current level of science and technology. Most of the computers at the school, in addition to equipping computer practice rooms and working rooms, when going to class, teachers have to prepare their personal computers to serve their teaching and learning tasks. Classrooms are equipped with projectors only.

Besides, the internet connection at the school is easy to access, but the connection speed is slow. The school-wide wifi connection system has been set up for free, but the signal is weak, even unable to connect. This situation also causes certain difficulties for teaching activities as well as finding information and learning materials for teachers' teaching as well as for students' learning.

4.2.Solutions to enhance the application of information technology in teaching innovation in theoretical courses at the Thanh Hoa University of Culture, Sports and Tourism

From the survey results, the author presents some solutions to enhance the application of IT in the innovation of teaching methods of theoretical modules at Thanh Hoa University of Culture, Sports and Tourism as follows:

4.2.1. For the school

- It is necessary to promote propaganda to raise the awareness of teachers about the application of IT in teaching innovation.
- Organize training to improve computer skills and IT application skills for all teachers at least once a year.
- Organize university-level seminars on IT application in teaching method innovation. Teachers of universities and other educational institutions can be invited to report and share experiences.
- Organize group attendance, and organize teaching competitions with IT applications to praise and encourage excellent individuals.
- Develop a total solution for IT application, and issue regulations on management, maintenance, and use of the school's IT systems.
- Step by step implementing the construction of an online training system, in the immediate future focusing on building and organizing online training with common content and modules; content, theoretical courses by exploiting and thoroughly applying existing programs and applications on the Internet.

4.2.2. For lecturers

- Lecturers need to be deeply aware of the important role of applying IT in teaching, improving pedagogical capacity, and innovating teaching methods. Since then, there is a need and determination to overcome difficulties in applying IT to teaching and researching new teaching methods based on IT.

- Regularly study, practice, and improve professional skills. Research approaches new teaching perspectives in training, actively uses modern technical means, new teaching methods to support the teaching process effectively, focusing on updating scientific information, reality.

- Actively and proactively applying IT in teaching, discovering new technologies that have a positive impact on the development of their own IT capacity, effectively exploiting the school's IT resources, improving self-learning own level, thereby serving as a basis for innovating teaching methods based on IT application in teaching. Because "All the technological devices that are in schools today will be of no value if teachers do not know how to use them effectively. It is the teachers who bring out the magic, not the computer" - Craig Barrett (2012) [8].

4.2.3. For students

- It is necessary to be aware of the importance of IT in learning and training activities, improving self-study, self-researching, and mastering knowledge. Know how to search and use the information on the internet effectively.

- Promoting the positive aspects of IT, especially the internet, for learning and information exchange: information searches, online chat, connection and sharing via social networks, commercial services, money transfer, and educational health services such as telemedicine or virtual classrooms. Besides, limiting and overcoming the limitations of the internet environment such as dependence, immersing in virtual networks, and spending too much time on entertainment games on the internet.

- Actively participate in group activities, and extracurricular activities, connect to learning forums on the internet and exchange with classmates to solve the learning and research tasks set by the teacher.

- Promote the potential for learning, research, personal development skills connected with society, bright skills, mastery of IT, and other technologies.

V. DISCUSSION

It can be seen that the application of IT in teaching and learning, using modern pedagogical methods

is very necessary, making practical contributions to promoting and improving teaching quality to meet the requirements of building smart schools smart in the industrial age 4.0.

The school needs to invest in IT infrastructure and information security. Organize training on basic IT use and information security skills for staff and lecturers of the whole university to effectively use the invested IT systems, in which priority is given to online training in combination with online training. next. Include in the school's development plan the content of IT application, and at the same time formalize through the 5-year and annual IT application plans approved by the school leadership. The content of the plan includes objectives, tasks, solutions, funding, and organization assignment.

Promoting the role of teachers in self-study, self-research, and IT application in teaching method innovation. Organize teaching methods with effective IT application.

Strengthening the role of professional groups in the school to help school leaders evaluate the content of digital learning materials before putting them into use; review, evaluate, and complete models, solutions, and methods of applying IT to innovate content and teaching methods to ensure effectiveness and suitability with the school's conditions.

VI. CONCLUSION

The application of IT in teaching to contribute to the innovation of teaching methods is difficult and long-term work, requiring a lot of conditions in terms of facilities, capacity, and awareness of teachers. It has a particularly important meaning in improving the quality of education and training of the school. Therefore, to promote the application and development of IT ineffective teaching method innovation, it is necessary to pay attention to investing in facilities at all levels, the synchronous direction of the industry - the school and especially. is the effort to learn and draw from each teacher's own experience. Applying IT in teaching is one of many advanced teaching methods today, but it is not effective in all cases. Abuse in some situations will bring about side effects. How to use it, when it's necessary... requires teachers to be flexible and creative, not too dependent to become passive and follow technology.

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A Chinese Diasporic Translator: Chi-Chen Wang and his Translation of Chinese Literature¹

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Abstract

The diasporic translator Chi-Chen Wang did much to disseminate modern Chinese literature in the West. This article draws attention to Chinese diasporic translators in the West in the 1940s through the neglected figure of Chi-Chen Wang (1899-2001). This paper of Chi-Chen Wang is an integrated study of two perspectives, an overview of present studies on Wang's translation and a detailed analysis on Wang's translation principles by examining his translation revisions. The research finds out that Wang's translations in the 1940s years centered on socially conscious types of writing, which bear a close relationship to his sympathy and expectation for China. Wang was guided by the principles of both capturing the original flavor and enhancing the readability of the target text.

Keywords—translator, Chi-Chen Wang, translation principles, Chinese Literature.

I. INTRODUCTION

The notion that translation is the mere linguistic transcoding between the source and target languages has now become outdated. Scholars begin to explore the implications of translation within a broader cultural and historical frame. Since translation never takes place in a vacuum, the context within which translation occurs and the role translators play in the translating process have won their attention. The works of Susan Bassnett (1980), Andre Lefevere (1992) and Gideon Toury (1995) have blazed a trail in translation studies. Particularly, the poly-system approach put forward by Even-Zohar (2000) has filled the gap between linguistics and literary studies by shifting the focus of attention from endless debates about faithfulness and equivalence to an examination of the role of the translated text in its new context. And at the same time, this opens the way for further researches into a reassessment of the role of the translator both as a cultural transmitter and a manipulator between two

cultures. In actual translation practice, translators' motivation, value, and cultural orientation may make a great difference on the strategies and methods they choose to fulfill their tasks, thus influencing the function and the reception of a translation product in the target culture. And central to this view is the stress upon the translator's visible presence in a translation.

From the 1990s onwards, the figure of a subservient translator has been replaced with a visibly manipulative translator, a creative artist who mediates between cultures and languages. Derrida's re-reading of Walter Benjamin's "The task of the translator" has initiated a re-evaluation of the importance of translation not only as a form of communication but also as continuity that ensures the survival of a text. It stands to reason that the translator is seen as a liberator, someone who frees the text from its original shape and bridges the gap between the source author and the target readers. The translator's subjectivity

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runs through the whole process of translation, from the selection and understanding of the source text to the rewriting in the target culture. Significantly, translators' own justification of their translation strategies throughout the whole process should be taken into consideration while evaluating translated products. Many researches have been done on the effects of translator's subjectivity on literary translation. How and to what degree the translator's cultural orientations and aesthetic tendencies have influenced his translation has become a new dimension in translation research.

Chinese scholars did not launch a systematic study on translators until the 1980s. To date, many biographies of famous translators such as Yan Fu, Zhu Shenghao, Fu Lei, and Zhou Zuoren have been compiled. In addition, dictionaries of translators were also published in the late 1980s. But most of these researches were mere summaries of the translators' life experiences or their translation practice with little theoretical guidance. In 1990, Yuan Jinxiang made a systematic study on a group of translators and their works in *A Study and Appreciation on Works of Famous Translators*, which proves to be a significant progress in translator studies. Later, many other scholars like Guo Zhuzhang and Xu Jun have also made great contribution to translator studies. Xu Jun interviewed many renowned translators and the interviews were published in a special column in the magazine *Yilin*. In recent years, there has been an increasing interest in famous modern Chinese author-translators such as Zhou Zuoren, Mao Dun, Guo Moruo, and Lin Yutang. These researches are mostly conducted from the perspective of comparative literature, highlighting the relation between the writer's literary ideas and their translation views. Besides, the collection of *Ba Bie Ta Weng Cong* (Xu Jun & Tang Jin: 2002), which consists of the works and writings of twelve translators, expounds on each translator's translating experience and their reflections on the role of translation in connecting the source and target cultures.

Despite these achievements, the question of to what extent the translators' visions and their choice of translation strategies and methods have influenced their translation is yet to be answered. On one hand, while putting the translators in a rich cultural content, researchers can catch a glimpse of the constraints under which the translators

have to work and the strategies they develop to overcome those constraints at a certain time and in a certain place. On the other hand, a considerable number of translators worthy of investigation have long been ignored, and a study of them can certainly enrich researches of translators.

II. AN OVERVIEW OF PREVIOUS STUDIES ON CHI-CHEN WANG

It is around the mid-20th century that translated Chinese literature began to enjoy a larger Western readership. Chi-Chen Wang (1899-2001), an academically active translator, produced a considerable amount of excellent translations. He made his translation debut in the U.S. with his translation of *Dream of the Red Chamber* in 1929 and was thereafter known as the first Chinese who translated *Hong Lou Meng* into English. Prefaced and praised by Arthur Waley (2009: vii-ix), the translation turned out to be a great success. He also translated many short stories of Lu Xun, such as "My Native Heath", "The Divorce", and "Our Story of Ah Q", which were published in *The Far East* in New York and *T'ien Hsia Monthly* in Shanghai. In 1941, these translations were made into a book titled *Ah Q and Others--- Selected Stories of Lusin*, published by the Columbia University Press. In addition, he translated works of other contemporary Chinese writers like Lao She, Ba Jin, Shen Congwen, Zhang Tianyi, Mao Dun, Ye Shaojun and so on, which was published in the name of *Contemporary Chinese Stories* (1944). Besides, his *Traditional Chinese Tales*, also published in 1944, was a collection of the translation of such ancient Chinese novels as *The dragon's daughter*, *The story of Ying Ying*, and *Predestined Marriage*.

Great as his contributions to Chinese-English translation, Chi-Chen Wang as a translator has long been neglected in translation studies in China. Having lived in the US for most of his life, he was known and researched by very few Chinese and Chinese scholars. Therefore, this paper attempts to provide a panoramic view of Wang's translation thought and the characteristics of his translation, through an elaboration on his life and translation practice. The present research is significant for two reasons: First, in consideration of Wang's achievements in translation, it is necessary to launch a systematic research on Wang as a translator and his translations. As one of the earliest scholars

who made modern Chinese writers known to Americans, Wang is one of the founding fathers of ancient and modern Chinese literature researches in America. His translations, including his translation of modern Chinese literature during China's anti-Japanese war and his translation of some traditional Chinese tales, contribute to transmitting Chinese culture to the West, which has helped Westerners appreciate the true value of Chinese culture. Second, in view of the political and cultural settings against which Wang did most of his translation and his own cultural identity, it is of value to explore Wang's choice of translation strategies. Wang's translations were tailored to American readers in the 20th century. His choice of translation strategies, the factors influencing his selection of materials to translate and his translation style and principles are worth investigation and will enrich translation studies in China.

It is interesting that almost no research in Wang's translation had been done in China before 2006. And it is only in recent years, particularly after 2010, that scholars began to pay attention to his translation, against the background of an increasing trend of applying Western translation theories to translation analysis. Researches on Wang's translations are of two types. The first type, the largest amount of research, centers on his translation of *Dream of the Red Chamber*. There are all together six MA theses in this aspect. Niu Yan (2010), Qu Chun (2010), Wang Huanyue (2011), Li Xingying (2013) all approach Chi-Chen Wang's translation from the manipulation theory. They analyze the factors manipulating the process of Chi-Chen Wang's translation, including political and cultural ideology, poetics and patronage. Lv Haiou (2012) launches a detailed case study on Wang's *Dream of the Red Chamber* based on Vermeer's skopostheorie with a view to proving that Chi-Chen Wang's translation is influenced by his intention of creating a common reading material for English readers. Liu Shimin (2011) discusses name translation in Wang's *Dream of the Red Chamber* based on Venuti's deconstructive translation theory. It can be concluded that these researches center on the social-cultural constraints in Wang's selection of translation strategies and mainly focus on the manipulation imposed by the patron's ideology. Besides, Wang's retranslation of *Dream of the Red Chamber*, with the first edition published in 1929 and second in 1958, is also the focus of discussion. Wang Pengfei & Qu Chun

(2010) give a detailed comparison between the two versions and conclude that the retranslation further displays the charm of the original text, though not without shortcomings. Xiao Zhu (2010), on the other hand, analyzes the differences of adaptation of contents and cultural elements in the two versions based on Lefevere's rewriting theory.

The second type taps into Wang's other translations, focusing exclusively on his translation of a writer. For example, Gu Jun (2012: 179) notices Wang's endeavor in promoting Lu Xun's work in the West through translation. While examining Wang's unique contribution to introducing and translating Lu Xun, the author also analyzes Wang's translation techniques by looking into Wang's own revisions of his translation. However, his analysis is still sketchy and needs further development. Li Yue (2012: 180) explores Wang's translation strategies with respect to Lao She's works in light of deconstructionism as well as the Optimality Theory. A major part of his discussion is an observation of how textual and non-textual constraining factors influence the translator's selection of translation strategies. Similarly, Li Xinting and Zhuan Qunying (2011: 113-115) emphasize the unique role of Wang's translation of "San Yan" by Feng Menglong in promoting Chinese classical literature in foreign countries. They elaborate on the adequacy of Wang's five translations, i.e. "The Jade Kuanyin", "The Judicial", "Murder of Tsui Ning", "The Flower Lover and the Fairies", "The Oil Peddler and the Queen of Flower" and "The Three Brothers". However, instead of providing a comprehensive evaluation on Wang's translation, the authors mainly concentrate on handling culture-loaded words.

Most researches on Wang's translation abroad is in the form of book reviews. Similarly, a considerable amount of it is concerned with Wang's translation of *Hong Lou Meng*, which has received critical acclaim in the West. In 1958, another English translation of *Hong Lou Meng* appeared, Florence and Isabel Mchugh's translation from the German version by Dr. Franz Kuhn, *Der Traum der roten Kammer*. Since then, most attention has been directed on the comparative study of the two versions. Typically, Birch (1959: 386) favors Wang's version by pointing out the inadequacies in Kuhn's version such as his confusing translation of culture-loaded words, and he considers that Wang's translation delivers a more precise picture. Most

importantly, he recognizes Wang's contribution to providing relative research on the author Cao Xueqin, acknowledging that Wang's introduction "succinctly explains *Hung-lou-meng's* distinctive position in Chinese fiction", and that Kuhn's introduction is "out-of-date and not very helpful" (ibid).

In the 1940s, years of war made it urgent for Americans to better understand China. And for Americans, the best way to understand China is to study the Chinese way of living. Wang's translations like *Contemporary Chinese Stories* and *Traditional Chinese Tales* presented the Americans with a true image of China. Reviews of these books were published in magazines like *The Spectator*, *Far Eastern Survey*, *The Far Eastern Quarterly*, *Pacific Affairs*, and so on. While acknowledging the contribution of these translations in making Chinese literature available in English, critics praise much Chi-Chen Wang's translation techniques and his admirable translation style. Cameron (1944: 386) speaks highly of Wang's good command of both Chinese and English, saying that "in these volumes Mr. Wang confirms his reputation as a very able translator and interpreter of Chinese literature". Frauchiger (1945: 81) admires both Wang's keen understanding of the original text and his excellent English writing. There are also many comments on Wang's other translations such as *Ah Q and Others*, *Stories of China at War*, with the majority praising Wang's efforts in promoting Chinese literature in the West. However, overall, these book reviews reveal no more than Wang's contribution as a competent and painstaking translator to introduce Chinese literature, though Hsiao Chi'en, after a voluminous introduction of Chinese literature, does touch on some points of Wang's translation methods. He believes that "the translator should be thanked for avoiding the exploitation of the ideographical nature of the Chinese language," but he also points out that some transliterations appear unnecessarily exotic, such as *shao nai nai* (young mistress), *tsai chien* (good-bye) and *lai* (come) (Hsiao, 1941: 560).

From the analysis above, studies on Chi-Chen Wang's translation are still at its initial stage. His translation of *Hong Lou Meng* receives the widest attention, but most of these researches are conducted from a similar perspective. Researches of Wang's other translation are all inadequate and need further elaboration. What's worse, these

researches share the vulnerability of not paying enough attention to Chi-Chen Wang as a translator. By creating such works as *Dream of the red chamber* and *Ah Q and Others*--each with its unique Chinese flavor--not only accessible but understandable to the English-reading world, he is an excellent interpreter and introducer of Chinese literature. As a renowned writer and literary critic in the West, Chi-Chen Wang also held a unique perspective on Chinese literature, which has a great influence on his choice of translation strategies. In addition, researches on Wang's translation styles and his attitude towards translation remain to be improved. Therefore, considering the current situations of the study on Wang's translation both at home and abroad, together with the research gaps of Wang as a translator, I will endeavor to undertake a systematic research on Wang's translation and what impact his literary thoughts and the social-cultural situation have on his translation.

III. CHI-CHEN WANG AND HIS TRANSLATION ACTIVITIES

Chi-Chen Wang (1899-2001) was born into a literary family in Hengtai County, Shangdong Province. His father was a Jinshi during the reign of Emperor Guangxu (1875-1908) in the Qing Dynasty. Wang was well versed in traditional Chinese literature and art since his childhood. And when he was 11 years old, he was enrolled into Tsinghua University Affiliated Middle School. Later he passed the entrance examination of Tsinghua Preparatory School for America (the pre-Hsing-hua University) in 1918 and had witnessed the May Fourth Movement and several influential student strikes before he graduated in 1922. In the same year he went to study in America and obtained a bachelor's degree in journalism and politics in Wisconsin University, and from 1924 to 1927, he also studied liberal arts in Columbia University.

Wang had an interesting experience when he first came to Columbia University. Having a keen interest in journalism, Wang had long expected to attend the School of Journalism of Columbia University where no Asian students had been enrolled before. He came to the dean's office to express his desire to go into journalism. And when asked if his English was good enough to study journalism, Wang wrote a passage right away, which turned out to be typical "Chinese English". However, after several years' hard work

his writing was even complimented by his contemporary writers. After finishing his education, Wang was delayed in the U.S. due to political upheavals back in China and was reduced into poverty without government financial support. Therefore, he had to make a living by writing for magazines and newspapers. During this period, he wrote articles introducing Chinese classical literature and arts to American readers. Because of his talent, Wang was employed as a research assistant by the Metropolitan Museum of Art in New York in 1928. And his introduction of *Hong Lou Meng* presented the Americans with a gorgeous Oriental world full of dreams and fantasies, which was different from the depiction of Marco Polo or the imaginary land penned by early missionaries. This whetted American readers' appetite for a full reading of the original novel. Therefore, Chi-Chen Wang began to translate *Hong Lou Meng* at the timely request of a publisher. Although the hastily published required an adaptation focusing on the love story between Baoyu and Daiyu instead of reproducing the whole image of the splendid and luxurious aristocratic life, Wang tried his best to retain the original flavor and style of this great novel. The abridged translation *Dream of the Red Chamber* was published both in New York and London in 1929. The book was a massive hit with a preface written by the well-known sinologist Arthur Waley who highly praised this translation as "singularly accurate" and "skillfully performed" (Waley, 1929: xiii).

Thanks to this huge achievement, from 1929 on, Wang started his career teaching the Chinese language and literature in Columbia University at the invitation of Carrington Goodrich, the then dean of the East Asia Department of Columbia University. And in 1935, Wang also held a concurrent post as the curator of Columbia University Chinese Library, making a great contribution to its collection of Chinese literature, Chinese history and Chinese philosophy. Wang proved to be a devoted teacher. "His forte was as a translator of modern literature, and though allergic to all talk of grammar, he would spend long hours in virtually tutorial sessions with those determined enough to benefit from his fine command of both Chinese and English." (Bary, 2002) It was during this period that Chi-Chen Wang devoted most of his leisure time to translating Chinese literature. As a liberal student of the May 4th Movement, Wang advocated the new-vernacular

literature and also had a passion for ancient Chinese novels. From the 1930s to 1940s, he had translated many short stories of Lu Xun, such as "My Native Heath" (《故乡》), "The Cake of Soap" (《肥皂》), "The Divorce" (《离婚》), "Reunion in a Restaurant" (《在酒楼上》), "The Story of Hair" (《头发的故事》), "Cloud over Luchen" (《风波》), "Our Story of Ah Q" (《阿 Q 正传》), "A Hermit at Large" (《孤独者》), "Remorse" (《伤逝》), "The Widow" (《祝福》), "The Diary of a Madman" (《狂人日记》), and "Professor Kao" (《高老夫子》). These translations were consecutively published in *The Far East* of New York and *T'ien Hsia Monthly* of Shanghai. In 1941, some of these translations were collected in *Ah Q and Others- Selected Stories of Lusin*, published by Columbia University Press, which turned out to be the first book exclusively introducing Lu Xun's work in America. He also translated works of other contemporary Chinese writers like Lao She, Ba Jin, Shen Congwen, Zhang Tianyi, Mao Dun, Ye Shaojun and so on in his *Contemporary Chinese Stories* (1944). Wang also paid attention to Chinese literature during war times. *Stories of China at War* (1947) is a collection of 16 pieces of translation of Chinese short stories written during the anti-Japanese War, nine of which are Wang's contribution.

Apart from modern Chinese literature, Wang also spared no effort to introduce traditional Chinese literature to the West. He translated two chapters from *Ru Lin Wai Shi* (《儒林外史》), the first seven chapters of *Xi You Ji* (《西游记》), and worked together with Ethel Andrews to translate *A Voyage to Strange Lands* (《镜花缘》), all these collected in *Chinese Wit and Humor* (1946) edited by George Kao, with an introduction by Lin Yutang. "Wang's translation is very fascinating and well received among Western readers." (Ma Zuyi, 2003: 385,) Besides, his *Traditional Chinese Tales*, published in 1944, is a collection of ancient Chinese stories including *The Dragon's Daughter* (《柳毅传》), *The Story of Yingying* (《西厢记》), *The Magic Pillow* (《枕中记》) and so on. In 1958, he finished the revised version of *Dream of the Red Chamber*, which included 60 chapters this time with a preface by Mark Van Doren. Wang retired in 1965, and from then on, he did not publish any new books, but he continued his translation career, producing translation works of Taiwanese writer Chen Ruoxi *Ting Yun* (《天云》) and *The Tunnel* (《地道》), the 17th century Chinese novel *Marriage as Retribution-*

Awakening the world (《醒世姻缘传》) and *The Book of Lü Buwei: excerpts* (《吕氏春秋》). These translations were published in *Renditions*, the leading international journal of Chinese literature in English translation.

As one of the earliest scholars who made some modern Chinese writers such as Lu Xun, Shen Congwen, Guo Moruo known to Americans, Wang was in many ways the founding father of modern Chinese literature researches in America. He passed away in Sept. 2001 in New York, and the *Columbia University Record* put on an obituary reviewing Wang's academic achievement as well as his teaching career in Columbia University. It gives Wang his due credit by referring him as "a leading translator of both traditional and modern works", and recognizes Wang's major effort in introducing Chinese literature to the West (Devitt, 2001). Wang is a trailblazer in introducing Chinese literature to the West. In the 1930s, Western scholars had a truly limited knowledge of both Chinese culture and literature. Just as Hsia (2001: 38) recalled when he finished his work *A History of Modern Chinese Fiction* that the Yale University Publisher could not even find a peer reviewer for this work. "Except Chi-Chen Wang in Columbia, there is no other professor who has ever translated Chinese literature." (ibid: 38,) Wang reached great heights in his work of promoting Chinese literature in foreign countries and what he has done blazed a trail in this area.

His abridged translation *Dream of the Red Chamber* was the most popular version before the appearance of the complete versions due to his fluent and idiomatic writing as well as his well-grounded knowledge of Chinese literature. It was reprinted many times and furthered the spread of *Hong Lou Meng* in the West. According to Zhang Hui (2011: 295), Wang's version was critical to the development of the study of *Hong Lou Meng* in America, with many ensuing researches based on Wang's translation. What calls for special attention is that Wang's translation took place when the new Redology represented by Hu Shi began in earnest, and Wang's understanding of the original text was influenced by Hu Shi's research to a large extent. Compared with other previous versions, Wang had done a great deal as to the research on the main characters and settings of the story, which provided the Western readers with a more profound understanding of this great novel.

IV. WANG'S LITERARY VIEW AND HIS COMMENT ON CHINESE LITERATURE

In the first half of the 20th century, only a few scattered fragments of the Chinese writing of the revolutionary period had appeared in English. And modern Chinese literature was practically ignored abroad. Most Western scholars thought that the modern bai-hua, or vernacular literature was of no value. Chi-Chen Wang was among a few eager Chinese writers who wanted to introduce modern Chinese literature to the West. "As a generation of May 4th intellectuals, Wang deemed Lu Xun as a hero and he advocated new-vernacular literature." (Hsia, 2011: 97) One of Wang's significant contributions lies in his introduction of Lu Xun to the West. He was the first person in the world to write a chronicle of Lu Xun's life, *Lusin: a Chronological Record* which was published in the bulletin of China Institute in America in 1939. More importantly, Wang identified himself with Lu Xun's spirit of revolt that had been long lost in the Chinese nation and thus devoted himself to translating many reputable works of Lu Xun. His *Ah Q and Others*, the collection of translation of Lu Xun's works, presents an innovative and more revealing aspect of Chinese literature. "Until the appearance of this book there had been only two or three anthologies of contemporary Chinese writing in English." (Hsiao, 1941: 560) Chan (1975: 271) also mentioned that it was precisely Wang's translations of Lu Xun that made Lu Xun's fictional works well known in the West.

Wang worked hard at making Chinese language and literature available to English readers. While teaching in East-Asia Department of Columbia University, Wang also edited two Chinese anthologies for the use of advanced Western students learning Chinese, *Readings in Traditional Chinese* (1944) and *Readings in Modern Chinese* (1944). The two companion volumes included selections from Confucius, Mencius and other ancient philosophers, essays by famous writers of the Tang and Song dynasties, and also vernacular essays by twentieth-century authors. "The selections in these two volumes show not only careful work but also fine scholarship on the part of the editor. Most of the material included is interesting and important, representing a great variety of Chinese style and thought." (Teng, 1945: 296-297) Wang did an excellent job in presenting outstanding examples of Chinese literature

including classics such as Liu Zongyuan's "Essay on Snake Catchers" and Hu Shi's modern articles on the literary renaissance. Besides, in translation Wang published a collection of *Traditional Chinese Tales* (1944), *Contemporary Chinese Stories* (1944) and *Stories of China at War* (1947). From the romantic and supernatural stories which were the favorite themes of Chinese story tellers of the old days to modern writings resulting from Chinese cultural and literary revolution written during the 1930s to 1940s, Wang provided Western readers with extraordinary changes taking place in Chinese literature, as Cameron (1944: 386) pointed out that "in these volumes Mr. Wang confirms his reputation as a very able translator and interpreter of Chinese literature."

Although Wang spent most of his time in America, he kept in touch with the then active cultural celebrities such as Hu Shi, Xu Zhimo, Shen Congwen, etc. Wang was an intimate friend of Shen Congwen, and they had been in correspondence for many years. We can infer from the letters Shen Congwen wrote to Wang that Wang had been engaged in translation for a long time and received suggestions on translation from his friends in China (Shen, 2002: 38). Given the cultural and political settings under which he was doing most of his translation, Wang filled a large gap on cultural communication between China and the West. To conclude, although his work may not be so inclusive as to offer a panoramic view of Chinese literature, Wang was a studious and prolific translator who worked hard to build bridges linking the West and the East. Born into a traditional scholarly family, Wang knew firsthand the limitations and weakness of traditional Chinese literature. Whereas he spoke highly of prominent writers such as Sima Qian, Tao Yuan-ming, Li Bai and Du Fu, Wang also saw the downside in traditional Chinese literature.

To begin with, he pointed out that literature was long considered not an art which had its own reason for being, but stereotypes chiefly concerning art of government or social intercourse throughout Chinese history. Wang (1946: 391) quoted the example of the staple of post-Han literature, functional compositions as obituaries, biographies, prefaces and even letters, essays, and descriptions of places, as saying that these writings are "generally more stereotyped than expressive of genuine feeling". Despite few exceptions such as Ji Kang, Bai Juyi, Li Bai, etc, the collected works of

traditional Chinese writers are "no more truly literature than are the collected speeches, letters and resolutions of the average politician" (ibid: 392).

Besides, Wang attributed much of the creative elements in traditional Chinese literature to the stimulus of popular literature such as score lyrics and ballads. He held that the emergence of great modern literature stemmed from the convergence of literary and popular traditions (ibid: 394). Thus, he laid great stress on the appearance of novels like *Ru Lin Wai Shi* by Wu Jingzi, *Hong Lou Meng* by Cao Xueqin which marked a great achievement in Chinese history of literature. These works, as he pointed out, reached a high level of novel writing by gradually reconciling popular literature with the mainstream literature, though the tendency of the two traditions to merge was never fully realized (ibid). Therefore, Wang was inclined to hold that compared with Western literature, Chinese literature including fiction and drama was reduced to inferiority.

What's more, Wang advocated the Western influence on modern Chinese literature since the beginning of the 20th century. The lack of essential spiritual quality of revolt as seen in the Western civilization was what he believed caused the stagnation of Chinese civilization. Hence, he appreciated the efforts of the leaders of the literary revolution who succeeded in introducing Western notions of what the ideals of literature should be. In his essay "Western tides in Chinese literature" published in *Pacific Affairs*, Wang (1934: 127) gave a detailed account on the development of contemporary Chinese literature and held that contemporary

Chinese literature was a "direct outcome of the impact of the West". Particularly, he elaborated on the influence of the translation of foreign literature on Chinese literature. Wang praised the translations following the inauguration of the Literary Revolution launched by Hu Shi and Chen Duxiu. "Translations were stressed, for the purpose of introducing new ideas and values, and of serving as models for the new literature... the criterion was now fidelity to the original, in style and matter, rather than readability and elegance." (ibid: 133) With respect to the prevailing trend of Europeanized style existing not only in translation but also in original writing of authors who did not even know any foreign languages, Wang believed that the change of writing style taking place among Chinese literary circles

was significant, which contributed to the expression of new ideas, as “the Europeanized style was necessary for the expression of the new thoughts and images of the West and for the release of the Chinese mind from its traditional grooves”(ibid).

It can be concluded that Wang proposed to internalize the values of the “modern” countries of the West so that Chinese literature could be redefined and figure prominently in the world literature. And he wrote that “if it were not for the impact of the West, China would still be waddling indolently in the placid waters of its traditional civilization.” (ibid) Although the productions in the early stage of Literary Revolution were not all that satisfactory, he truly appreciated the short stories and essays of Lu Xun, the fiction of Mao Dun and Ye Shaojun and thought these works “compare favorably with most of what is being done in Europe and America” (ibid).

V. WANG’S TRANSLATION PRINCIPLES---IN PURSUIT OF FAITHFULNESS AND READABILITY

In this section, Wang’s self-revision of his translation will be analyzed with a view to exploring Wang’s translation

principles. Wang’s translation of Lu Xun’s short story *Shangshi* (《伤逝》) was first published in *T’ien Hsia Monthly*, Vol.11 (Aug-Sep, 1940), and was later collected in the book *Ah Q and Others* in 1941. It should be noted that the latter edition has undergone many revisions and by taking a look at these revisions one can catch a glimpse of certain principles Wang follows in the process of translating. Some revisions involve the correction of translation mistakes due to a misunderstanding of the original text or omissions, others are concerned about the expressiveness of the translation including checks on diction, grammar and punctuation and acceptability of the translation among the target readers on the level of cohesion and coherence. To conclude, Wang makes his revisions with two aims in mind: to capture the original flavor and to enhance the readability of his translation.

On one hand, Wang checks his translation to make sure that he has been faithful to the original writing. And the following table lists Wang’s revisions on mistranslations, omissions and improvements on the first edition, revealing Wang’s endeavor to recreate the original flavor and convey the author’s intention:

Table1: Wang’s revisions on mistranslations, omissions and improvements

From the Chinese original <i>Shangshi</i> by Lu Xun	From <i>Remorse</i> published in <i>T’ien Hsia Monthly</i> (1940)	From <i>Remorse</i> published in <i>Ah Q and Others</i> (1941)
(1)子君不在我这破屋里时，我什么也看不见。 229	When Tzu-chun was not with me in my dingy room, <u>I saw nothing</u> . 82	When Tzu-chun was not with me in my dingy room, <u>I could do nothing</u> . 159
(2)然而常须由她补足，由她纠正，像一个丁等的学生。 231	But I had to be prompted and corrected again and again, like a <u>not very bright student</u> . 84	But I had to be prompted and corrected again and again, like a “ <u>D</u> ” student. 162
(3)揭去许多先前以为了解而现在看来却是隔膜，即所谓真的隔膜了。 232	discovering <u>at the same time many barriers</u> which I thought I had <u>broken through, that is, true barriers between our thoughts</u> . 86	I discovered many things about her which I thought I had <u>understood</u> but <u>which I really did not</u> . <u>These had been the real barriers between us</u> . 164
(4)尤其使我不乐的是她要装作勉强的笑容。 233	especially when she tried to <u>smile</u> 86	especially when she tried to <u>hide it by forced smiles</u> . 165
(5)他的刊物是决不会埋没好稿子的。 236	his publication would never <u>throw good manuscripts into the waste-paper basket</u> . 89	his publication would never <u>turn down a good manuscript</u> . 168
(6)屋子里总是散乱着碗碟，弥漫着煤烟， 236	the room was always cluttered with bowls and dishes and filled with <u>coal smoke</u> . 89	The room was always cluttered with bowls and dishes and filled with <u>smoke from the stove</u> . 169
(7)这是我积久才看出来的，	It took me some time to discover all this	It took me sometime to discover all this and

但同时如赫胥黎的论定“人类在宇宙间的位置”一般，自觉了我在这里的位置：不过是叭儿狗和油鸡之间。 237	<u>and it made me realize what Thomas Huxley said in “Man’s Place in Nature” that my place in the household was somewhere between the lapdog and the chickens.</u> 90	<u>to realize that my place in the household was somewhere between the lapdog and the chickens, just as certain observations made it possible for Huxley to fix “Man’s Place in Nature.”</u> 170
(8)我们已经不能再希望从什么地方会有来信, 237	We had given up hope of receiving <u>letters</u> , 91	We had given up hope of receiving <u>any replies to our letters.</u> 170
(9)然而我的笑貌一上脸,我的话一出口,却即刻变为空虚 239	I <u>tried to smile and to give her some measure of comfort, but my smile and my comforting words sounded hollow and meaningless.</u> 93	But <u>no sooner did the smile appear on my face and the comforting words come out of my mouth than</u> they began to seem hollow and meaningless. 173
(10)而且, 真的, 我豫感得这新生面便要来到了。 241	More than this, I actually was <u>expecting the arrival of this new life.</u> 95	What was more, I actually <u>had a feeling that this new life was about to open up before me.</u> 176
(11)我想, 只要离开这里, 子君便如还在我的身边; 至少, 也如还在城中。 244	If I could only leave this place, I thought, it would be as if Tzu-chun <u>was still with me.</u> 98	If I could only leave this place, I thought, it would be as though Tzu-chun <u>were still here in the city.</u> 179
(12)然而一切请托和书信, 都是一无反响; 244	All my enquiries and letters failed to <u>locate and reach her.</u> 98	all my inquiries and letters failed to <u>get any favorable response.</u> 179
(13)后面是唱歌一般的哭声。 246	in the rear there were <u>mourners.</u> 100	in the rear walked the <u>mourners uttering sing-song cries.</u> 182

The examples listed above consist of Wang’s correction of his mistranslation, as in examples (1), (8), (11), and (12), an indication of Wang’s clarification of the author’s somewhat blurry expression in examples (3), (7), (10), and his remedies for defect translation such as omission and diction as in examples (2), (4), (5), (6), (9), and (13). The improvement in the second edition attests to Wang’s constant exertion to transfer the original meaning as closely as possible but not at the expense of readability. Particularly, he is noted for his acquisition of Lu Xun’s writing with mixed tones of pathos and satire, as in example (3), by precisely transferring “揭去许多先前以为了解” into “I discovered many things about her which I thought I had understood but which I really did not.”, a reflection of his understanding of the subtlety and implication between the lines. And in example (13), the translation of “唱歌一般的哭声” into “sing-song cries” is a vivid recreation of the mourning scene.

Wang has won a high acclaim among Western critics for his faithful translation. Kao (1942: 281) speaks

highly of Wang’s excellent job in delivering the spirit of the original writing, saying that Wang’s *Ah Q and Others* keeps “the same sparing and deadly effective prose of the original”, and “becomes more than translation but a collaborative job, itself in part creative,” and he recognizes that Wang is “totally en rapport with the author.” Clyde (1947: 468), in his review of Wang’s *Stories of China at War*, concludes that “Wang has again demonstrated his capacity as a translator. The stories appear in excellent English, yet the flavor of their Chinese origin has been preserved in considerable measure.”

On the other hand, revisions are made to enhance the acceptability of the translation among target readers. This includes checks on grammar, language appropriateness, fluency, and natural writing according to the target linguistic conventions. The following revisions are mainly concerned with the expressiveness of the translation:

Table 2: Wang's revisions enhance the acceptability

From the Chinese original <i>Shangshi</i> by Lu Xun	From <i>Remorse</i> published in <i>T'ien Hsia Monthly</i> (1940)	From <i>Remorse</i> published in <i>Ah Q and Others</i> (1941)
(1)终于消失在别的步声的杂沓中了。229	<u>be lost</u> in the sound of other footsteps. 68	<u>lost themselves</u> in the sound of others. 159
(2)其时是我已经说尽了我的意见, 我的身世, 我的缺点, 很少隐瞒; 她也完全了解的了。230	By that time I had <u>exhausted all the conversation about my</u> opinions, my family, my faults. <u>I concealed little or nothing, and she understood everything about me.</u> 83	By that time I have <u>told her all about myself</u> and my opinions and faults; <u>I held back nothing and she seemed to have understood everything.</u> 160
(3)这彻底的思想就在她的脑里, 比我还透澈, 坚强得多。230	This was the thorough-going thought in her mind, even more thorough-going, more resolute than my own. 83	Her <u>spirit of revolt</u> appeared to be of the thorough-going kind, even more thorough-going, even more resolute than my own. 161
(4)岂但现在, 那时的事后便已模糊, 230	Not only <u>now, but it became blurred almost immediately afterwards.</u> 83	Not only have <u>I forgotten now the details of that episode, but I had difficulty in recalling the, even then.</u> 161
(5)便连这些断片也化作无可追踪的梦影。230	even these fragments became dream bubbles that <u>one can never quite grasp.</u> 83	even these fragments became dream bubbles that <u>eluded my grasp.</u> 161
(6)照见我含泪握着她的手, 一条腿跪了下去……。231	with tears in my eyes, I held her hands in mine, <u>one leg bent in a kneeling position.</u> 84	<u>I keel on one knee beside her;</u> with tears in my eyes, I hold her hands in mine. 161
(7)然而她并不觉得可笑。即使我自己以为可笑, 甚而至于可鄙的, 她也毫不以为可笑。23`	She did not think it funny, <u>not even the things that I considered funny and shameful.</u> 84	She did not think it funny; <u>she did not even laugh at what I considered funny or shameful.</u> 162
(8)我们先是沉默的相视, 接着是放怀而亲密的交谈, 后来又是沉默。大家低头沉思着, 却并未想着什么事。232	At first we <u>looked at each other without saying anything,</u> then we talked freely and intimately, and then <u>again silence,</u> as we bowed our heads in thought, thinking about nothing. 85-86	We <u>would first gaze upon each other in silence</u> and then talk freely and intimately. We <u>would be silent again</u> as we bowed our heads in thought, thinking about nothing. 164
(9)短发都粘在脑额上; 234	her short hairs <u>sticking to</u> her forehead; 87	the short hairs <u>stuck to</u> her forehead, 165
(10)终于是用包袱蒙着头, 由我带到西郊去放掉了 237	In the end I had to <u>tie a piece of cloth over its head</u> and left it outside the city-wall. 91	In the end I <u>blindfolded</u> Ah Sui, took him outside the city wall and left him there. 170
(11)因为他们是永远围在别的铁炉旁, 或者靠在自家的白炉边的。238	for they sat by <u>other stoves, perhaps stoves of their own.</u> 92	for my <u>more fortunate acquaintances preferred to sit by other iron stoves that they had access to, or by their own earthen stoves.</u> 172
(12)他们的屋子自然是暖和的, 我在骨髓中却觉得寒冽。241	Their rooms were warm, it is true, but <u>there was a bleakness that chilled me to my marrow.</u> 95	Their rooms were warm, it was true, but <u>the way they received me chilled me to the marrow.</u> 176
(13)只是盐和干辣椒, 面粉, 半株白菜, 聚集在一处了,	<u>only some salt and dried pepper, some flour and half a head of cabbage gathered</u>	<u>I found, however, that she had gathered up in one heap the salt and dried peppers,</u>

242-243	in a heap, and by it twenty or thirty coppers. 96	flour, and half a head of cabbage and <u>had placed</u> by it twenty or thirty coppers. 177
(14)新的生路自然还很多, 我约略知道, 也间或依稀看见, 觉得就在我面前 245	There were, indeed, still many new roads to life of which <u>I knew vaguely</u> , and <u>which</u> I sometimes seemed to have actual glimpses of right in front of my eyes, 99	There were, indeed, many new roads to life of which <u>I had some vague knowledge</u> . Sometimes I seemed to catch actual glimpses of <u>them</u> right in front of my eyes. 181
(15)经过许多回的思量 and 比较, 也还只有会馆是还能相容的地方。 245	After many deliberations the Guild appeared to be the most suitable place. 99	After many deliberations and comparisons, the Guild appeared to be the most suitable place <u>as far as lodgings were concerned</u> . <u>So I came here</u> . 181
(16)初春的夜, 还是那么长。 长久的枯坐 246	The early spring nights were <u>as long as ever</u> . <u>Sitting abstractedly</u> 99	The spring nights <u>grew longer</u> ; <u>night after night</u> , I sat and sat as if lost. 182
(17)而又即刻消失在周围的 威严和冷眼里了。 246	This vision vanished and in its place I saw harsh judgment and chilly glances. 100	<u>But bitter as it was</u> , this vision gave way <u>to</u> something even worse—the harsh judgment and chilly glances <u>that followed her</u> . 182
(18)但是, 这却更空虚于新的生路; 现在所有的只是初春的夜, 竟还是那么长。 246	But <u>these thoughts</u> were even idler than the new roads to life. <u>All that remains is the early spring night</u> , <u>the long early spring night</u> . 100	But <u>speculations like those</u> were even idler than <u>thoughts of</u> the new roads to life. <u>The only thing I am sure of</u> is that spring nights <u>are long</u> . 183

By comparing the two versions, one can spot Wang's considerable efforts to improve the expressiveness and fluency of his translation. In proofreading his translation, he sticks to the standard of natural writing. In order to discard the rigidity and obscurities caused by literal translation, Wang tries to put himself in Lu Xun's shoes and imagines what he would write if he spoke English. As is Wang's usual practice, he avoids stiffly following the author's way of writing but rephrases the sentences in a way comprehensible to target readers, as in examples (2), (4), (6) (16), and (18). For example, in example (6), Wang's first translation of the proposal scene follows the original sentence order, by rendering “一条腿跪了下去” into “one leg bent in a kneeling position”, which appears somewhat awkward and confusing, while the second edition “I keel on one knee beside her” shows considerable improvement both in literary grace and linguistic appropriateness. As Lu Xun's original writing takes on the coloring of the simplicity of modern vernacular Chinese yet not without implicitness, Wang tries to clarify the author's idea either by adding more description according to the context or

rewrites the original sentence, as in examples (3), (11), (12), (15), and (17). For instance, the addition of “But bitter as it was”, and “something even worse” in example (17) contributes to revealing the hero's mixed feelings of sadness and remorse, which eludes readers' grasp in the first edition. Similarly, by revealing the cause of the hero's chilliness as due to “the way they received me” in example (12), Wang endeavors to reduce ambiguity in his translation. Besides, Wang also takes pains to pursue natural writing and fluency in his translation, which includes better choice of words, a few grammar checks or removal of redundant depictions, as in examples (1), (5), (7), (9), (10), (13), and (14). The replacement of the word “elude” with “one can never quite grasp” in example (5) and the word “blindfold” with “tie a piece of cloth over its head” in example (10) shows Wang's improvement on the choice of words.

Wang's effort in making works loaded with heavy Chinese elements both understandable and readable to Western readers is well acknowledged. George Kao (1942: 280) shows his appreciation by saying that Wang brings Chinese literature to Western readers “as if the

language barrier does not exist.” And Hsiao Chi’en (1941: 562), after reading through *Ah Q and Others*, complements Wang on his translation skills and considers him as a “competent and painstaking translator.” “In comparing his translation with the original, I was amazed at his achievement.” And he also points out that Wang should be thanked for his “avoiding of the exploitation of the ideographical nature of the Chinese language.” By launching a thorough study on Wang’s self-revision of his translation, we can infer Wang’s translation attitude as well as his principles in translation. His continuous efforts to identify with the author and to figure out what he means shows his caution and prudence in translation, and the excellent translation also attests to his good command of both Chinese and English. Wang’s stamina and fortitude displayed in constantly perfecting his translation also justifies his reputation as a talented translator.

VI. CONCLUSION

Chi-Cheng Wang was remembered for his unique translating of both classical and modern Chinese literature for Western readers in the 1940s when the revolutionary China with its new nationalist forces unknown before attracted American’s attention. Wang translated a lot of modern Chinese writings and retained most of the exotic elements about China to cater to the readers’ expectations. Besides, as a literary critic himself, Wang’s own understanding of Chinese literature has exerted an influence on his translation. He believed the lack of essential quality of revolt in the Western civilization was what caused the stagnation of Chinese civilization, hence the inferiority of most mediocre works of traditional Chinese literature when compared with their Western counterparts. Wang’s translations in his most productive years centered on socially conscious types of writing, which bear a close relationship---both in themes and in technique---to his sympathy and expectation for China. All the original stories were created between the late 1910s and 1930s, spanning a period when China was going through dramatic social and ideological transformation. Wang aimed to reveal an awakening China that was taking a good look at the life around her in his translation. And in the process of translating, Wang was guided by the principles of both

capturing the original flavor and enhancing the readability of the target text. On the one hand, Wang made sure that he had been faithful to the original writing. And on the other hand, revisions are made to enhance the acceptability of the translation. His continuous efforts to identify with the author and his excellent translation justify his reputation as a competent and talented translator.

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ICT Integration in Educational curriculum in Higher Education: Challenges and opportunities in the University of Rwanda-College of Education

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Abstract

Information and Communication Technology is significantly relevant in all domains of today's economy specifically in higher education. In this study, the researchers wanted to identify the opportunities and challenges available in the ICT integration with particular interest in educational curriculum at the University of Rwanda - College of Education. Framed on Constructive theory, the study is not only descriptive but also quantitative as it includes some quantifiable information. Using Yamane's table of sample determination; 150 respondents were selected from 1984 people. Questionnaire, observation and focused discussions were used as research instruments. Results disclosed a range of ICT opportunities such as computer laboratories, loudspeakers and microphones, internet, projectors and personal mobile phones among others. As to how those resources are used profitably; findings revealed the provision of online assignments; urging students to use social networks responsibly especially for academic purposes, using personal computers, projectors, audio equipment and internet sharing in their daily practices of teacher - education journey. The identified challenges affecting effective integration of ICT in education include insufficiency of computers, limited skills of using ICT resources; slow network; big class size and for lecturers' overload, among others. Findings also revealed that there is a need for provision of enough computers to students; increase of connectivity and other ICT infrastructure; reduction of lecturers' workload and number of students in one classroom; train people in ICT usage and design a dual - mode policy to allow students and lecturers to use it as an accepted way of learning paired with the normal face to face method.

Keywords— Higher Education; University of Rwanda; ICT integration; Curriculum Education; opportunities, Challenges, Remedies.

I. BACKGROUND OF THE STUDY

Currently Information Communication Technologies (ICTs) are influencing every aspect of human life. They are playing salient roles in work places, business, education, and entertainment. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information (Fisseha, 2011). ICTs contribute significantly to changes in teaching practices, school innovation, and community services. ICT is becoming an integral element for educational reforms and innovations in

current society, and our education is reaching an age of e-education. The increasing profile and importance of the use of information and communication technologies (ICTs) in the education sector are visible in many developing countries (Zhiting & Hanbing, 2001).

On the one hand, what is significant in the modern education is that emphasis is put on making learners active so that learning is shaped by them, therefore transformation of information from teacher to student is rejected; the teacher is the one who just facilitates learning and students themselves experience and analyze the meaningful and noble learning (Tavasoli, 2003). Dawes

(2001) as cited in Bingimlas (2009) is of the view that new technologies have the potential to support education across the curriculum and provide opportunities for effective communication between teachers and students in ways that have not been possible before. ICT in education has the potential to be influential in bringing about changes in ways of teaching. Currently, ICT has become a key agent in the development of any country and especially in educational systems and various educational institutions. In this regard, ICT can play various roles in learning and teaching processes. That view was supported by various researchers like (Iding et al., 2002; Shamatha et al., 2004; Romeo, 2006; & Wong et al., 2006) who argued that technology can play a part in supporting face-to-face teaching and learning in the classroom and also help students to become knowledgeable, reduce the amount of direct instruction given to them and then give teachers an opportunity to help those students with particular needs.

As a big educational institution, the University of Rwanda has got various opportunities as for it not to be left out in this competitive world of emerging technology. But this task of integrating ICT in teaching-learning process is not an easy and mere activity to be done in a single day; it is therefore a long process that requires effort from different stakeholders in the University.

In addition, despite having opportunities and being a complex process to be carried out, one may encounter various challenges that can be regarded as barriers to the implementation of this integration. In the same line, the University of Rwanda College of Education has also judged better to use ICTs in order to help its clients or beneficiaries benefit from an easy, quick and updated education and services at large. As examples, the researchers can mention the use of online teaching-learning in the post graduate programs, various student services offered online and the integration of ICT in daily courses.

This research now sought to throw light on the opportunities and challenges in the implementation of ICT integration in the educational system of the University of Rwanda - College of Education, very specifically in the curriculum part or in teaching-learning processes. It involves how students and lecturers do profitably use those opportunities to successfully achieve their educational objectives through the use of technology and how they carefully deal with any challenges in that domain to rectify them for the services to be delivered safely and fruitfully.

Statement of the problem

As the world is rapidly changing from analog to digital technology, the mode of delivery in higher education system needs to change in order to adopt current trends. In

its 2020 vision and economic development and poverty reduction strategy (EDPRS II), Rwanda has adopted a strategy of basing economy on its people as the main source of development and with much emphasis on technology. It is in this regard that the University of Rwanda - College of Education, as a big college that trains qualified teachers - facilitators of knowledge; has also initiated an online program for its postgraduate students and integrated ICT in other programs in order to apply and encourage the use of technological teaching-learning methods for the graduates to survive in this challenging and technological world. Today students, especially post-graduate ones are provided with a teaching-learning platform where they easily follow their courses, do their course works and interact with their respective lecturers while being in their respective homes or work places. However, they still attend classes regularly and use the lecturing methods where lecturers give various lectures and students participate actively in their lessons. On the other hand, student-teacher following lecturers in classrooms only assist to some lecturers integrating ICTs in their teaching-learning practices but are not shown or encouraged to use them too. Throughout this study, a thorough assessment of the challenges and opportunities was made to evaluate how such opportunities are profitably used and challenges met are effectively addressed for that integration to be more helpful and productive to the beneficiaries. The study also explored how lecturers inspire student-teacher to use ICT in their teaching-learning practices. In this regard, some more strategies were argued out for the better improvement of the services and even for the extension in other colleges of University of Rwanda (if need be) and later on benefit the rest of Rwandan students for them to acquaint with new technological world.

Aim and scope of the study

ICT has become an engine that speeds up the development in many life domains education included. Integrating it in Higher Education is associated with challenges and opportunities which need be examined. In this study, the researchers wanted to find answers to the following questions: (1) what opportunities can UR - CE lecturers and students utilize in the ICT integration in education? (2) What are the challenges that lecturers and students face in using ICT? (3) How do they maximize those opportunities to make teaching-learning a success? (4) What are strategies to overcome the identified challenges for the teaching-learning to be more fruitful? Thus, this study was carried out from January to July to investigate ICT Integration in Educational curriculum in Higher Education with particular focus on challenges and opportunities in the University of Rwanda - College of

Education. The researchers deemed this study significant in that if challenges and opportunities were identified, it would benefit lecturers and other educational curriculum implementers in one way or another. First, they can know and give value to what they perceive as opportunities to serve their customers. In addition, when they are aware of the challenges, they would work accordingly and adopt new ways of overcoming barriers for the services to be better delivered in order to reach the efficient use of ICT in educational curriculum. It would also benefit students in a way that they will discover more ICT opportunities to explore and how they will overcome challenges militating against their effective learning. Further, the college community will identify and understand their role played in the implementation of ICT to facilitate them in the fulfillment of their responsibilities for each. Last but not the least important, this study is to guide administrators and UR officials to get the nature of things on how ICT is being integrated in the educational curriculum. If this is known, planning will be improved and revised so as to better incorporate the ICT efficiently in the teaching-learning process.

II. LITERATURE REVIEW

Rwanda's national program of using ICT in education

In the case of Rwanda, as part of the government's efforts to infuse ICT into its administration; it has also included e-education. E-education is an initiative within the broader frameworks of Rwanda's Vision 2020 in reaching its MDGs. It seeks to move away from traditional textbooks to an electronic format with broader access to information. It also has an objective to allow more input from ordinary citizens in the decision making process of its educational programming. The goal is to provide the population with expedited ICT knowledge. It requires at least one member in each household to acquire ICT skills, with which they will pass on to other family members. The country also had designs in which all Rwandans would be networked and equipped with standard ICT tools and trained facilitators by 2013 (Mineduc, 2008). As it was also reported by the Government of Rwanda (2014), Rwanda's Vision 2020 aims to transform the country into a knowledge-based, technology-led, and middle-income society by the year 2020.

Information and Communication Technology (ICT) is considered as a ubiquitous tool that will energize the country's socio-economic development. To achieve this vision, the education sector strategized skills development through six main projects. Those include ICT Professional Certification Programs: Developing a competent and relevant ICT professional base; SchoolNet: Increasing the

penetration and usage of ICT in 9 and 12-year basic education; ICT training for teachers: Developing teacher capabilities in and through ICT; Rwanda Education and Research Network (RwEdNet): Enhancing teaching, learning and research through ICT in Higher Education; Open, Distance and e-Learning (ODEL): Increasing access to education and Digital Library: Increasing access to scientific publications for educational institutions and the general public. The implementation of such projects requires a rigorous body of research and evidence to inform and guide the practice. Some studies conducted in a Rwandan context have already shown that the effective use of ICT in schools as a tool for enhancing learning depends to a great extent on change of attitude toward the accountability, ownership and commitment of different stakeholders in education (Mukama & Anderson, 2008). Additionally, the Rwandan government has identified the use of ICTs as the key tool in transforming the economy, with education playing an important role in achieving this goal. There have been a range of initiatives for providing basic ICT infrastructure and computers in schools. Whereas schools in urban areas may have internet connectivity, only a small number of schools in rural areas are connected to the internet (Karangwa et al, 2010).

Research specified that in 2008, with the introduction of ICT as a subject in the Rwandan school curriculum, schools have had to provide students with more access to computers. Each class at secondary school level was allocated two hours a week on the school timetable for ICT lessons and that has created a new tension between those teachers who use computers for teaching and learning ICT skills and those who want to use ICT for the teaching and learning of other subjects, such as mathematics and science. The latter group is increasingly finding it difficult to access the computers, since the use of ICT to teach other subjects is not yet seen as a priority, given the relatively scarce ICT resources in schools. The limited access to computers and other ICT resources in schools was impacting on how students were using ICT, with students not being able to exercise control over technology and content. The ICT curriculum could constrain ICT teachers to 'teach theory' before allowing students hands-on engagement with the technology.

To add on, many national curricula in Europe include ICTs and it is increasingly becoming an examined subject in Africa and Asia as national strategic development documents recognise the importance of ICTs in teacher capacity-building and professional development. But despite the increased emphasis on training teachers on the use of ICT, decisions to make such training compulsory are not always certain. In the case of Rwanda, such courses in teacher training programmes have not always been a

prerequisite for teaching where it was officially considered an optional subject within its national curriculum and Rwanda is currently in the process of reviewing its ICT in Education Policy and UNESCO is supporting the Rwanda Board of Education in updating its ICT Essentials for Teachers Curriculum, based on the UNESCO ICT Competency Framework for Teachers: now approved by the cabinet on 27/04/2016 (Jaco, 2015). For the higher institutions, Harerimana (2015) argued that teachers perceive ICT to be useful to them and are more eager to have positive thoughts on the use of ICT in the classroom. Additionally, they are, whenever possible; ready to learn from trainings, other ICT users, opinions of colleagues and students. From all these, it clear that ICT plays a key role in the development of the education of a country that finally leads to the one of the entire country because education drives country's development as well. This research then focuses on how those teachers (lecturers) and students use available resources to effectively integrate ICT it teacher education journey.

Importance and role of ICT in education

Technology can play various instructional roles and it is the responsibility of the instructors to decide how to best use technology to support student learning. Having a complete infrastructure of the ICT will go meaningless if it is not utilized to the fullest capacity (Dawam et al, 1999). In the current world, no one can ignore the contribution and the influence of technology not only in educational systems but also in other fields or domains of life. However, coming specifically to education, Hamidi et al. (2011) argued that today various informational and communicational technologies have the ability of facilitating the education and learning process. Also there is evidence stating that information technologies provide effective and inflexible methods for professionally developing teachers.

He also highlighted some other advantages of using technology and IT in education whereby students learn their lessons by using technical tools in less time. All these show the tremendous part played by ICT in education.

Coming to the undeveloped countries, ICT has a major role in providing new opportunities in education (ibid, 2011). It is therefore obvious that if ICT provides new opportunities in education and also facilitates education and learning process, it is then a key agent of change in the today's education system. In the same line of thought, Syed Noor argued that one of the most vital contributions of ICT in the field of education is- Easy Access to Learning. With the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to

resource persons, mentors, experts, researchers, professionals, and peers-all over the world. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments (Young, 2002). Young also added that the use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs by their very nature are tools that encourage and support independent learning.

Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools (Reeves & Jonassen, 1996), the influence of the technology on supporting how students learn will continue to increase. Indeed, the uses of ICT are making major differences in the learning of students and Teaching approaches. Schools in the Western World invested a lot in ICT infrastructures over the last 20 years, and students use computers more often and for a much larger range of applications (Volman, 2005). Several studies reveal that students using ICT facilities mostly show higher learning gains than those who do not use. For instance, Kulik's (1994) finding across 75 studies in the United States showed the following. Students who used computer tutorials in mathematics, natural science, and social science score significantly higher on tests in these subjects. Students who used simulation software in science also scored higher. The findings also indicated that primary school students who used tutorial software in reading scored significantly higher on reading scores. Very young students who used computers to write their own stories scored significantly higher on measures of reading skill. Moreover, students who used word processors or otherwise used the computer for writing scored higher on measures of writing skill.

Furthermore, the use of ICTs in education shifts the learning approaches. Considering (Bransford, Brown & Cocking, 1999) cited in Volman (2005), there is a common belief that the use of ICTs in education contributes to a more constructivist learning and an increase in activity and greater responsibility of students. This limits the role of the teacher to supporting, advising, and coaching students rather than merely transmitting knowledge. The gradual progress in using computers changes from learning about computers, to learning computers, and finally to learning with computers (Volman, 2005). With respect to introducing ICT technologies in schools, Olson (2000) advises to explore the following questions as bases for in-service teacher education. These are (1) how can the theoretical ideas tested in practice? (2) What does practice say back to these theoretical ideas? (3) How is useful negative feedback obtained? (4) What might be substantive

talking points about the new processes? What is practical from a classroom perspective? (5) What does talking about the new say about the nature of existing technology? Is it adequate? (6) What scaffold needs for the next stage?

On the other hand, teachers' reluctance to adopt innovations need to be seen in the context of existing technology and commitments. Fullen (1989) cited in Watson (2001) states that change or improvement can happen at schools if teachers understand themselves and understood by others. For instance, many teachers are currently not in a position to make informed judgments on ICTs to support their teaching goals. Clearly a variety of factors still do make using ICT in the curriculum problematic (Watson, 2001). Because of this, the influence of ICT did not bring revolutionary changes at schools. For instance, the National ICT survey in the Netherlands shows that most primary-school students use computers less than once a week and there are still many secondary school teachers who do not use ICT at all (Volman, 2005). Most often, they use computers for drill-and-practice and word processing.

Before closing this point, there was also another important view to highlight and that is from Bingimlas (2009) where he argued that ICT can play various roles in learning and teaching processes. In the same study, Bransford et al. 2000 and Wong et al. 2006 respectively reported that ICT has great potential to enhance student achievement & teacher learning and can also play a part in supporting face-to-face teaching and learning in the classroom. Another benefit from using ICT, especially in science education, is that it expands the pedagogical resources available to science teachers (Al-Alwani, 2005). And this also was supported by Pickersgill (2003) when he was exploring the effective ways of utilizing the internet in teaching science. The study found that the ease use of internet allows teachers to help students to become experts in searching for information rather than receiving facts. And, as the same study showed, that would increase the students' awareness of the importance of the world around them, of citizenship and of scientifically literate community.

Teachers' responsibility

It will be of no sense to talk about integration of ICT without looking at educators' competence. ICT competence is one of important prerequisites for effective ICT integration in teaching-learning transaction. Gagne et al. (2005) hold that: "people need to be technologically literate in order to use electronic resources such as internet, search engines, internet development tools". Even when Higher Education Institutions are well furnished with ICT resources, it will be of no benefit if educators do not have

sufficient knowledge on how to integrate the resources. It should also be clear that, it is not enough for educators to have ICT skills and be able to use them in teaching their students. Instead, they need to be able to help the students become collaborative, problem-solving and creative learners through ICT integration so that they will be prepared to be effective citizens and members of the society (Makewa et al, 2014). This shows a vital contribution of the educators in the implementation of ICT. One may claim to be implanting ICT in any educational program; but if teachers are not competent enough in the matter and as we know that they are key drivers of education; the whole system seems to fail gradually. It is obvious that teachers can't guide students in the using of ICT if themselves are not equipped enough of it. Therefore, it is mandatory that teachers get skilled first so that they can take the lead in the facilitation and the guidance of their students towards the ICT usage and integration in other programs of study.

This will allow teachers to have sufficient subject knowledge, a repertoire of teaching methodologies and strategies, professional development for lifelong learning. These programs will expose them to new modern channels of information, and will develop self-guided learning materials, placing more focus on learning rather than teaching. However, it is important to point out that ICT is used to enhance teaching styles, and should not replace the role of the teacher. ICT helps create structured and systematic teaching as well as better school management and organization of ICT usage. Teachers should be provided with adequate and appropriate support in their classrooms, and be guided by professional standards that incorporate a code of conduct (Semenov, 2005).

Challenges of ICT implementation and integration

Before looking at the challenges that impede the implementation and integration of ICT, it is worthwhile considering conducted by the International Institute for Communication and Development (IICD). The study indicated that 80% of its participants felt more aware and empowered by their exposure to ICT in education, and 60% stated that the process of teaching as well as learning were directly and positively affected by the use of ICT. ICT can play a vital role in increasing access to education as well as providing better quality education (pg7). They added that the use of various multimedia devices such as television, videos and computer software can offer a more challenging and engaging learning environment for students of all ages (Gutterman et al., 2009). However, there are more researches that have been done on the challenges of the ICT integration. Starting on the one conducted in Tanzania; despite of the achievements

revealed by some of the Tanzanian universities in implementing ICT for teaching and learning processes, these universities still face a lot of challenges in undertaking such a process. Among those challenges mentioned was the Lack of systemic approach to ICT implementation; Even though like other education system, the integration of ICTs needs a clear planning and organization; this is not the case in many higher learning institutions in developing countries as most of them have embraced the ICT integration process without clear plans to guide the way (Sife et al., 2007). There are a number of issues that were identified here to be taken into considerations when planning to integrate ICT but which are not catered for in Tanzania. These issues include, among others: (i) ICT infrastructure already in place; (ii) ICT skill levels in the institution; (iii) Number of staff and students in each department and projected growth; (iv) Academic management process: curriculum development, assessment methods and administration; (v) Cost-effectiveness analysis (including hidden costs) and the choice of proper technologies for the needs of the institution; and (vi) Staff development in new technologies.

In addition to that, the awareness and attitude towards ICTs was mentioned. On this issue the point is that all the stakeholders need to know the existing facilities and services and their importance in relation to their specific tasks. As quoted in Woodrow (1992); “positive attitude 15 towards ICTs is widely recognized as a necessary condition for their effective implementation”. It was therefore shown that the active involvement of the all the stakeholders is very important to solve the problem of limited awareness and attitudes. Another point was the administrative support. In highlighting the contribution of the administration in the ICT integration in education, the author quoted Dwyer *et al* (1997) who emphasized that for the integration of ICTs to be effective and sustainable, administrators themselves must be competent in the use of the technology, and they must have a broad understanding of the technical, pedagogical, administrative, financial, and social dimensions of ICTs in education. He added that administrators can provide the conditions that are needed, such as ICT policy, incentives and resources. The commitment and interest of the top management and other leaders at every level is the most critical factor for successful implementation of ICTs.

Other issues that impede ICT usage include national policies and plans. Example drawn from African countries, many of the countries do not have national ICT policies and this leads to situation where each university has to do what it knows best to do without a central coordinating document. The presence of an ICT policy in a country

cannot be overemphasized as it goes a long way to streamline ICT implementation across institutions—private or public. The problem of ICT policy brings to the fore the issue of restrictive regulatory framework as Luboobi (2007) observed that the regulatory frameworks for the telecommunications, ICT and intellectual property rights are still restrictive in most African countries. All these show how the administration of the educational institution and government policies support much in the implementation of various programs especially ICT integration. Still on the challenges, technical support was in. On this point, the research showed the technical support as an important part of the implementation and integration of ICT in education system. And this support includes issues like installation, operation, maintenance, network administration and security. That support is obviously not available, which implies that trainers and students require some basic skills to overcome technical problems when using ICTs. In most schools these support staff are not available and even if there are there; some are not trained enough or they just work today and tomorrow then turn over because they are not maintained or motivated to stay at work.

In Malaysia Dawam et al. (2009) reported, from a survey done, that the level of ICT resources was still inadequate for academic use for educators. The survey showed that the educators’ access to those resources was insufficient for their educational purposes. This was due to the facts that, majority of the institutions did not have enough ICT resources. However, as quoted in Unwin (2007) “it is not the availability of the technology which is important, but how it is used” that matters. In order to encourage them integrate the technology into the curriculum, enough resources should be made available to them besides providing courses and workshops to assist them master the related software according to their discipline.

There are more other significant challenges in integrating ICTs use in education rising from environmental, cultural and educational faced by policy makers, educators, educational administrators and students in higher education. These ones were highlighted by Mbodila et al. (2013) where they reported things to be considered when integrating ICT in education in environmental challenges. These include among others, the appropriate rooms or buildings available to house the technology and the availability of electricity and telephony in most developing countries where there still large areas without a reliable supply of electricity and the nearest telephones are miles away. For Cultural challenges, they gave an example of English which is the dominant language of the internet (80% of online content) and in most countries where English is not the first language this represents a serious

barrier in integrating ICTs use in education system. A typical example given here was the situation in South Africa where student's multilingualism background causes a major challenge in the role of ICTs in South African higher education system. When we can refer that to our Rwandan situation which is a monolingual society, though it's good that culturally many Rwandan students only master their mother tongue which is Kinyarwanda but that is a key challenge to them as they need to use English to access to the information from the internet for instance.

Ending with the educational challenges, they argue that ICTs in education require large capital investments and due to financial difficulties, government in some part of the world specifically developing countries priority is the rehabilitation of school buildings and teacher welfare while ICT for education on the other hand has not yet been considered a priority. In some part of the world due to educational background generally there is lack preparedness for students entering higher education in the knowledge and skills required for the basic use of technologies. However, for this preparedness, it might not be the case for the Rwandan students because the government of Rwanda has tried to put in place various programs like the One Laptop Per Child project in order to help young children to get ICT skills when they are still young and utilize them at a later time either in their further studies or in their daily life activities. In Nigeria a quite similar study has been done and found ICT has a key role to play in enabling the education industry to manage complex information flows and to integrate them towards effective educational planning and development but although ICT holds great potentials in supporting and augmenting existing educational as well as national development efforts in Nigeria, several challenges remain. These challenges include: resistance to change from traditional pedagogical methods to more innovative, technology-based teaching and learning methods by both students and academics; Inadequate ICT infrastructure including Computer hardware and software and bandwidth/access; Lack of qualified ICT personnel and lack of the necessary infrastructural facilities to benefit from ICT (Adeyemi, 2013).

It was reported hereby that most institutions in Nigeria lack computer literate teachers and ICT experts that would support and manage the Internet connectivity and/or application of computing in the teaching-learning process.

In the survey conducted, the ideal staff-computer ratio should be 1: 1 which will enable staff to use ICT as a tool for delivery of education. Sadly, no university in Nigeria, as at that day, had this ideal ratio. The overall educational system was under -funded (Taiwo, 2004). Therefore

available funds were used to solve more urgent and important survival needs by the institutions while the development and subsequent operation of ICT require huge financial investment in, and commitment to, the acquisition of necessary facilities and their maintenance. That maintenance was also emphasized by Reid, 2002 among the concerns or bottlenecks that teachers have about the use of Technology in classrooms. He argued that though teachers thought it was beneficial to the educational process and should be continued; several concerns emerged from them. Among those challenges, there was maintenance of the tools; inequalities or disparities between students who have access to computers at home and those who do not; need for training of teachers; Information Overload and teachers' Time where students are claimed to be overwhelmed with the amount of information available and teachers requiring an extra time was needed to learn new software and also to create new things for teaching because greater expectations were being placed on them; then Plagiarism where the report was that technology was making it easy to reproduce and revise someone else's work by cutting and pasting things.

III. THEORETICAL FRAMEWORK

This study hinged on the theory of Constructivism. According to Brophy (1994), constructivism is a theory whereby learners construct their own learning, new learning is built on prior knowledge, learning is enhanced by social interaction and meaningful learning develops through authentic tasks (Suzan & Elizabeth, 2004). Constructivism is a paradigm of learning that assumes learning as a process where individuals "construct" meaning or new knowledge based on their prior knowledge and experience (Johassen, 1991). Educators also call it the emerging pedagogy in contrast to the long existing behaviorism view of learning. Through this theory, students are no passive recipients of their own learning and do not come to learn as empty vessels to be filled in. It is in this regard that, in the ICT integration, students need their autonomy to utilize their inputs and pre-requisite knowledge and also interact with their peers and teachers as well in order to construct their learning to best.

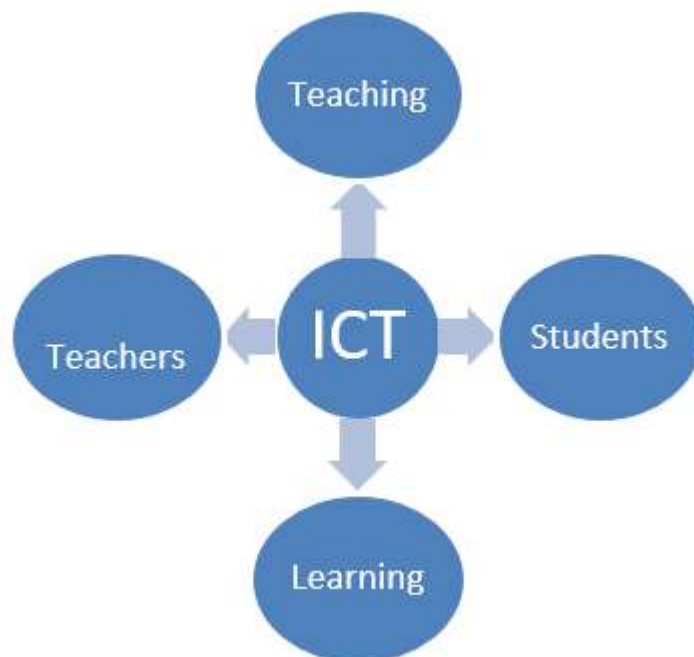
The general sense of constructivism is that it is a theory of learning or meaning making, that individuals create their own new understandings on the basis of the interaction between what they already know and believe and knowledge with which they come into contact. For many teachers, the focus on constructing meaning in the teaching-learning process resonates with prior beliefs because constructivist - based instruction firmly places educational priorities on students' learning. As Davis,

Maher & Noddings (1990) said, "It is assumed that learners have to construct their own knowledge-- individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community-- other learners and teacher-- is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction."

Though there are other scholars who worked on constructivism like Lev Vygotsky but the formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a coincidence and is therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure. It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences (Tobias & Duffy 2009). From these basic denotations about constructivism, this research opt that theory to guide the research.

Thus, through a successful use of ICTs, students would be able to interact with their teachers, their peers and the world in general in order to construct their knowledge from the existing beliefs and skills they already had before.

In line with the above theory, the researcher hinged this study on the concept that follows:



Source: *Researchers' conception of ICT in teaching and learning*

Based on this chart, teachers and students will be using ICT in their teaching and learning activities respectively. Their success in teaching and learning would depend on how they used or integrated the ICT in their daily educational activities. The framework holds it that if all the parties concerned feel more responsible and play their respective roles and also get the required support, ICT will be successfully integrated at all the levels of educational curriculum. This would also help to use and maintain sustainable management and usage of the ICT in various activities conducted by those people involved.

IV. METHODOLOGY

This study is a descriptive research intended to describe the portrait on the integration of ICT educational curriculum in the University of Rwandan-College of Education. The researchers used both qualitative data and some quantitative data for the descriptions of practices and processes that are applied by the informants in the ICT integration practices. The researchers consulted the informants of different categories of people who are interested in ICT integration in educational curriculum. The target population of this study was composed of all the college teaching staff and third level students who, in one way or the other, use ICT in their teaching and learning in the current world driven by technology. The number of the

whole population was 126 lecturers and 1858 students which make a total of 1984 people. Purposive sampling was used to get respondents from level three students whom the researchers thought they were experienced enough to provide educational information regarding ICT integration. For the individual respondents, non-probability sampling was used as the researchers contacted available 26 lecturers at that time. The investigators used questionnaire, observation and questionnaire, observation and focused discussions were used as research instruments. The researcher handed questionnaires to students randomly while they were in their classes, just simply giving to one after the other when they are in a mixed class (various combinations together) for them to answer. Questionnaire was used to collect information from lecturers and students. On the other hand, some other lecturers provided information through an interactive discussion with the researcher. The questionnaire used was made up of open and close ended questions matching the aim of the study. As for the discussion, it was used to collect data 27 from different people face to face through unstructured talk. These discussions were flexible and allowed the researcher to probe for more and clearer information.

Data collection procedure

The researchers collected data from both primary and secondary sources. "Primary data refer to the information a researcher obtains from the field while secondary data are the ones that supplement primary data basing on previous researches found in literature written in different books, articles, reports and causal interviews" (Jack & Norman, 2003). Questionnaire was developed, tested for a small group of people and afterwards distributed to the target group who filled them (in their respective classes or offices for lecturers) to take them back for coding, analyzing, interpreting for further uses. As for discussions, the researchers went and met respondents and exchanged views with them face to face.

Population description

The following table shows the population characteristics for the side of students.

Gender	N	Percent
Male	59	65.6
Female	31	34.4
Total	90	100.0

Program of study

Validity and reliability

Ahuja (2003) defines reliability as the degree to which measures are free from error so that they give same results when repeated measurements are made under constant conditions". To ensure that validity of research instruments is treasured, there was a thorough consultation of relevant documents and educational professionals who helped to make necessary amendment of tools in order to improve their clarity and richness in order to attain the set objectives of the study. For the reliability, the instrument was pre - tested to at least 10 respondents in order to determine the accuracy of the measuring instrument and amend it later accordingly.

Ethical issues

Since University of Rwanda is a public institution and it governed by laws, the researchers sought an official permission to carry out research and also made sure that the data provided be kept confidential and remain for the research interest not for any other purpose; be it political, academic or personal concern. Moreover, before contacting any respondent in every meeting of collecting data, a verbal consent from respondents had to be reached and also being at the same time an employee and a student of the University of Rwanda, that could not allow the researcher to ask what is alongside principles.

V. ANALYSIS AND INTERPRETATION OF FINDINGS

The purpose of this study was to investigate how ICT is integrated into educational curriculum especially in teaching and learning practices at the College of Education, University of Rwanda. In this section, the researchers present and analyze information from respondents. Data were collected using a questionnaire and through interviews. Then, the data were captured and analyzed using the Statistical Package for Social Sciences (SPSS version 16). Analysis includes descriptive statistics such as frequencies, means and percentages and tables. Data collected through open-ended questions were scrutinized and interpreted accordingly.

Gender	N	Percent
Male	59	65.6
Female	31	34.4
Full time	90	100.0
Age		
Under 30	90	100.0

Source: Primary data

When it comes to lecturers, the table3 below shows their demographic information.

Participants' demographic information

Gender	N	Percent
Male	37	74
Female	13	26
Total	50	100
Years of teaching experience		
0-5	9	18
6-10	35	70
11-15	1	2
Above 15 years	5	10
Age		
31-40	33	56
41-50	12	24
Above 50	5	10
Highest degree		
PhD	11	22.0
Masters	38	76.0
Bachelors	1	2.0

Source: Primary data

N= The total population of respondents (50)

n= The number individual respondents

Views of students on ICT opportunities

Questionnaire items	A&F	ST	R&N	M(STDEV)
Tools /Opportunities	n(%)	n(%)	n(%)	
The use of personal computer in ICT integration in education especially in learning	10(11.1)	27(30.0)	53(59.9)	3.7(1.2)
The use of mobile phones in ICT integration in education especially in learning	76(84.4)	8(8.9)	6(6.6)	1.6(1.0)
The use of Projection system in ICT integration in education	39(43.3)	34(37.8)	17(18.9)	2.6(1.0)
The use of Audio equipment in ICT integration in	20(22.2)	18(20.0)	52(57.8)	3.5(1.3)

education				
The use of interactive whiteboard in education especially in learning	64(71.1)	13(14.4)	12(13.3)	1.9(1.2)
The use of Video conferencing system in ICT integration in education	5(5.5)	19(21.1)	64(71.1)	4.1(1.0)
The use of Internet sharing in ICT integration in education	45(50)	34(37.8)	11(12.3)	2.4(1.1)
The use of Digital photo cameras (including editing software) in ICT integration in education	10(11.1)	15(16.7)	64(71.1)	4.4(4.4)
The use of Digital video cameras (including editing software) in ICT integration in education	10(11.1)	13(14.4)	66(73.4)	4.0(1.0)

Source: Primary data**A&F**= Always & Frequently**ST**= Sometimes**R&N**= Rarely & Never**M(STDEV)**= Mean(Standard Deviation)

From the table above, students demonstrated that they use mobile phones at high level (84.4%) as an ICT when they are learning. These results surprisingly showed that 71.1% use interactive whiteboard but in the real sense of things; it seems that they did not at first understand what an interactive whiteboard is because when we discussed with some of them, they affirmed to have never seen any. Therefore, this percentage gives the impression that really is not matching with what students know or actually do in class. For personal computers, data in table 4 indicate that the majority 53(59.9%) of the students reported rare or no use of personal computers for learning while only 10 (11.1%) of the 90 respondents declared using the computer always and frequently. The implication here is that the mobile phone as the easiest portable tool to use by many people, though they seem to be used for calling and sending messages, but they can on the other hand become useful in teaching-learning process then serve learning tools.

Internet was also another opportunity that students do profit and use it for their learning activities because a good number of 50% of the respondents showed that they share learning information through internet. For video opportunities like video conferencing or even simple digital video cameras, in addition to digital photo cameras; they were clearly shown to have a very limited use in the students learning activities because their usage vary between 5 to 11% of the respondents who claim to use them. This shows a rare or no total use of these ICT tools for the students' learning. On the point of how lecturers view ICT opportunities at the college, various views from those lecturers were summarized in the table 5 and it indicates an obvious use of personal computers where 100% of the lecturers who responded use personal computers as an important tool in their everyday activities

though not necessarily in teaching-learning. This information agrees with Harerimana (2014)'s study where he indicated that the College of education provides desktop to every teacher. Nevertheless, the lecturers reported that they prefer using their own laptops because they are comfortable to transport and use everywhere and desktop computers are mostly used by those who cannot afford laptops.

As it happened for students, the use of interactive whiteboard was also mistakenly reported as being used at 62% while, as reported earlier, there no single board of that kind in the whole campus. In this section internet sharing was also highlighted to be always and/or frequently used by lecturers in their interactions with their students through various modules they teach them. Even if lecturers use computers for personal and research purposes or for convenience in communication (email) and access to research materials globally, they may be unwilling to hug ICT in teaching and learning process because of low level of preparedness and lack of reward to some of their initiatives. As it was also put forward by Larose et al (1999), integrating ICT into teaching is relatively new in Africa and although this field of research is relatively young in that it deals with the implication of implementation of computer technologies in different working or educational environments, it reflects well established traditions in the psychology of work. Such tradition may have to do with unwillingness to accept anything new or lack of incentives for innovation in the first instance and reduction in teacher - students' interaction. However, there was indication of willingness to accept training to meet requirements for use of ICT tools in teaching and learning provided that enabling environmental conditions are made available.

Video-related resources were again reported to be rarely used or not used by lecturers. For the case in point, as indicated in the above table, the video conferencing system was reported for rare or no use at by (98%) of the respondents while the television and digital video cameras

were reported at 94% of the rare or no use respectively. The digital photo (90%) and the radio (86%) were also the ICT opportunities which are not genuinely utilized as these percentages presented were attributed to the rare or no use of those resources.

Views of lecturers on the ICT opportunities

Questionnaire items	A&F	ST	R&N	M(STDEV)
Tools /Opportunities	n(%)	n(%)	n(%)	
The use of personal computer in ICT integration in teaching	50(100.0)	0(0.0)	0(0.0)	1.2(0.4)
The use of interactive whiteboard in education especially in learning	31(62.0)	4(8.0)	15(30.1)	2.6(1.6)
The use of mobile phones in ICT integration in teaching	17(34.0)	15(30.0)	18(36.0)	3.1(1.2)
The use of Projection system in ICT integration in education	37(74.0)	11(22.0)	2(4.0)	2.0(0.8)
The use of Audio equipment in ICT integration in education	13(26.0)	12(24.0)	24(48.0)	3.4(1.2)
The use of Video conferencing system in ICT integration in education	1(2.0)	0(0.0)	49(98.0)	4.7(0.6)
The use of Internet sharing in ICT integration in education	34(68.0)	13(26.0)	3(6.0)	1.9(0.9)
The use of Digital photo cameras (including editing software) in ICT integration in education	1(2.0)	4(8.0)	45(90.0)	4.4(0.8)
The use of Digital video cameras (including editing software) in ICT integration in education	1(2.0)	2(4.0)	47(94.0)	4.6(0.6)
The use learning management systems like moodle and others in ICT integration in education	1(2.0)	3(6.0)	46(92.0)	4.6(0.6)
The use of television in ICT integration in education	2(4.0)	1(2.0)	47(94.0)	4.6(0.8)
The use radio in ICT integration in education	3(6.0)	4(8.0)	43(86.0)	4.4(0.9)

Source: Primary data

In a focused-group discussion with some lecturers, they pointed out some other ICT learning systems that they were trained for and which can be very helpful for their students. Those include among others: Moodle, MendeLey, Quadrics, Cahoot, Speakify, Diasporalink, and more others. However, they also added that, though there are some trained lecturers on the use of those resources they don't use them because of limited infrastructure and big number of classes that become an impediment to the efficient use of the cited systems. As an example one articulated:

We got trainings for the use of those various systems from Sweden and there are more lecturers trained but the conditions under which we work where classes are too populated and even many related infrastructures are not available at the college; so all these bring those trained people to keep those skills unused while they could be helping our students and teachers to easily and proficiently do their work through an advanced technology.

Views of students on challenges in integrating ICT

Questionnaire items	A&F	ST	R&N	M(STDEV)
Challenges	n(%)	n(%)	n(%)	
Insufficient number of computers as a challenge met when integrating ICT in education	65(72.3)	20(22.2)	5(5.5)	1.7(1.0)
Weak infrastructure as a challenge met when integrating ICT in education	50(55.5)	26(28.9)	10(11.1)	2.2(1.1)
The problem of big number or large classes as a challenge met when integrating ICT in education	62(68.9)	8(8.9)	20(22.3)	2.1(1.5)
Slow network as a challenge met when integrating ICT in education	48(53.4)	24(26.7)	18(20)	2.4(1.3)
The big workload or information overload as a challenge met when integrating ICT in education	48(53.4)	22(24.4)	20(22.3)	2.5(1.2)

Source: Primary data

From that table, the most prominent challenges were raised among others and we can understandably see that the insufficient number of computers was the key challenge raised at a rate of 72.3%. But in a live talk to students, they claim to have few computers in the lab and even when they get there; they find some of the computers are locked by their counterparts.

For instance, one respondent said:

We seem to have common computers that we do share as students but some of us feel that they own those computers than we all do to the level that they put passwords into them and when we go there to use them we find that we are blocked somehow.

When the researchers visited the lab while students were using those common machines from the computer lab; the researcher found that some computers were not useful as students claimed and they were also locked with passwords; something which reduces the number of computers to be used by the users in need even if they seem to be available in the lab. That agrees in some points with the results from respondents in the worldwide research done on the “obstacles to the integration of ICT in education where Pelgrum (2001) found a list of obstacles including the insufficiency of computers at a rate of 70%. This is to mean that computers are the key resources in the ICT integration in education systems.

Another related challenge to that is the big number of students in class. Though students did not mention the

exact number of students but they confirmed at 68.9% that the large or big class size challenges their use of ICT in learning. To those we discussed live, they said that a class of about 200 to 300 people is really a big class for them to be comfortable in any learning situation. One of them argued:

We are obviously many students in class and even if our lecturers try divide us in some groups to facilitate the learning but still it is a challenge for us when we want to use computers in the lab because some classes have big numbers which the lab cannot accommodate.

The slow network and the information overload were also reported at 53.4% respectively. For the information overload, students also reported (through the discussion) that they have a lot of things to do in quite short of time. One claimed:

We are supposed to have our so-called self-study time but that time is never there as we are always in class. So we pass sleepless nights reading our notes to pass the CATs and exams; therefore we only go to ICT for relaxing in any free time we get.

For the views of lecturers on the challenges faced in the ICT integration, results show different extremes to some of the challenges and very low rates on others. Table 7 below demonstrates corresponding percentages for the revealed challenges.

Views of lecturers on the challenges in integrating ICT

Questionnaire items	A&F	ST	R&N	M(STDEV)
Challenges	n(%)	n(%)	n(%)	
Insufficient number of computers as a challenge met when integrating ICT in education	35(70)	9(18)	6(12)	2.0(1.2)
Lack of time to incorporate ICT into teaching	12(24)	26(52)	12(24)	3.1(0.9)
Lack of relevant knowledge and skills to integrate ICT	27(54)	7(14)	16(32)	2.6(1.3)
Non availability of technical assistance	19(38)	26(52)	5(10)	2.5(0.8)
Weak infrastructure as a challenge met when integrating ICT in education	38(76)	9(18)	3(6)	2.1(0.9)
Outdated software	19(38)	24(48)	7(14)	2.8(0.8)
Low quality of ICT trainings	30(60)	15(30)	5(10)	2.3(1.0)
The problem of big number or large classes as a challenge met when integrating ICT in education	44(88)	5(10)	1(2)	1.6(0.7)
Lack of administrative support	28(56)	19(38)	3(6)	2.4(0.9)
Lack of ICT trainings	20(40)	15(30)	15(30)	2.8(1.4)
Slow network as a challenge met when integrating ICT in education	28(56)	16(32)	6(12)	2.5(1.0)
The big workload or information overload as a challenge met when integrating ICT in education	33(66)	10(20)	7(14)	2.2(1.2)
Students have no access to ICTs as a challenge when integrating ICT in education	31(62)	9(18)	10(20)	2.3(1.1)

Source: Primary data

From that table, the only prevailing challenge to which lecturers have shared agreement is the problem of large classes or many students in one class. This is displayed by the 88% of the respondents who reported to have agreed and/or strongly agreed with this challenge to be a prominent hindrance to the ICT integration in education. The weak infrastructure and insufficient number of computers (compared to the number of students who are supposed to use them) were also reported to hamper the effective integration of ICT in education at a charge of 76 % and 70% respectively. Lecturers did not disregard their huge workload as another challenge that holds back the ICT integration in their daily educational practices. This is noticeable in the 66% of the respondents who affirmed that they always and/or frequently meet this constraint.

Slow network and lack of administrative support were rated at 56% respectively among the key challenges to cater for in the ICT integration in education; and this percentage can't be ignored when discussing about challenges. It is obvious that when one can also consider those who declared that they sometimes meet those challenges; the percentage can raise to 80% for every one

of them; which implies that they are considerable challenges to be taken in hand in order be remediated to help students and lecturers use ICT effectively in their educational activities.

Despite the fact that 32% of the respondents declared rare or not at all meeting the challenge of lacking relevant skills in integrating ICT in education but 54% manifested the constantly or frequently incidence of that challenge while 14% of them reported that it challenges them occasionally. These statistics are a sign of a fact that some lecturers are really in need of training for them to fruitfully integrate ICT in their daily professional practices. This is in the same line of thought by the view of Gagne (2005) who argued that people need to be technologically literate in order to use electronic resources such as internet, search engines, internet development tools. He also added that even when Higher Education Institutions are well furnished with ICT resources; it will be of no benefit if educators do not have sufficient knowledge on how to integrate the resources. This also moves together with Sinko & Lehtinen who said that 'Network technology creates enormous possibilities but demands high levels of

skill from its users but in actual fact, the issue is not just technical mastery of network use, but above all the cognitive skills of presenting and developing meaningful questions, and interpreting information by integrating it with previously accumulated knowledge and giving it an appropriate context.' (Sinko & Lehtinen, 1999)

For more challenges of the ICT integration, when asked why they fail to use some ICT opportunities available, lecturers reported the following; among others: Lack proper trainings to use those ICT resources; non-availability of some relevant ICT tools. For example, one said:

We don't use some materials like TV, Video or Audio equipments because they are not available in our classrooms and even sometimes projection becomes impossible because projectors are few in numbers so it not possible to find those materials in all classrooms.

The lack or insufficient supporting staff and the big were also other stressed key challenges to this integration. As one highlighted,

We do not use some of the ICT resources as the college doesn't provide these resources even though they are planned in modules descriptions may be because these resources are costly or not available. It may also be caused by the lack of supporting staff in such matter.

From the report of lecturers who gave ideas that ICT integration is a issue of computer science teachers; the researchers went and talked to the department that is in charge ICT and they agreed that some lecturers are trained in the use of some resources like use of MOODLE, ODEL, ...but the environment becomes uncondusive for them to practice or even some skills they were trained for will be useful at later time. They confirmed that ICT integration in education is a matter that requires everyone to be involved, not only teachers of computer science and some lecturers

even use them without knowing like when they use microphones, loud speakers, projectors and more others.

Resistance to change is another challenge that was revealed because, in the discussion with some lecturers, some demonstrated a belief that using ICT in teaching would waste their time and when technology is fruitfully used, it would replace the teacher's place; while it's far from the reality. They also fear to lose students' attendance and become unsure that they have learnt the material or go against the academic regulation regarding attendance where students failing to attend at 85% are not allowed to sit for the final examination (UR academic regulation art.92). This is of the same opinion with Adeyemi (2013) findings on the of ICT implementation in Nigeria where he highlighted challenges like resistance to change from traditional pedagogical methods to more innovative, technology-based teaching and learning methods by both students and academics; Inadequate ICT infrastructure including Computer hardware and software and bandwidth/access; Lack of qualified ICT personnel and lack of the necessary infrastructural facilities to benefit from ICT.

The value of the relevant ICT policy in the ICT integration in education systems is a key factor that was also stressed by Ulka & Millind (2012) where they argued that though higher education institutes in developed countries have policies on the generative role, there are controversies about balancing long-term academic research with short-term technology transfer projects. Institutional and sector-wide higher education ICT policy and planning should identify the specific role of ICT in enhancing research capabilities and provide for adequate infrastructure backed by capacity building. Teacher has to adapt continuous professional development in the educational uses of technology. In this sense, teachers have to be ready to make use of the possibilities that ICT offer, such as different learning contexts, focused on the students, presenting them with several types of interaction, offering different degrees of control of their own learning, adapting to their personal interests, promoting collaborative tasks and developing autonomy in their work and study.

Views of students on solutions for ICT challenges

Questionnaire items	SAg&Ag	NeuT	Dis&Sdis	M(STDEV)
Proposed solutions	n(%)	n(%)	n(%)	
Supply computers to students as a solution for the improvement of ICT integration in education	84(93.3)	2(2.2)	4(4.4)	1.3(0.7)
Schedule time for ICT for all the students as a solution for the improvement of ICT integration in education	80(88.9)	4(4.4)	5(5.5)	1.5(0.9)
Establish a strong supervision on ICT integration as a solution	80(88.9)	3(3.3)	7(7.7)	1.6(1.0)

for the improvement of ICT integration in education				
Regularly train lecturers in ICT as a solution for the improvement of ICT integration in education	80(88.9)	4(4.4)	5(5.5)	1.5(0.9)
Provide relevant software as a solution for the improvement of ICT integration in education	82(91.1)	6(6.7)	1(1.1)	1.4(0.7)
Reduce the number of students in class as a solution for the improvement of ICT integration in education	73(81.2)	8(8.9)	8(8.9)	1.7(1.1)
Increase the ICT infrastructure as a solution for the improvement of ICT integration in education	85(94.4)	1(1.1)	4(4.4)	1.3(0.8)
Provide update software as a solution for the improvement of ICT integration in education	81(90)	3(3.3)	4(4.4)	1.4(0.8)
Design a policy governing ICT integration in education as a solution for the improvement of ICT integration in education	79(87.8)	5(5.6)	3(3.3)	1.5(0.8)
Provide technical support as a solution for the improvement of ICT integration in education	82(91.1)	4(4.4)	2(2.2)	1.3(0.7)
Reduce the lecturer's workload as a solution for the improvement of ICT integration in education	64(71.1)	13(14.1)	11(12.2)	2.1(1.1)
Increase connectivity as a solution for the improvement of ICT integration in education	83(92.2)	1(1.1)	6(6.7)	1.3(0.8)

Source: Primary data**SAg&Ag**=Strongly Agree& Agree**NeuT**= Neutral**Dis&Sdis**= Disagree& Strongly Disagree**M(STDEV)**= Mean(Standard Deviation)

From this table, the increment of the ICT infrastructure and the supply of computers to students were the most supported solutions to be useful for solving ICT challenges as it is shown by the respondents where they agreed on the two at 94.4% and 93.3% respectively.

Students revealed that giving computers to level-one students did not permanently solve the problem of ICT at all though it reduces the burden. One said:

It's good that they gave computers to level one but what about others? We also need them more than even those level one because for us we shall start writing our action research next year. So we need computers and they can help us much.

To a percentage of 88.8% students supported the establishment of a strong supervision, scheduling the time table for ICT for all the students and regular training for lecturers. On these points, some students said that supervision is really required because there are some students who go to computer labs just for films and music and those occupy the computers which would be useful by others. They also added that the skills they got in level one when they study computer skills are not enough for them

for the four years of study. For the trainings of lecturers some students argued: "some lecturers don't even know how to fix a projector. They really need training".

The increase of connectivity and the provision of technical support were also highly mentioned (92.2% and 91.1% respectively). At these points the students contacted claimed that sometimes there is not network it gets cut many times others said that the Wi-Fi is not even reaching everywhere in the campus. As for the technical support, one said: "when you meet a problem sometimes you even don't see anybody to help you. Our teachers of computer skills only help us when we are in class". This is what Semenov (2005) confirmed when he argued that teachers should be provided with adequate and appropriate support in their classrooms, and be guided by professional standards that incorporate a code of conduct Students' responsibility in the ICT integration. For the available tools, students reported that they try devoting sufficient time to the use of ICT tools and also keeping these tools safe and maintaining them properly so that they get used today and tomorrow. To illustrate this, one of the respondents articulated:

Dare using ICT tools without fear, make the use of ICT a habit and become ICT-

friendly to avoid technophobia. This has need of putting much effort and stay active by a belief that one can learn from everywhere he is not only relying on the classroom lecturing alone. It also brings us to search on the internet other lecturers teaching a similar topic and learn more from what we were taught in class.

Last of all, buying their own ICT tools (Bring Your Own Device) and use their personal mobile phones regularly to

check on the internet was as well suggested as something that would also facilitate students using available resources as they are and not just wait and get limited to those they don't have. An impressive hope that would also lend them a hand of finding, from internet, answers for various assignments that they always do in class.

Coming to the views of lecturers on possible solutions that can serve to the identified challenges and bring ICT integration to the success; table 9 below shows a summary of their responses on how strong they agree or disagree with those proposed solutions.

Lecturers views on solutions for ICT challenges

Questionnaire items	SAg&Ag	NeuT	Dis&Sdis	M(STDEV)
Proposed solutions	n(%)	n(%)	n(%)	
Supply computers to students as a solution for the improvement of ICT integration in education	50(100)	0(0)	0(0)	1.3(0.4)
Schedule time for ICT for all the students as a solution for the improvement of ICT integration in education	49(98)	1(2)	0(0)	1.4(0.5)
Establish a strong supervision on ICT integration as a solution for the improvement of ICT integration in education	44(88)	6(12)	0(0)	1.6(0.6)
Regularly train lecturers in ICT as a solution for the improvement of ICT integration in education	50(100)	0(0)	0(0)	1.3(0.4)
Provide relevant software as a solution for the improvement of ICT integration in education	47(94)	3(6)	0(0)	1.5(0.6)
Reduce the number of students in class as a solution for the improvement of ICT integration in education	43(86)	7(14)	0(0)	1.6(0.7)
Increase the ICT infrastructure as a solution for the improvement of ICT integration in education	49(98)	1(2)	0(0)	1.4(0.5)
Provide technical support as a solution for the improvement of ICT integration in education	49(98)	0(0)	1(2)	1.5(0.5)
Reduce the lecturer's workload as a solution for the improvement of ICT integration in education	32(64)	17(34)	1(2)	2.0(0.9)
Increase connectivity as a solution for the improvement of ICT integration in education	50(100)	0(0)	0(0)	1.4(0.4)
Increase administrative support	49(98)	1(2)	0(0)	1.4(0.5)

Source: Primary data

SAg&Ag=Strongly Agree& Agree

NeuT= Neutral

Dis&Sdis= Disagree& Strongly Disagree

M(STDEV)= Mean(Standard Deviation)

This table shows unanimity (100%) of agreement for the provision of computers to students and also the increase of connectivity. As both go hand-in-hand; respondents also have put trust in them as possible solutions to the lack of enough computers to students and also slow network that

had been mentioned as focal obstacles to the ICT integration in education.

As it is for scheduling time-table for ICT for all the students, the increase of ICT infrastructure and administrative & technical support were also shored up to

a level of 98% as helping answers to the challenges of time and infrastructure constraints in ICT integration. 47(94%) of respondents supported the provision of relevant and updated software as also one solution among others that can be applied to solve ICT integration problems. In addition to this, as also agreed with students' views; strong supervision is required (88%) to help the users of ICT be sure that they are doing the right thing at the right time. Drawing to a close of these comments, the reduction of student numbers and make it manageable in class was also suggested to the level of 86%; this would help much in the integration of ICT in education.

Lecturers and students' responsibility in the ICT integration

The lecturers' hand or role played in the ICT integration or the way they use ICT resources conscientiously to stimulate their students learn properly from them, was also argued about. Here lecturers reported that they indicate and advise students to use some links and post some documents on the internet, give them soft notes (handout) or even giving them assignments that require internet search for references and to be submitted on email or by typing and printing.

As an example, one reported:

The way I help my students use ICT, I do it by inculcating them how to use their own computers for academic purposes. For case in point, I urge and request them to use social networks like watsapp, facebook, instagram and the like for academic purposes. It is in this move that we have created a watsapp group where we discuss on some topics covered in class.

To this practical exercise of integrating ICT or helping student - teachers do so; some lecturers said that they do nothing to integrate ICT because that is the task of the computer science department. To them, the only make use the microphones and loud speakers and projectors for big classes. The rest of technology insertion is for computer science men and women. From this view, it is clear that the one who has this kind of thinking has limited knowledge and skills in the domain because the use of microphones, loud speakers and projectors is part and personal ICT utilization in their teaching. Another interesting initiative that came from the way lecturers use or guide students use ICT in education was allowing them to use ICT on their own for academic rationale. As an evidence, one reported:

I ask them to record themselves when preparing for presentation in order to keep their recorded presentations and

playing them for self-correction. I also advise them to use their smart phones to check up words for meaning, spelling, and pronunciation using onelook dictionary online.

This noticeably would stimulate or provoke students' attention and curiosity to use ICT for them and make it their daily or regular an essential learning resource. As it facilitates them learn more from the less taught by the teacher as the saying by one researcher who said that "Any technology that increases the rate of learning would enable the teacher to teach less and the learner to learn more".

For the students, when asked how responsibly they use the opportunities to facilitate the ICT integration and benefit from it academically (in their learning), students presented various views including that they pay their own money and visit cyber cafes to search learning information on the internet and they also try to use social media like Facebook, Watsapp, twitter and others to get opportunity to share with their friends from other campuses. This makes them more active participants in their learning; something that concurs with the constructivist view of learning where learners cease to be consumers of knowledge and passive recipients of the learning process; rather they play a key role as the centres and constructors of their own knowledge through exposure and interactions with peers and also guided or mentored by experienced professionals (teachers/facilitators).

VI. CONCLUSION

This research explored ICT opportunities and challenges that obstruct or get in the way of integrating ICT in educational curriculum. It also tackled how fruitfully those opportunities were taken advantage of and the promising solutions that would rectify those challenges. After collecting data, the facts gathered revealed that there are various ICT opportunities that the college have such as computers(though the not enough) which are used by students in the computer lab, slide projectors that help lecturers project their summaries while they are teaching in classrooms; loud speakers that serve to teach largely populated classes; mobile phones and internet sharing through which students and lecturers exchange information on different courses and class assignments. In addition, the use of personal computer, especially by lecturers was a key resource that is very useful for their research, daily preparation of courses, assignments and exams. It was demonstrated that different lecturers and students utilize those ICT opportunities fruitfully and these ways include the provision of class assignments that necessitate students

to go and do online search and submit them through email or print them.

On the part of the challenges, the study revealed a variety of challenges including the limited knowledge and skills in ICT usage; lack of enough computers; supervision and assistance from both administrative and support staff; a big workload that is subjected to lecturers and brings them to lecture and leave students their time to search for more information; very huge classes that are too populated to the extent that people need loud speakers to reach all the corners of the classroom; weak ICT infrastructure and sometimes slow network that also slows down the interactive ways through which lecturers and students would cooperate and share teaching and learning information. As possible solutions to those barriers; the data showed that there is a need for provision of enough computers to students; the increase of connectivity and other ICT infrastructure; the reduction of lecturers' workload and number of students in one classroom; all these would help students cope with this technological world.

Taken all in all, it is noticeable that ICT integration in educational curriculum is requires a lot of resources and tools to be used and-in-hand from which if there are hindering challenges that impede that implementation, it never achieves its desired objectives. The results from this study indicate that lecturers and students from the College of Education commonly agree on some of challenges like big number of students in classrooms, slow connectivity; insufficiency of computers to students and the lack of relevant knowledge and skills to incorporate ICT in whatever they do and they also, together, disregarded students' and lecturers' negative attitudes as one of the possible challenge to be taken into consideration. In the line of solving these obstacles, they also inanimately suggest the bump up of computers to the students' numbers or making the student-computer ratio reasonable and even reducing students in classrooms; the raise of internet connectivity and strong ICT infrastructure together with the support from administration and technicians with a hope that if those challenges are addressed accordingly; the ICT would be rewardingly integrated to the best.

In the light to the above findings and related conclusions, students are recommended to: 1. Try to bring their own ICT devices for their learning than waiting everything from the government. Lecturers are urged to: 1. Use responsibly the ICT resources available and request those they don't have because no one is a mind-reader to guess what they need to perform their job better. 2. Try their level best to be flexible and avoid the resistance to change towards the use of ICT in their teaching-learning activities

so that they can embrace any new change as technologies keep changing. 3. Apply the knowledge and skills they have been trained for especially in ICT integration. 4. Share their teaching materials through ICT for easy access by the students. Added to what is recommended to students, the UR-College of Education administration should: 1. Work out on the lecturers' workload and see how it can be adjusted to help them devote their time to the ICT usage in their educational activities. 2. Try to minimize the number of students per class so that learning environment becomes conducive 3. Conduct training need assessment in order to offer relevant ICT training that lecturers would practically apply 4. Officially request lecturers to post or avail their content online to help students access them easily. 5. Design a "DUAL-MODE POLICY: governing face to face and online where students can either learn from face to face classroom or on their own having given all the necessities. 6. Purchase and make use of important and relevant softwares, interactive whiteboards, and other required ICT infrastructure and provide enough assistance and supervision to make sure of their effective use. All this can be done in a bid to carry out the teaching and learning exercise in the way that fits the world today. Since this study was conducted in 2016, related studies could be carried out to look into the nature of the situation today. More research should also look into the workability of "Dual – mode policy" as it was suggested among possible remedies to the examined challenges in this study.

Though this research was higher leaning institution-based research; this would not imply that its findings are to be taken a broad view to other institutions. Nor can't results in this study be generalized. Regardless of the significance for this research in teaching - learning, conducting this research took a limited time to the level that all the college students were not contacted; therefore a thorough study can be conducted in a specified case study to find how the college manages online learning. As undergraduate students were the target for this study, there is a need to carry similar study involving the postgraduate studies within the same college.

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