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A Study of Chinese College Students' English Communicative Competence

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Abstract

Developing communicative competence plays a very important role in Chinese college students' English learning. This study investigates how well the students do in using English to communicate with others with the help of questionnaires, which may help them find out some practical strategies to overcome their difficulties in communicating using English. After careful analysis of the means of the subjects' scores, some causes for the students' weak communicative competence are found out. They are students' lack of enthusiasm in using English to communicate, lack of the related cultural background knowledge of English-speaking countries, being afraid of making mistakes, lack of necessary communicating skills, lack of English linguistic knowledge, etc. Some measures should be taken by English teachers to help their students to actively participate in English communication. They should try a lot to encourage their students to make more efforts in order to improve their English communicative competence.

Keywords: Chinese college students; English; communicative competence; questionnaires

INTRODUCTION

As is known to all, language is a tool used in people's communication. The purpose of learning a foreign language is to develop the learners' communicative competence. Since the policy of reform and opening up of China was carried out, the communication and cooperation between China and other countries have been greatly strengthened. In recent years, people pay more and more attention to the cultivation of communicative competence in college English teaching in China.

LITERATURE REVIEW

The concept of communicative competence was firstly put forward by a famous linguist called Hymes in 1972. Later, many other linguists discussed the concept in detail and raised some different views.

Hymes[3] establishes the theory of communicative competence in order to contrast a communicative view of language with Chomsky's theory of linguistic competence. In Hymes' view, communicative competence refers to one's ability with which one can not only apply the grammatical rules of a language in order to form grammatically correct sentences but also know when and where he may use these sentences to communicate with others. In other words, a person with communicative competence should know that his language is appropriate in a given situation and he knows how to use it.

In Hymes' view [3], a person who acquires communicative competence acquires both knowledge and ability for language use with respect to: whether something is formally possible; whether something is feasible in virtue of the means of implementation available; whether something is appropriate in relation to a context in which it is used; whether something is in fact done and what its doing entails. Among the above four points about communicative competence, the third one plays a central part because it determines the other three aspects. So it is clear that Hymes stresses the learning of language application rules.

According to Hymes, communicative competence refers to the ability of using the knowledge of language rules to understand and produce appropriate language in a variety of sociocultural settings, and he thinks communicative competence includes: knowledge of the grammar and vocabulary of the language; knowledge of the rules of speaking (e.g. how to begin and end conversations); knowing language function (e.g. agreeing, disagreeing, arguing and advising. etc.); knowing how to use language appropriately (e.g. talking to a friend is different from talking to your boss).

After Hymes, many other linguists try to interpret the term of "communicative competence" in different ways.

In her claim of ''teaching language as communication'', Hedge [2] holds that, communication only takes place when we make use of sentences to perform a variety of different acts of an essential social nature. Thus we communicate by using sentences to make statements of different kinds, to describe, to record, to classify, to ask questions, to make requests, to give orders and so on. She presents a view of the relationship between linguistic system and their communicative values in some discourses. It can be seen that Hedge's theory focuses on the communicative acts underlying the ability to use language for different purposes.

The point that the goal of English teaching is to cultivate learners' communicative competence has been accepted by researchers and English teachers, so communicative language teaching has been widely applied in many countries. It is known that the overlook of cultivating students' communicative competence may bring about bad consequences, that is, students may get high scores in exams but they can not communicate well using English.

Later, Canale and Swain [1] develop a new interpretation of communicative competence consisting of the following four components: (1) Grammatical competence. It is the knowledge of lexical items and of rules of morphology, syntax, sentence, grammar, semantics and phonology; (2) Sociolinguistic competence. It is the knowledge of social-cultural rules of language and discourse; (3) Discourse competence. It is the ability to connect sentences in stretches of discourse and form a meaningful whole out of a series of utterances; (4) Strategic competence. It is the verbal or nonverbal communicative strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.

Canale and Swain [1] agree that both grammatical competence and sociolinguistic competence are important elements in any theoretical framework of communicative competence.

Littlewood[4] suggests that the following four domains of skills may make up a person's communicative competence and they must be recognized in foreign language learning and teaching:

First, the learner must try to get as high a degree as possible of linguistic competence; that is to say, he must develop the skills of manipulating the linguistic system to the point where he can use it spontaneously and flexibly in order to express his intended messages.

Second, the learner must distinguish between the language forms which he has mastered as a part of his linguistic competence, and the communicative functions which they perform. In other words, the language items that have been mastered as part of a linguistic system must also be understood as a part of communicative system.

Third, the learner must develop some skills and strategies of using language to communicate meanings as effectively as possible in concrete situations. Also he must learn to use the feedback to judge his success, and if necessary, remedy some failures by using different language forms.

Fourth, the learner must become aware of the social meanings of language forms. For many learners, this entails their ability of using generally acceptable language forms and avoiding the potential offensive ones.

In Littlewood's definition of communicative competence, linguistic competence also occupies an important position [4]. He thinks that mastery of the structural system is still the basic requirement for using language to communicate one's own meanings [4].

From the above analysis and statements, it can be safely concluded that communicative competence has received more and more attention in society and it has become very necessary to develop the students' communicative competence in college English teaching.

Some Chinese scholars also conducted researches about the communicative competence of English learners in China. They have found that many Chinese students can not do well in using English to communicate with other people [6, 8]. There are many reasons for that, such as students' lack of confidence and enthusiasm in using English to communicate, knowing few communicative strategies in English communication, etc.

RESEARCH REPORT

This study is designed to examine Chinese students' English communicative competence with the help of questionnaires.

Research Purpose

The purpose of the study is to investigate the main situations of Chinese students' English communicative competence and figure out some feasible and practical strategies to help them improve their communicative competence in English learning and teaching.

Subjects

The subjects in the study are all sophomores majoring in Maths, Management and Architecture in the University of Jinan. They are 210 students including 125 boys and 85 girls. The subjects range in age from 18 to 22, with an average of 20. All of them have learned English for about 9 years and many of them learn English in traditional classroom setting. Their English teachers usually use both English and Chinese to explain the English texts and other linguistic items; after class, the students don't have many chances of talking in English with English native speakers or their English teachers.

nstrument

A questionnaire "Chinese College Students' English Communicative Competence Scale" (CCSECCS) is designed by the researcher in order to investigate students' communicative competence in English communicating. While compiling the items, specific attention is paid to not only the characteristics of Chinese college students in learning English but also the general manners of their expressing their internal feelings. When conducting the investigation, the researcher mainly used this questionnaire, coupled with some interviews with a few students.

The questionnaire consists of 14 items about college students' English communicative competence. For the subjects to get their scores in the 14 items, each item is on a 5-point scale ranging from "strongly agree" (point 5) to "strongly disagree" (point 1), the middle point being neutral (point 3). The higher a subject scores, the higher level of English communicative competence he/she shows.

Data Collection

In their classroom, 210 students were asked to finish the questionnaire in 10 minutes. Before they started, the researchers explained the items in the questionnaire in order to avoid misunderstanding. After the subjects finished, all the questionnaires were collected and 206 copies were found to be valid after careful examination. 4 copies were invalid because the subjects' scores in these copies were not clear.

Results and Analysis

In order to effectively investigate the situations of Chinese college students' English communicative competence, the researcher adopted the method of analyzing the means of the subjects' scores in each item.

Table 1 shows the means of the subjects' scores for the questionnaire items about Chinese college students' English communicative competence.

Table 1

Items	Number	Means
Item 1	206	1.74
Item 2	206	1.28
Item 3	206	1.69
Item 4	206	2.75
Item 5	206	2.51
Item 6	206	2.83
Item 7	206	3.94
Item 8	206	3.57
Item 9	206	4.65
Item 10	206	4.72
Item 11	206	4.32
Item 12	206	4.71
Item 13	206	3.86
Item 14	206	4.18

From the statistics in the table, it can be seen that the means of the subjects' scores for the first six items are below 3.00, which shows that Chinese students' communicative competence is weak. The items are "I love to communicate with others in English in my daily life."(Item 1, M=1.74), "I often communicate well with other people in English in my daily life."(Item 2,

M=1.28), "I usually communicate well with my classmates in English in the school."(Item 3, M=1.69), "I often answer my English teacher's questions in class."(Item 4, M=2.75), "I try to grasp the chances of talking with foreign teachers or students on campus." (Item 5, M=2.51), "I often take part in the activities in the English corner to improve my communicative competence."(Item 6, M=2.83). Another item may also reveal the fact. It is "I don't like to communicate with others in English because I am afraid to lose my face when making mistakes in speaking English." (Item 7, M=3.94).   From the above data, some reasons may be found about why Chinese college students' English communicative competence is weak. Many of them don't like to communicate with others in English in their daily life, which is very bad.

Another point that can be found is that most of the college students know much about how to improve their English communicative competence. The following items are involved here. They are"I like to see English movies in order to learn to communicate in English."(Item 8, M=3.57). "I desire to improve myself in English speaking in order to do well in communication." (Item 9, M=4.65). "The students' cultivation of English communicative competence has close relationship with their teachers' teaching methods." (Item 10, M=4.72). "I think the main difficulty in cultivating my communicative competence is the lack of environment in which I may speak English." (Item 11, M=4.32) "I think it is good for the cultivation of English communicative competence that teachers tell their students much knowledge about western countries' cultural background." (Item 12, M=4.71) As is shown in these data, most students have some knowledge about the cultivation of English communicative competence. What they lack is the enthusiasm and perseverance in practicing their English in communication.

From the means of the subjects' scores for the last two items, it can be said that many students do have motivation to improve their English communicative competence. The two items are "I think that improving my English communicative competence may help me a lot in my future work." (Item 13, M=3.86), "I try my best to improve my English communicative competence in order to make more friends."(Item 14, M=4.18)."It seems that most students do want to enhance their English communicative competence for various reasons.

To sum up, from the findings of the study, we get some reasons why Chinese college students' English communicative competence is weak. Many of them don't try to communicate with their classmates or other people in English in their life. They can't make good use of the opportunities such as the activities in the English corner to improve their communicative competence. Some of them don't like to communicate with others in English only because they are afraid to lose face when making mistakes, which shows their lack of self-confidence. Therefore, in spite of the fact that most of them know much knowledge about how to improve their English communicative competence, they still can not make much progress in doing this job.

From the above analysis, it can be said that some strategies should be applied by the students to improve their communicative competence.

First, the students must try to communicate with other people in English in their life. They may gradually improve their ability of overcoming difficulties and solving problems in communication by themselves, which may help them to learn to use some communicative strategies. They should make efforts to solve many communicative problems on their own.

Second, students must try to know more cultural background knowledge of western countries. Only when they know a lot of cultural background knowledge can they have deeper understanding of some English expressions, especially those idioms and make better use of them in communication.

Third, students must try to learn as much linguistic knowledge as possible. If a student can not master enough language knowledge, it is difficult for him to communicate successfully. So, it is necessary to store enough linguistic knowledge, especially new vocabulary [5].

Fourth, Chinese college students must learn to make use of some non-verbal communicative methods to assist them in English communication. In reality, non-verbal communicative methods are also important communicative methods in human society. They include various kinds of body language, which may help people express some ideas that can't be conveyed well in words.

Pedagogical Implications

According to the above analysis, developing communicative competence plays a significant role in Chinese college students' English learning. However, Chinese college students' communicative competence is weak and this phenomenon does exist widely among them.

Firstly, English teachers should try to encourage their students to take part in the activities on campus or in society in which they may use English to communicate with others. Only when they have many experiences of communication can they improve their confidence in using English to communicate [7].

Secondly, teachers should introduce some useful communicative strategies to their students so that they may have some good ways of overcoming difficulties in communication. It is inevitable for them to have some trouble in using English to communicate with others. Some possible strategies they may use in communication include having deep breath, pausing for a short time, repeating what has just been said, etc. These good communicative strategies may help students to use English more efficiently in communication. Therefore, college English teachers should give their students some explicit instructions about how to use these communicative strategies and help them to select and apply these strategies appropriately when necessary.

Thirdly, English teachers' introduction of more cultural background knowledge of the major English-speaking countries is an efficient way of developing their students' English communicative competence. More lectures on the culture of western countries are suggested to be made by the teachers in order to broaden their students' academic horizon. In this way, the students' communicative competence will be developed.

CONCLUSION

With the help of questionnaires, some reasons have been found about why Chinese college students' English communicative competence is weak in this investigation. They include students' being afraid of making mistakes in using English to communicate with others, being unfamiliar with western cultural background knowledge, having difficulty in learning English linguistic knowledge, lack of confidence and so on. According to these findings, some strategies are put forward for teachers to help their students enhance communicative competence.

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APPENDIX

Chinese College Students' English
Communicative Competence Scale

A questionnaire "Chinese College Students' English Communicative Competence Scale" (CCSECCS) is designed by the researcher in order to investigate students' general English communicative competence state as well as the reasons for it. The results of the survey are only used in the study of English teaching and learning.

Items 1-14 are about your feelings when you learn to communicate in English. Please choose the number after each item, which may embody your true condition concerning the item. The five numbers 1-5 after each item stands for "strongly disagree", "disagree", "uncertainty", "agree", "strongly agree" respectively.

Thanks for your cooperation!

1. I love to communicate with others in English in my daily life.
   [1] [2] [3] [4] [5]
2. I often communicate well with other people in English in my daily life.
   [1] [2] [3] [4] [5]
3. I usually communicate well with my classmates in English in the school.
   [1] [2] [3] [4] [5]
4. I often answer my English teacher's questions in class.
   [1] [2] [3] [4] [5]
5. I try to grasp the chances of talking with foreign teachers or students on campus.
   [1] [2] [3] [4] [5]
6. I often take part in the activities in the English corner to improve my communicative competence.
   [1] [2] [3] [4] [5]
7. I don't like to communicate with others in English because I am afraid to lose my face when making mistakes in speaking English.
   [1] [2] [3] [4] [5]
8. I like to see English movies in order to learn to communicate in English.
   [1] [2] [3] [4] [5]
9. I desire to improve myself in English speaking in order to do well in communication.
   [1] [2] [3] [4] [5]
10. The students' cultivation of English communicative competence has close relationship with their teachers' teaching methods.
    [1] [2] [3] [4] [5]
11. I think the main difficulty in cultivating my communicative competence is the lack of environment in which I may speak English.
    [1] [2] [3] [4] [5]
12. I think it is good for the cultivation of English communicative competence that teachers tell their students much knowledge about western countries' cultural background.
    [1] [2] [3] [4] [5]
13. I think that improving my English communicative competence may help me a lot in my future work.
    [1] [2] [3] [4] [5]
14. I try my best to improve my English communicative competence in order to make more friends.
    [1] [2] [3] [4] [5]

The Death Penalty Between International Guarantees and Moroccan Law

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Abstract

For as long as the human right to life was the main goal of an international community, a number of global conventions and regional and international resolutions were aimed at reducing the death penalty. However, this does not mean that the death penalty and retribution in the Arab countries (Islamic Countries) were abolished; they were and still are a black point that stands in front of this right. In many parts of the world, the death penalty is now understood to be a human rights violation. This understanding has led to progress in the abolition of the death penalty in almost all the countries. Countries which have not abolished the death penalty can execution it only for the most serious crimes and issued pursuant to a final judgment of a competent court, with the possibility of Pardon or commutation of sentence. There are limitations to practice the death penalty, like application of the death penalty for persons who not reach eighteen years of age. Examining the death penalty from a human rights perspective not only highlights the impact of denying the most basic right to all other rights but also demonstrates why the only "solution" to the death penalty is to permanently end its use. In this paper, we discuss the most important points in the death penalty, which is the evolution of the death penalty, considering international efforts to abolish capital punishment. Then, the safeguards guaranteeing protection of the rights of those facing the death penalty give us illustrations of some countries. Finally, we discuss the death penalty in the Moroccan law as one of the countries that did not recognize in their national laws to cancel the punishment, and did not work on it since 1993. This is without forgetting to give some suggestions on this subject.

INTRODUCTION

The most important human right, which is protected and codified by international conventions, is the right to life. This right pushes the international community to issue treaties, protocols, declarations, and recommendations aimed at prohibiting the withdrawal of the human right to life and execute the death penalty under the law.

In the last few years, the death penalty was criticized by many scholars in different areas because it is very harsh, definitive, and irreversible after execution even if we knew that this person was innocent.

The death penalty does not achieve the pursued goals of the state especially when the criminals escape with impunity while the most important measures are to reform and rehabilitate the criminal.

But the death penalty supporters see that it provides and establishes the maximum level of scare in the society and pushes the people to refrain from the crimes which are punishable by death. This is what we can call the "deterrence function of the death penalty ", where the death

penalty has a high impact on achieving the goals of society in the fight against the dangerous crimes which threaten the stability of the society.

No doubt that the human life is the highest right which gets special interest from the individual themselves. The death penalty makes persons take suitable actions and avoid committing crimes.

More than 54 countries, led by China, Iran, the United States, and Iraq continue to execute the death penalty, but the Authorized figures do not reflect the reality because of the lack of transparency related to the death penalty prevailing in some countries (China, Iran, Saudi Arabia, Japan ...).

The main reasons of death sentences in the world are: Murder, Corruption, Pimping, Robbery, Adultery, Homosexuality, Drug trafficking, and Economic crimes (tax evasion, abuse of confidence, etc). The death penalty is executed in so many ways like Decapitation (Saudi Arabia), Electrocution (USA), Hanging (Egypt, Iran, Iraq, Jordan, Pakistan, Singapore), Lethal injection (USA, China, Guatemala, Thailand), Stoning (Afghanistan, Iran).

This paper is divided into three chapters. The first chapter takes us through the Development of International Human Right about Death Penalty. The second chapter discusses Safeguards guaranteeing protection of the rights of those facing the death penalty. The third one discusses the death Penalty in the Moroccan law as an example.

CHAPTER 1: DEVELOPMENTS OF THE DEATH PENALTY IN THE INTERNATIONAL HUMAN RIGHTS LAW

The international human rights law has been adopted recently. Like other human rights, the right to life has begun to be considered as a matter falling within the remit of this law since December 10, 1948, the date of the adoption of the Universal Declaration of Human Rights (UDHR). The UDHR put an end to a long period in which the notion of "reserved area" was applied without hesitation to human rights-related affairs by deeming them as falling within the domestic jurisdiction of a State.

The preparatory proceedings for the UDHR show that the abolition was not on the agenda, despite the fact that the Soviet bloc had advocated the abolition of the capital punishment in peace time, as was the case with the USSR who had officially abolished it in 1947.

The Soviet bloc proposed an amendment to Article 3 of the UDHR on the right to life. It was rejected by the UN Commission on Human Rights,by 21 votes against 9 and 18 abstentions. It is worth mentioning that this vote should not be considered as for or against capital punishment.

In 1950 General Assembly called for all United Nations Member States to observe UDHR adoption day as the International Day of Human Rights , and if the UDHR has included thirtieth legal text, what concerns us in these texts are Article 3 and 4 (a right to life and the right to liberty and the right to security of persons..... and liberation from slavery, servitude and the prevention of torture or degrading treatment or cruel) , but this kind of rights lead us to abolishing the death penalty.

In the same year, the European Convention on Human Rights this question would be dealt with explicitly for the first time. Article 2 of the Convention enshrines what appears to be an exception: "everyone's right to life shall be protected by law. No one shall be deprived of his life

intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law". This dual requirement of "legality" of the sentence pronounced by a "court" in the Convention means, according to case law, an independent and impartial tribunal guaranteeing the rights of defense. However, we can say that these procedural safeguards can only reinforce the "legality" of the death penalty and its legitimacy under the Convention.

On 19th December 1966 , the General Assembly resolution 2200 A has Adopted three international instruments of human rights and human dimensions economic, political and cultural rights, including the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, and the Protocols hereto have confirmed the basic principles of covenants mentioned. International commitment stated in the versions, in particular Article 6 included (shall be protected by law. No one shall be arbitrarily deprived of his life), has acknowledged this right in the second Protocol to the Covenant on Civil and political rights, adopted by the General Assembly of the United Nations in 12/15/1989 but it entered into force on July 11, 1991 , and in accordance with the provisions of Article 8, which aims to abolish the death penalty, and which was approved by forty countries of the world (i.e. Abolish the death penalty in their national laws) .

In the international scale, the universal declaration and convention and international instruments mentioned above confirmed the right to life. It is binding on the parties signatory in accordance with Article 110/4 of the Charter and Article 26 of the Vienna Conventions of 1969. Either on a regional scale, the EU abolished the death penalty and replaced it with life imprisonment for life, and European tribunal of human rights admitted that it needed to consider the fundamental right of the individual and his physical health when the death penalty is on the table, attended torture or inhumane treatment in the extradition proceedings and the possibility of refusing extradition when there are dangers of violating this right.

In 1986, 46 countries had abolished the death penalty for ordinary crimes.

Sixteen years later, the number of countries in the same category had almost doubled to 89. Moreover, another 22 countries had stopped using the death penalty in practice, bringing the total of non-death penalty countries to 111, far more than the 84 countries which retain an active death penalty.

Roger Hood, in his book about world developments in the death penalty, noted that: "The annual average rate at which countries have abolished the death penalty has increased from 1.5 (1965-1988) to 4 per Year (1989-1995), or nearly three times as many." International law experts, William Schabas, noted that fifty years ago this topic did not even exist because there were virtually no abolitionist countries.

The countries have abolished the death penalty in increasing numbers vary. For some nations, it was a broader understanding of human rights. Spain abandoned the last vestiges of its death penalty in 1995, stating that: "the death penalty has no place in the general penal system of advanced, civilized societies . . . .

However, for an increasing number of countries the death penalty is a critical human rights issue. In 1997, the U.N. High Commission for Human Rights approved a solution stating that the

"abolition of the death penalty contributes to the enhancement of human dignity and to the progressive development of human rights."

Until now there are so many efforts to abolish the death penalty from the international community. What more degrading or afflictive punishment can be imagined than to deprive a person of his life?

CHAPTER 2: SAFEGUARDS GUARANTEEING PROTECTION OF THE RIGHTS OF THOSE FACING THE DEATH PENALTY

A. The Economic and Social Council of the United Nations

The Economic and Social Council of the United Nations in its resolution No. 50/1984 fixed 25 May 1984 has adopted many of the safeguards guaranteeing protection of the rights of individuals facing the death penalty, and this confirms diligence and care accorded by the United Nations of the right to life as an inherent right, and has taken into account the decision of many categories, groups and individuals that may face the occurrence of the death penalty against them.

1. In countries which have not abolished the death penalty, capital punishment may be imposed only for the most serious crimes, it being understood that their scope should not go beyond intentional crimes with lethal or other extremely grave consequences.
2. Capital punishment may be imposed only for a crime for which the death penalty is prescribed by law at the time of its commission, it being understood that if, subsequent to the commission of the crime, provision is made by law for the imposition of a lighter penalty, the offender shall benefit thereby.
3. Persons below 18 years of age at the time of the commission of the crime shall not be sentenced to death, nor shall the death sentence be carried out on pregnant women, or on new mothers, or on persons who have become insane.
4. Capital punishment may be imposed only when the guilt of the person charged is based upon clear and convincing evidence leaving no room for an alternative explanation of the facts.
5. Capital punishment may only be carried out pursuant to a final judgment rendered by a competent court after legal process which gives all possible safeguards to ensure a fair trial, at least equal to those contained in article 14 of the International Covenant on Civil and Political Rights, including the right of anyone suspected of or charged with a crime for which capital punishment may be imposed to adequate legal assistance at all stages of the proceedings.
6. Anyone sentenced to death shall have the right to appeal to a court of higher jurisdiction, and steps should be taken to ensure that such appeals shall become mandatory.
7. Anyone sentenced to death shall have the right to seek pardon, or commutation of sentence; pardon or commutation of sentence may be granted in all cases of capital punishment.
8. Capital punishment shall not be carried out pending any appeal or other recourse procedure or other proceeding relating to pardon or commutation of the sentence.
9. Where capital punishment occurs, it shall be carried out so as to inflict the minimum possible suffering.

B. The International Covenant on Civil and Political Rights

Also The International Covenant on Civil and Political Rights confirmed Almost the same standards in Article 6 so that:

1. Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.
2. In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes in accordance with the law in force at the time of the commission of the crime and not contrary to the provisions of the present Covenant and to the Convention on the Prevention and Punishment of the Crime of Genocide. This penalty can only be carried out pursuant to a final judgment rendered by a competent court.
3. When deprivation of life constitutes the crime of genocide, it is understood that nothing in this article shall authorize any State Party to the present Covenant to derogate in any way from any obligation assumed under the provisions of the Convention on the Prevention and Punishment of the Crime of Genocide.
4. Anyone sentenced to death shall have the right to seek pardon or commutation of the sentence. Amnesty, pardon or commutation of the sentence of death may be granted in all cases.
5. Sentence of death shall not be imposed for crimes committed by persons below eighteen years of age and shall not be carried out on pregnant women.

Nothing in this article shall be invoked to delay or to prevent the abolition of capital punishment by any State Party to the present Covenant. Article 7 states that no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

See the general comment of the human rights committee on Article 6 of the Covenant, mainly paragraphs 6 and 7 which state that: "While it follows from article 6 (2) to (6) that States parties are not obliged to abolish the death penalty totally they are obliged to limit its use and, in particular, to abolish it for other than the "most serious crimes". Accordingly, they ought to consider reviewing their criminal laws in this light and, in any event, are obliged to restrict the application of the death penalty to the "most serious crimes". The article also refers generally to abolition in terms which strongly suggest (paras. 2 (2) and (6)) that abolition is desirable. The Committee concludes that all measures of abolition should be considered as progress in the enjoyment of the right to life within the meaning of article 40, and should as such be reported to the Committee. The Committee notes that a number of States have already abolished the death penalty or suspended its application. Nevertheless, States' reports show that progress made towards abolishing or limiting the application of the death penalty is quite inadequate. "The Committee is of the opinion that the expression "most serious crimes" must be read restrictively to mean that the death penalty should be a quite exceptional measure. It also follows from the express terms of article 6 that it can only be imposed in accordance with the law in force at the time of the commission of the crime and not contrary to the Covenant. The procedural guarantees therein prescribed must be observed, including the right to a fair hearing by an independent tribunal, the presumption of innocence, the minimum guarantees for the defense, and the right to review by a higher tribunal. These rights are applicable in addition to the particular right to seek pardon or commutation of the sentence.

C. The most important guarantees of the death penalty, and to what extent they are applied in some countries

As we saw in the Economic and Social Council of the United Nations, and The International Covenant on Civil and Political Rights, there are three standards to protect the person convict to death:

Objective standard

The capital punishment may be imposed only for the most serious crimes in the Report of the Secretary-General defined as intentional crimes with lethal or other extremely grave consequence. The application of this safeguard in recent years has focused on the use of the death penalty for crimes that are not intentional and that do not have lethal or other extremely grave consequences. In particular, imposing the death penalty for drug-related offences is in violation of article 6, paragraph 2, and the safeguards guaranteeing protection of the rights of those facing the death penalty. Harm Reduction International reported that there are currently 32 States or territories that prescribe the death penalty for drug-related offences.

This penalty can only be carried out pursuant to a final judgment rendered by a competent court. In this statement we can mention two points, the first is national court, not international court like International criminal court, even if its jurisdiction is about the most serious crimes, such as war crimes.

The second is that we can find most countries, such as China, Morocco, and Egypt, which have not abolished the death penalty use it in special crimes with strict limits.

China maintains capital punishment with certain restrictions on its use among 57 countries actively practicing it and 21 carrying out executions. China not only maintains the death penalty as chief executioner but also takes the responsibility of markedly reducing the number of executions in the world, e.g. precipitously from 12,000 executed prisoners to a quarter of them in one decade. This brighter trend results from the implementation of new policies, of which the death penalty policy is 'to kill less and cautiously', namely, 'those who do not have to be killed should not be sentenced to death', and the criminal policy is 'balancing leniency and severity'. The Chinese policies seem to essentially adopt strict limits on the use of the death penalty.

The same as in Egypt, the second paragraph in Article 381 of the Criminal Procedure Code stipulates that "the criminal court may issue a death sentence only by unanimous consent of its members and should take the view of the Mufti of the Republic before the issuance of the sentence." Accordingly, the legislator stipulated the unanimity when sentencing to death as a procedure and a prerequisite condition for the validity of the sentence, unlike the general rule in other sentences - but that was for the magnitude of the punishment in the death penalty, and in order to surround it by procedural guarantees to be very sure that the sentence is applied in cases in conformity with the law."

The aforementioned provision and the reported explanatory note to the law show that if the legislator requires the consensus on death penalty judgment as a regulatory procedure to render and a prerequisite for validity - an exception from the general rule in terms of rendering the judgment by majority –that is recognition of the gravity of the death penalty. The Legislator has surrounded the death penalty with procedural guarantees to ensure the rendering of death penalty in restricted cases which is certainly in conformity with the law.

The Court of Cassation also ruled that "Whereas Article 381 of the Procedures Code require the criminal court to take the opinion of the Mufti before the judgment to death, but there is no provision in the law requires the court to show Mufti opinion or to disproof it"

The Court of Cassation has pointed out the reason of requesting the legislator the Mufti's opinion before the death sentence saying: "the legislator intended that the judge should be

aware whether the rules of Islamic law allow the execution in this case or not, and not for knowing the Mufti's opinion in adapting act ascribed to the offender and give him the legal description.

Personal standard

Persons below 18 years of age at the time of the commission of the crime shall not be sentenced to death, that's stipulated in International Human Rights Treaties and Convention on the Rights of the Child (article 37(a)), African Charter on the Rights and Welfare of the Child (article 17), and the American Convention on Human Rights (article 4(5)).   For that the prohibition of the imposition of the death penalty on persons below eighteen years, has become at present time part of customary international law, and therefore creates an international obligation upon every state regarding the necessity to be taken into account in its laws, even if this state is not a party to the conventions on human rights .

This view is supported in the practical application of the Inter-American Commission on Human Rights in its resolution issued in communication No. 9647 on 27.04.1987, as the Commission recorded a violation of this restriction on the USA, after the courts of the states issued death sentence for two persons committed a crime and they were less than eighteen years. The commission based on articles 1 and 2 of the American Declaration of Human Rights, because the USA did not sign the American Convention on Human rights.

But indeed until now there are so many violations in some countries, such as Saudi Arabia, Iraq, Iran, and China.

The Economic and Social Council of the United Nations continues by stating that: "nor shall the death sentence be carried out on pregnant women, or on new mothers". In this case we need to be sure that we judge two persons; the mother and her child, either her or her born or not.

Here we must mention the first case in the world, it was in the period of Prophet Muhammad, after the women asked the Prophet to execute Stoning because she was caught in adultery and she was a chaste women. The Prophet delayed the sentence until two years after her baby was born.

States that prohibit the execution of pregnant women fall into categories: those which delay execution until after the woman has given birth, such as Morocco, Egypt, Bahrain, Thailand and the Central African Republic, and those which commute the death sentence into a term of imprisonment for life or less, such as Burkina Faso, Chad, Iran, Japan, Lebanon and South Korea

Other 23 countries which prohibit the execution of pregnant women were unable to determine whether delay or commutation was the law and/or practice. These countries include China, Cuba, Equatorial Guinea, Indonesia, Jamaica, Jordan, Mongolia, North Korea, Sierra Leone, South Sudan, Sudan, Suriname, Tanzania, the United States, Vietnam, and Zimbabwe.

Finally, 6 countries (Bangladesh, Eritrea, Ethiopia, Iraq, Myanmar, and Pakistan) have adopted an intermediate position where courts are empowered to exercise discretion in deciding whether to commute a pregnant woman's death sentence to life imprisonment after her delivery.

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For persons who have become insane, in accordance with Economic and Social Council resolution 1984/64, paragraph 1 (d), states should eliminate the death penalty "for persons suffering from mental retardation or extremely limited mental competence, whether at the stage of sentence or execution". This was reiterated by the Commission on Human Rights through resolution 2005/59.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

Formal standard

The death penalty may be carried out only pursuant to a final judgment rendered by a competent court after a process which gives all possible fair trial safeguards. The United Nations High Commissioner for Human Rights has expressed concerns with regard to the lack of a fair trial in death penalty cases in a number of States. For instance, in January 2012, the High Commissioner expressed her concerns at reports that 34 individuals, including two women, were executed in Iraq on 19 January following their conviction for various crimes. She expressed particular concern regarding "the lack of transparency in court proceedings, major concerns about due process and fairness of trials, and the very wide range of offences for which the death penalty can be imposed in Iraq"

Must make sure that the person and the evidence before the verdict, and this sentencing is the doomed decision determines the fate either to be with the neighborhoods or from the dead, for all of this imposing legislator must make sure that the evidence are true, leaving no room for an alternative explanation of the facts, and give the person the right to appeal to the Court of higher jurisdiction to reconsider the case. The Economic and Social Council of the United Nations stipulated that this step should be taken to ensure that such appeals shall become mandatory. In my opinion, I suggest to add some special court of serious crimes with Jurors in the law and familiar enough with the knowledge of criminality and law.

The international human rights treaties state that a person sentenced to death shall have the right to seek pardon or commutation of sentence. Amnesty International recorded pardons or commutations of death sentences in 33 States. This practice could be seen as a sign that a growing number of States accept that in some cases death sentences or executions are inappropriate for the crimes allegedly committed, or the legal process that led to the conviction is not consistent with international standards, and that, by avoiding executions, they wish to undertake steps to protect the right to life in line with national law and their obligations under international law.

Pardon or commutation of sentence may be granted in all cases of the death penalty, pardon of discharges the individual designated from all or some special penal consequence of his crime. It may be full or partial, absolute or conditional.

This function is performed by the highest authority in the country. For example, in Morocco , it is performed by the king of the country in all religious and national holidays, and for the benefit of all the people, regardless of the punishment, either imprisonment or capital punishment, provided that they had easing circumstances during the occurrence of the crime. On the 50th anniversary of Morocco's independence, he commuted 25 death sentences. In 2008, at his daughter's birth, he commuted 14 death sentences. In July 2009, on the tenth anniversary of his coronation, he commuted 32 death sentences.

But in Egypt the article no. 470 of Criminal Procedures Code states that "when the judgment is being final, the lawsuit papers shall be immediately presented to The President of the Republic by the Minister of Justice ". According to the same article, second paragraph, the death penalty shall be executed within 14 days unless an order of amnesty or commutation has been issued. The wisdom behind that procedure is to give the person sentenced to death a last chance since the penalty is grave and to give the President of the Republic the opportunity to use his right of amnesty or of commutating the sentence.

The sentenced shall be placed in prison based upon an order issued by public prosecutor on a form prescribed by Minister of Justice (article no. 471 CCP). If religion of the sentenced imposes upon him the recognition or other religious rituals before death, necessary facilities shall take place to enable a clergy to meet him. Sentenced relatives shall meet him on the day of the execution of the judgment upon a condition of being the meeting away from the place of execution (Article 472 CCP).

CHAPTER 3: DEATH PENALTY IN THE MOROCCAN LAW
A. The Moroccan legislator deals with the issue
In its penal law, the Moroccan legislator deems the death penalty as principal. Moreover, it places it atop all sanctions. Despite this classification, and unless there is a contrary legal text, the Moroccan legislator gives the tribunal the jurisdiction over making the accused enjoy mitigating circumstances and applying life sentence or twenty to thirty years in prison, in the case whereby the death penalty is proved severe compared to the acts perpetrated by the accused or to the degree of his/her criminality.

The Moroccan legislator provides also for legal alternatives that help the tribunal to replace or commute the death penalty, as the case may be. The death penalty may be commuted to a sentence of 10 years to 15 years in prison in the cases of crimes perpetrated by juvenile offenders.

In parallel, in order to enhance some procedural safeguards concomitant of death penalty sentence, investigation is made compulsory in crimes where this penalty is applied.

B. Criminal acts punished by the death penalty
–   The attack on the King , according to Article 163
–   The attack on the life of the Crown Prince, according to Article 165
–   The attack on the life of a royal family members, according to Article 167
–   Be punished for a crime of treason, every Moroccan committed, in time of peace or war, one of the acts set forth in Article 181
–   Be punished for a crime of treason, every Moroccan committed in time of war, one of the acts set forth in Article 182.
–   Felony espionage, every foreigner committed one of the acts described in article 181, paragraph 2, 3, 4 and 5 and article 282.
–   The felony touches the safety of a foreign state: every Moroccan or foreigner who damaged the unity of the Moroccan territory, at the time of war, according to Article 190.
–   The crimes affecting the integrity of the internal state, who has committed an assault designed to either provoke a civil war by arming a group of people or push them into

armament against another team, or sabotage and killings and looting the area or more, according to Article 201

– Crimes affecting the integrity of the internal state, according to Article 202, 203
– Crimes committed by employees against public order, according to Article 235
– Some terrorist acts, if resulted to the death of one or more persons.
– Insulting a public official, and assault him, according to Article 267
– Crimes against persons, according to Articles: 392, 393, 396, 398, 399, 410,438.
– Crimes of Vandalism and Destruction: Articles 580, 581, 583, 586 and 587 if the result is death one person or more. And Articles 590 and 591.

Finally, there is a set of crimes stipulated by the military justice law for military crimes.

C. Implementation of the death penalty in the Moroccan law
The King Mohammed VI has not signed an execution decree since he took the throne on 23 July 1999. Since then, many people on death row had their sentences commuted to life imprisonment, a further sign towards the abolition of capital punishment in the country.

On 22 May 2012, Morocco was reviewed under the Universal Periodic Review of the UN Human Rights Council. The Government reiterated that no capital punishment had been carried out since 1993, adding that there was also a draft law which aimed at reducing the number of crimes punished with death. Morocco rejected recommendations to introduce a de jure moratorium on the executions as rapidly as possible, to commute all death sentences to prison sentences and abolish, once and for all, the death penalty. However, it accepted recommendations to continue the implementation of a de facto moratorium on executions and make efforts to achieve the total abolishment of capital punishment.

On 20 December 2012, Morocco abstained from the Resolution on a Moratorium on the use of the Death Penalty at the UN General Assembly.

According to government information, 10 death sentences were imposed in Morocco in 2013, reported Amnesty International.

As of 31 March 2014, there were 117 people on death row, reported Penal Reform International (PRI).

The Moroccan legislator dedicated special provisions to the execution of the death penalty. These provisions are found in the Penal Procedure Law and the implementing decree of the law regulating the penitentiary institutions. Generally, we can classify them into two phases:

1. Pre-execution phase
Given the seriousness of the death penalty, the public prosecutor is obliged, by law, to inform the minister of justice, in his capacity as the one who is responsible for the penal policy, of any ruling on the death penalty once rendered, because it is about a group of convicts who are subject to special rules specified by the implementing decree of the law regulating the penitentiary institutions. The prisoners under the death penalty can be transferred immediately after pronouncing the ruling to other prisons where there is a wing for this group of prisoners. Also, they are subject to solitary confinement as far as possible. They shall be given special attention making it possible to explore their personality, follow up their psychological status and maintain their equilibrium to avoid any attempt of prison break, suicide or offence against a third party. Prisoners under the death penalty are allowed to do

some works after consultation of a doctor and a social assistant. Also, they are allowed to receive their relatives and contact their lawyers freely in a hall meant for this purpose.

The Public Prosecutions must be predisposed automatically for pardon without means to seek public prosecutor to accept the request for amnesty, because the goal of the application is to display the punishment for the Amnesty Commission to take the decision of the King of the country, even if not requested by the convict or his family.

The King receives an advisory opinion prepared by the clemency committee (commission des grâces).   The clemency committee is composed of the Minister of Justice, the head of the royal office, the Chief Justice of the Supreme Court, the chief prosecutor, the director for criminal matters and clemency, and the director of prisons.

The law stipulates that Calls on the public prosecutor and the convict lawyer to the filing of the Memorial to strengthen the application of the amnesty. The sentence cannot be executed until after refusing to seek pardon, and the answer can be reported to the lawyer of the convict only. In my opinion this is good point in our legislative; it respects the feeling of the convict.

Pursuant to the Constitution and to the Penal Code, the prerogative of clemency is exercised by the King.

2. Post-execution phase

The Moroccan legislator makes the execution dependant on the decision of rejecting the pardon request. For women who are proved pregnant, the execution should be after 40 days of childbirth. The death penalty shall be executed by bullets secretly in accordance with Chapter 19 of the Moroccan Penal Code, and upon a decision by the minister of justice through the military authority in the penitentiary institution where the convict is under arrest, unless it is decided the other way. The minister of justice may make the execution public or take place in another place.

The execution must be in the presence of the following persons statement:
1. President of the sentencing court, or a judge appointed by the first President of the Court of Appeal;
2. A member of the public prosecutor appointed by the President of the Court of Appeals prosecutor;
3. One of investigating judges or a judge of the Court of the place of execution;
4. Court clerks from Court of the place of execution;
5. Lawyer sentenced;
6. The prison manager, which is allocated for the implementation, or Prison manager where the detainee was convicted
7. The national security man mandated by the public prosecutor;
8. Prison doctor, or a doctor appointed by the Public Prosecutor's Office;
9. Imam of the Mosque;

The death penalty shall be executed according to special legal formalities, ended with drafting the minutes, a copy of which shall be hung for 24 hours on the gate of the penitentiary institution where the execution takes place or on the gate of the municipality, if the death penalty takes place outside the prison, and which is often a shooting range. Attaches on the door of the prison, which was implemented the death sentence, record shall writes obligatory

and immediately from clerk about the execution of death penalty, and the record shall be signed by the President of the Criminal Chamber or on behalf of, and also the presence of representative of the public prosecutor and the clerk, the record shall not be Attached to more than twenty-four hours .

The law also prevents the publication of any document or any data relating to the implementation of the death penalty, according to Chapter 652 of the Code of Criminal Procedure.

According to Moroccan Penal Code, after the execution sentence, his or her family can receive corpse of the convict if requested, to arrange funeral themselves in a non-public place.

CONCLUSION

The abolition of the death penalty has evolved remarkably. A group of countries have abolished it, and even the ones which have not abolished it have imposed it only for the most serious crimes or its sentences but without execution. That means it is a rigid provision, as we saw it in Moroccan Law.

This paper discussed Safeguards guaranteeing protection of the rights of those facing the death penalty, unfortunately we saw that a group of countries signed the conventions but they didn't respect them. Some of violated articles are:"shall not be the death sentence for persons below 18 years of age at the time of the commission of the crime, or Capital punishment may be imposed only when the guilt of the person charged is based upon clear evidence.

In my opinion the death penalty is necessary to ensure security in the society, especially when there is an increase in the number of crimes. But more attention must be paid to safeguards guaranteeing protection of the rights of those facing the death penalty, and preventing death sentence to innocent people.

We can also build special court for most serious crimes with competent judges and familiar with a good knowledge of the criminology. Additionally, we can bring some psychology doctors to follow the convict and find out the reason for committing these types of crimes.

The reason behind the death penalty is community deterrence, without forgetting that the role of community is to know the reason behind committing the crimes, and that these crimes must be addressed legally and socially. Finally, I think the right to appeal to a court of higher jurisdiction one time is not enough, it needs to be at least twice in different categories of courts plus the right to pardon or commutation of sentence, to avoid the risk of error.

Management of Funds and Economic Security in Universities in Cross River State

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Abstract
Recently, there have been reports on mismanagement and misappropriation of finances in universities. This study therefore, aimed at determining the relationship between management of funds and economic security in universities in Cross River State. The management of funds was examined in relation to internal audit system and budgetary control. Survey research design was adopted while the population of the study consisted of ninety (90) department heads from University of Calabar and Cross River State University of Technology (CRUTECH). Purposeful sampling technique was used and the sample size consisted of ninety departmental heads from the two universities. Questionnaire titled management of funds and economic security (MOFAESQ) was used. The reliability estimate was carried out using Cronbach reliability estimate ('r' -0.67 and 'r' – 0.74) Pearson Product moment correlation statistics was used for data analysis. The result of the findings revealed that there is a positive correlation between internal audit system, Budgeting control and economic security. It was therefore recommended that university management should ensure and establish an effective budgetary control system in order to control university expenditures. Moreso, university management should develop more strategies that will harness fully the various funds within the university.

Key words: Management, Funds, Economic Security, Management of Funds, Management of Funds in Universities

INTRODUCTION AND BACKGROUND

The nation's economy is always at the receiving end of the continued specter of insecurity in that country. Economic security is the condition of having a stable income or other resources to support a standard of living now and in the foreseeable future. It comprises basic social security, defined by access to the basic needs pertaining to health, education, information and social protection, as well as work-related security.

Economic development involves increasing the production capacity of the country and the material wellbeing of the people. It should reflect positively on the nation's infrastructure, educational and health facilities and above all security. According to Atiku (2011), universities should see themselves as partners in economic development and the process of nation-building. For instance universities should organize teaching and research in a manner that tries

to consciously meet the development needs of the country. It should also use its enrollment procedures and intellectual and cultural environment to consciously promote the goals of nation -building.

Fund management is the subset of management skill that focuses on generating financial information that can be used to improve decision making. For profit organizations, an underlying goal of those decisions is to maximize the wealth of the owners of the organization while in public service organizations like the specialized federal universities, the decisions are oriented towards achieving the various goals of the organization while maintaining a s satisfactory financial situation.

According to Aknisulere (2005) fund management connotes responsibility for obtaining and effectively utilizing the funds necessary for the efficient operation of an enterprise. It therefore covers all areas involved in ensuring that financial resources are obtained and used in the most effective way to guarantee attainment of the objectives organization.

Management of funds from the government and other sources is a very important function in any organization. No matter how adequate or inadequate funds made available to specialized universities are, such funds will be of little value if they are spent on wasteful and unproductive ventures by its management. Prudent management of funds is to ensure orderliness and control in its allocation and application (Abdu-Hamid 2005).

According to Abdul-Hamid (2005), to ensure fiscal stability and prudent fund management, the regulation and control of university funds must be placed in the hands of the highest authority that is, governing council.

Effective management entails understanding of what the critical functions of the institution are in the context of goals, capacity for determining the critical resources and resource levels required for the effective discharge of these functions, the capacity for deploying resources in a creative way to eliminate misapplication and wastage etc.

Adefia (2005) identifies poor funding as one of the major problems of fund management as it often forces universities to alter their programs without due regard to budget submissions. Accordingly this can lead to loss of confidence in budgeting, as faculties/departments wait for their allocations based on funds at the disposals of the university. Part of the effect of this will be the abandonment of in-depth planning and control, with the claim that they would not be considered for anything. The role of Internal Auditing is to determine whether the procedures and controls that management operates are being complied with and their adequacy. Etcher (2009) posits that Internal auditing is a dynamic profession involved in helping organizations achieve their objectives. It is also concerned with evaluating and improving the effectiveness of risk management, control and governance processes in an organization.

According to Mgbekem (2004) strategies for the effective management of funds include making use of competent, experienced and reliable leadership, efficient internal and external audit system, establishment of sound and reliable accounting systems, budgeting and budgeting control and computerization of the system. This study will adopt two strategies as variables for effective management of funds in Nigerian universities (a) Internal audit system and (b) budgetary control. The internal audit system, according to Mgbekem (2004) engages in pre auditing and post auditing. Pre auditing ensures that all purchases are vital and the price on items represent true market value. Post expenditure auditing is directed at ensuring that items

for which money has been disbursed have been paid by the accounting officer. Ambrose. (2004) observed that, the internal audit unit in federal universities undertakes continuous examination of the work of the bursary to ensure that proper records are maintained in accordance with the prescribed procedures. It also carries out a prepayment audit of all payment transactions and occasionally undertakes special investigation.

Budget control is also another strategy for management of funds in universities. Mgbekem (2004) maintains that a budget safeguards careless expenditure because it captures only items which require expenditure. It monitors expenditure activities to detect deviation from a planned programme. Johnson (1992) also stated that a budget serves as a means of achieving the objectives of an organization. The objectives of a well performing budget involve resource allocation, control of aggregate spending and deficit, facilitating strategic projection of expenditure across policies and programs. Ultimately, it encourages better use of budgeted resources to achieve outcomes and produce outputs at the lowest possible cost.

Odubu (1997) in his own view stated that budgetary control involves comparing the actual operation with the budget to determine if the plans are being carried out and if not to ascertain the reasons for deviations so that corrective measures can be undertaken. Some of the corrective measures include coordinating the various departments of the organization and establishing responsibilities, comparing actual performance with that budgeted and acting upon these results to achieve maximum profitability. It helps to control expenditure because of its monitoring nature.

The productive efficiency of a government establishment that deals purely on teaching and research work may be difficult to measure annually unlike a profit making and business organization. The budgetary control system helps to measure performance by comparing actual result with budget. With proper planning and the necessary controls, funds will be judiciously utilized and university management can achieve their goals. It is against this background that this study aimed at determining the relationship between effective management of funds and economic security in universities in Cross River State.

Statement of The problem
The state of tertiary institutions in Nigeria can be described as that of criseauy sustained by the persistent disequilibrium between supply of and demand for educational services. Universities engage in teaching, research and development which have been identified as indispensable for national economic development. However, complaints from the management of specialized universities show that funds to these universities are inadequate (Idachaba 1988).

The government on its part has frowned at the poor management of funds in universities and has therefore called on specialized federal universities to justify the huge government investment on them (Obasanjo 2004). Could the challenge of physical facilities, graduate output and research output be responsible for the poor management of available funds in the university? Therefore, this study investigated the extent to which effective management of funds relate to economic security in universities in Cross River State?

Purpose of the study
The purpose of the study is to determine whether effective management of funds relate to economic securities in Universities in Cross River State.

Specifically, the study aimed at determining
1. To what extent does efficient internal audit system relate to economic security
2. To what extent does budgetary control relate to economic security in universities.

Hypotheses

The following hypothesis were stated to direct this study

H01: There is no significant relationship between efficient internal audit system and economic security in universities in Cross River State, Nigeria.

H02: There is no significant relationship between efficient budgetary control and economic security in universities in Cross River State

METHODOLOGY

This study adopted a survey design and was carried out in the two Universities in Cross River State (University of Calabar and Cross River State University of Technology (CRUTECH). Purposive sampling technique was adopted to select the sample population from a total population of Ninety Departmental Heads in the two institutions A questionnaire instrument titled 'Management of Funds and Economic Security in Universities' (EMFAECSQ) was designed by the researcher for the study. The questionnaire titled management of funds (MOFAESQ) consisted of two parts A and B. Part A elicited demographic information about each head of department such as sex, years of experience, marital status etc. Part B requested information about internal audit system, budgetary control and economic security. Eighteen (18) items statement were used.

The content validity of the instruments was determined by experts in tests and measurement who matched each item of the instruments with the variable used in order to determine whether or not the instruments actually measured what they were supposed to measure. In conducting the reliability of the study Cronbach alpha reliability estimate was used. The reliability sowed 'r' = 0.67 and 0.74.

The questionnaire was administered to heads of the department in the university of Calabar and Cross River University of Technology (CRUTECH). Pearson product moment correlation statistics was used for data analysis. The result is presented below:

RESULT AND FINDINGS

Hypothesis 1

There is no significant relationship between internal audit system and economic security in University in Cross Rive State, Nigeria

Table 1: Pearson Product Moment Correlation Analysis on the relationship between efficient internal and audit system and economic security in Universities.

Variables	N	$\overline{X}$	SD	df	Crit.r	Cal. r
Efficient internal and audit system	90	14.48	2.73			
				88	0.205	0.53
Economic security		14.75	2.36			

R (90) = 0.53, p< 0.05.

The result of this table revealed that there is a significant relationship between efficient internal audit system and economic security in Universities.

Hypothesis 2
There is no significant relationship between efficient budgetary control and economic security in Universities in Cross River State, Nigeria.

Table 2: Pearson Product Moment Correlation Analysis on the relationships between efficient budgetary control and economic security in Universities.

Variables	N	X	SD	df	Crit.r	Cal. r
Efficient budgetary control	90	15.21	3.04			
				88	0.205	0.71
Economic security		14.75	2.36			

R (90) = 0.71, p< 0.05

The result in table 2 reveals that there is a significant relationship between efficient budgetary control and economic security in Universities. R (90) = 0.71, p< 0.05.

DISCUSSION OF RESULTS

The result of this study revealed that there is a significant relationship between an efficient internal audit system and economic security in Universities. The result revealed a positive correlation of r (90) = 0.53. the null hypothesis was rejected while the alternate hypothesis was retained. The result of this finding is in line with the findings of Mgbekem (2004), Kolade and Peter (1984) who posited that internal audit is an independent appraisal activity within the organization for the critical review of its accounting, financial and other operations as a basis for service to management. Accordingly, they added that it is a management control mechanism which functions by measuring and evaluating the effectiveness of other controls.

Ambrose (2004) maintained that the internal audit is to ensure that income is raised in accordance with relevant statutes, expenditure is legal under the relevant statutes and that it has been authorized by the appropriate committee.. He further observed that the internal audit unit in Federal Universities undertakes continuous examination of the work of the bursary to ensure that proper records are maintained in accordance with the prescribed procedures.

The result of hypothesis two revealed that there is a significant relationship between effective budgetary control and economic security. The result revealed a significant positive relationship of r (90) = 0.71, p < -.05. This finding corroborates the views of Mgbekem (2004) who stated that a budget safeguards careless expenditure because it shows items which require expenditure. It monitors expenditure activities to detect deviation from a planned programme. Odubu (1997) in consonance with the result of this study stated that budgetary control involves the actual operation with the budget to determine if the plans are being carried out and if not to ascertain the reasons for deviations so that corrective measures can be taken by the management. The budgetary control system should cover the preparation of the budget, coordinating the various departments of the organization and establishing responsibilities, comparing actual performance with that budgeted and acting upon these results to achieve maximum profitability. It also helps to control expenditure because of its monitoring nature.

CONCLUSION
Based on the findings of this research, the study concludes that effective management of funds using efficient internal audit system and efficient budgetary control have strong positive and direct effects on the economic security of any organization.

RECOMMENDATIONS

The following recommendations are made arising from this study.

1. University management should develop more strategies that will harness fully the various funds within the University.
2. University management should ensure and establish an effective budgetary control system in order to control University expenditure.
3. Government should increase University funds in order to help management achieve the objectives of tertiary institutions.
4. University management should ensure strict monitoring and application of internally generated revenue to enhance development of the school.

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Code Mixing On Facebook Among Malaysian Tesl Students

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Abstract
Facebook which is one of the popular social networking sites has become a medium of communication and interaction for its users. This site popularity has aroused the researcher's interest to choose it as a ground for this study. It has been identified that there is less study has been conducted particularly on the internet-based written texts Malaysia (Azirah, Norizah& Philip, 2012). The findings of this study have been believed would contribute and add to the literature in terms of code-mixing and education context since the participants were from TESL community. Data analysis would be based on the observation, Facebook status and wall interaction and lastly online open-ended questionnaire. The obtained data was analysed using the observation checklist, a tally sheet, as well as adapted and integrated frameworks by Ratna (2007) and Hoffman (1991) and also by Saville-Troike (2003) and Holmes (2001) for the reasons of code-mixing. Findings discovered that phrase insertion was the most frequent inserted level of code-mixing in Facebook while showing solidarity was the main reason of code-mixing in Facebook. This study which mainly focus on the participants' way of communication in Facebook would be another root for other researchers to extend this kind of study henceforth focuses on other vital components of code-mixing that may persist when someone code-mixing in Facebook.

Keywords: code-mixing, Facebook, social networking.

INTRODUCTION
English which has become the most important foreign language in many parts of the world has been widely used too in other vital areas such as medical, dental, legal, business and communication (Norhana, 2008). In terms of communication, someone is not restricted to use this language only at home and school but also can use it to communicate and socialize with one another (Wong &Thambyrajah, 1991).

Research Problem
Due to the existence of the two languages and there is an identification in having a good command in those languages; Malaysians are classified as a part of bilinguals (Spolsky, 1998). The ability to communicate in both languages likely gives Malaysians an option to communicate in any language that they are comfortable with. Hence, it is not surprising to hear a family converse in a different language when they are communicating with peers or

colleagues (Karchner-Ober, 2012). Hence, a speaker may code-mix the speaking language specifically the first language with the second language in a daily communication.

Code-mix is believed not only exist in conversation but also may occur in written form likewise in Facebook: this famous social networking site is one of the communication tools for the educators and the students (Madge, Meek, Wellens, & Hooley, 2009). Specifically, pertaining to this study focus, Facebook can be a platform for the teachers and tutors to communicate and interact with each other as well as with the other Facebook users. They may also code-mix in Facebook since there are seventy languages which are available and can be used in such site (Saleem, Yi-hsuan&Kanni, 2014). Additionally, the type of communication in Facebook which was seen fun and not serious (Lewis &West,2009) is like allowing the participants to code-mix in Facebook.

Research Questions
This study is designed to answer the following research questions:
1. What is the level of code-mix used by TESL graduates in Facebook?
2. Which level of code-mix is frequently used by TESL graduates?
3. Why do TESL graduates code-mix in Facebook?

Review of the literature
Norhana (2008) identified bilingualism as a speaker's ability to be competent either in a second language or other languages instead of the mother tongue. Harding-Esch and Riley (2003) regard a bilingual as someone who speaks two languages perfectly. On the other hand, Siguan and Mackey (2009) refer bilingualism as those who simultaneous alter two mastered languages. Extending this view, it can be said that bilinguals are at least proficient in two languages. These bilinguals are believed would be able to use any of the mastered language equally in any situations. It also can be simplified that bilinguals have a balance in two language systems.

The presence of three main ethnic groups in Malaysia known as Malays, Chinese and Indians (Gaudart, 2003) cause the existence and exposure to various languages. Pertaining to the plurality of community in this country, Malaysians are believed know more than one language (Kamila, 2010).Hence, Malaysians can be considered as bilinguals since most of them comprehend two languages; mother tongue language and English language. According to Dias (2011), since bilinguals are free to use any of the competent languages, there will be a state which will lead bilinguals to code-mix during interactions. Even though bilinguals are free to converse in any languages, they should be able to distinguish what type of language is appropriate to be used either in a formal or informal situation.

Grosjean (2001) views code-switching as a complete shift to another language in terms of word, phrase or sentence. This scholar thinks that bilinguals use a base language and activate other competent language from time to time to code-switch. In other words, bilinguals are seen would be able to switch from the first language into another language particularly the second most competent language.

From a general scope, Kachru and Nelson (2006) besides Bonvillian (1993) examine both code-mixing and code-switching as common strategies for communication. Low and Dan (2006) find code-mix is likely been used in a bilingual society. Adding further support, Woon (2007) states it is common for a particular society to code-mix when two or more languages exist.

The adapted and integrated frameworks on the level of code-mix by Ratna (2007) and Hoffman (1991) will be used in order to justify which level of code-mix is regularly being used by the selected participants when they are posting their Facebook status and interacting on the Facebook wall. Saville-Troike's (2003) and Holmes's (2001) frameworks also will be integrated as a reference to identify the possible reasons for code-mixing in Facebook.

METHODOLOGY

This study will be qualitative in nature. To be specific, this study can be classified as a case study. It attempts to indicate the level of code-mix. The researcher at first will identify seven levels of code-mix namely word insertion, phrase insertion, clause insertion, sentence insertion, idiom or expression insertion, hybrid insertion, reduplication insertion and lastly change in pronunciation. Besides, there also will be identification on the most used code-mix level in Facebook. This study will also give a descriptive analysis on the reasons for code-mixing in Facebook.

The study design was chosen because it can give in-depth understanding on certain phenomena (Merriam, 2009). In terms of sample selection, the researcher has a power to choose the sample of this study. It would be purposely and intentionally chosen participants. All Malay teachers and tutors who comprehend both Malay and English languages will be chosen. This kind of sampling is in line with this case study and the researcher's intention which is to gain in-depth understanding of a particular situation (Merriam, 2009).

The participants who have undergone the TESL (Teaching English as a Second Language) program and have graduated from a private university will be selected. At present, these participants are holding posts as teachers and tutors. Both male and female participants will be chosen after identification on code-mix in Facebook particularly on the posted status and wall interaction. The following instruments will be utilized in data collection:

1. Observation checklist
2. Tally sheet (level of code-mix)
3. Open-ended Online Questionnaire

DATA ANALYSIS

Data collection in this study is would be varied, thus in-depth understanding on code-mix phenomenon could be gained. Data will be gathered through observations, pictures (Facebook status and wall interaction) and online questionnaires. Since there were factual data (Facebook status and wall interaction) together with observations and questionnaires, a triangulation of multiple methods will exist. This method thus may provide a descriptive analysis and insights into this study.

The adapted and integrated frameworks on the level of code-mix by Ratna (2007) and Hoffman (1991) will be used in order to justify which level of code-mix is regularly being used by the selected participants when they are posting their Facebook status and interacting on the Facebook wall. Saville-Troike's (2003) and Holmes's (2001) frameworks also will be integrated as a reference to identify the possible reasons for code-mixing in Facebook.

FINDINGS

Based on the findings, it was found that participants code-mix at different levels. In reference to this matter, there were participants who code-mix at the same two levels of code-mix. In this

study, the highest usage level of code-mix was phrase insertion. This might be because writing a phrase in English is still understandable for the readers although it only comprises of two words. There were few similar phrases identified in the posted Facebook statuses. The phrases are 'Thank you, Congrats to…, Happy for you and Happy birthday'. In contrast with this code-mix level, idiom or expression insertion was the least used code-mix level by the participants. Perhaps, this might be due to the inexistence of the same type of idiom (which brings the similar meaning) in Malay language.

Analysis on Level of Code-mixing
Example 1: Word Insertion
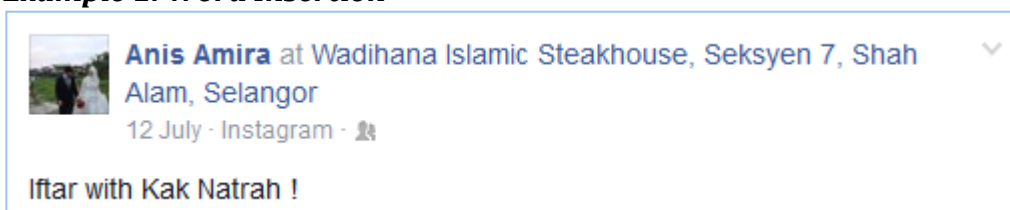
This Facebook status is an example of code-mix which occurred at word insertion level. The word 'with' was English inserted word.

Example 2: Involving a change of pronunciation
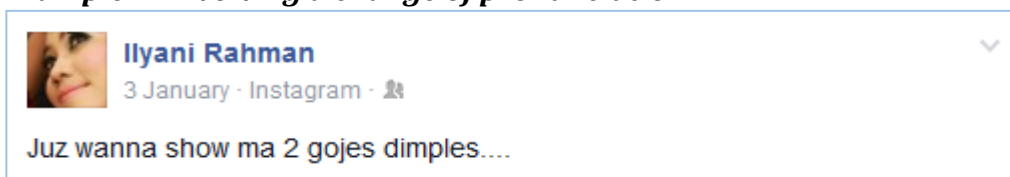
This Facebook status involved a change of pronunciation. The word 'gojes' derived from the word gorgeous which means very beautiful. This status was categorized into this level when the word 'gorgeous' was pronounced or changed into Bahasa Melayu phonological way of pronunciation.

Table 1: Summary of Level of Code-Mixing and Frequency of Code-Mixing

Level of Code-mixing	Frequency	Percentage (%)
Word insertion	14	23.33 %
Phrase insertion	34	56.67 %
Clause insertion	6	10 %
Idiom or expression insertion	1	1.67 %
Hybrid insertion	3	5 %
Reduplication insertion	0	0
Involving a change of pronunciation	2	3.33 %

On the other hand, pertaining to another researcher's concern on the reasons of code-mixing, showing solidarity was identified as the most preferred reason by the respondents. They used code-mix might be because they wanted to signify that they belong to the same ethnic group of other Facebook users. On the contrary, the least preferred reason was to exclude other people when a comment is intended for a limited audience. This reason might be referred to the

posted statuses which most of the posted status was written in general and the participants did not mention or tag other Facebook users.

Generally, pertaining to the obtained reasons for code-mix, the participants who responded to the online questionnaire have pointed a number of reasons for code-mix in Facebook. It seemed code-mix is necessary and useful for interacting and communicating with other Facebook users. Although code-mix may not be the right way of communication especially for the tutors and teachers, it has its own specialty in communication. For instance, when someone is using one language for expression and find it less expressive, he or she can code-mix if it is better for delivering an expressive message. Another example can be noted when a group of people share the same background like what has been mentioned by a respondent in the questionnaire (e.g., a group of people who have the same schemata on the second language). These people might code-mix back and forth as they know they have the same language background thus could understand each other's way of communication.

To be specific, the most frequent reason that has been stated by the respondents was to show solidarity. The participants might think a good rapport could be established by code-mixing in Facebook among other bilinguals and those who were from the same ethnic group. Besides, they might think by code-mixing, they were fit to be in a particular group and belong to the same ethnic group specifically the bilinguals in Facebook. Those participants also might find code-mix helpful in easing communication and interaction with close people such as friends and family.

Affection and for real lexical need as the second-most preferred reasons followed closely behind. As for the affection reason, the Facebook users might use Facebook as it is a popular and a common medium of communication nowadays to express thoughts or feelings. They might think feelings such as anger, sadness and happiness were better expressed if they use Facebook coherence with code-mixing. This is in line with what Khe and Wing (2012) have mentioned about the Facebook status in which it could be used to express thoughts as well as moods of the Facebook users.

Another second-most preferred reason was for real lexical need. Since the respondents are all tutors and teachers, the researcher personally believes and would not have a doubt on their proficiency and competency in English language even though they used to code-mix in Facebook. This is might due to one particular time or situation where they have a difficulty in finding the exact word in another language. Furthermore, there must be a spontaneous moment where a bilingual could only think of an English word instead of Malay word. Other than that, the use of English word might due to the suitability of a context which it might be easier and better to be used. The examples of words for this kind of situation are "Breakfast, lunch, yummy, princess" and "game".

The least preferred reason identified in the finding was to exclude other people when a comment is intended for only a limited audience. This reason could be referred to the participants' privacy or in other words they do not want anyone not mentioned (in the Facebook status) to interfere with his or her interaction. This reason also refers to a status or wall interaction which is solely for someone or a certain group of people.

The remaining reasons -- to soften or strengthen request or command, to reflect social status, topic and to persuade audience -- were not mentioned by any of the respondents. Other than

that, data analysis shows that more than ten reasons stated by participants were not aligned with the framework of this study. The given reasons included spoken language influence, incompetency, for learning aid, social norm, spontaneity, language suitability, one language is less expressive, convey clear message, for comfort, for better understanding, ease of communication, setting and lastly for lively and expressive conversation. Since these reasons were not in the framework of this study, the researcher has decided not to analyze them further. However, future researchers who intend to conduct a close study are recommended to use these reasons as a framework in their study.

CONCLUSION

The findings of this study are enlightening for the researcher. It portrays code-mix was applied in Facebook even by the tutors and teachers. The findings show different level of code-mix which was applied by the participants as well as the frequency of code-mix level. This study also reveals the possible reasons for code-mixing in Facebook which was also obtained from the participants of this study. It can be concluded that code-mix in Facebook is widely been used and practiced by the bilinguals as well as the tutors and teachers. Some people might not be aware of code-mix occurrence and others might think it is just an act of spontaneity as mentioned by the two respondents in the questionnaire. They might not realize when they code-mix in Facebook as it has become a social norm when they use code-mix to post a status or interact with other users.

In short, the use of code-mix in Facebook might be found as a common or normal situation in a multilingual country. The researcher personally believes it is normal for anyone to code-mix in Facebook thus any doubt or negative perspective on someone's language proficiency should not arise. On the other hand, the users' attitude is the most important thing. As long as the users know the formality context and know when code-mix should and should not be applied, it surely would not be a serious case for them to code-mix. Bearing in mind that they are aware of formal and informal context too, it is believed that they will not apply code-mix when they are in a formal situation.

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Learning Styles And Factors Affecting Learning: Perception Of 2013/2014 Final Year Post-Diploma Sandwich Students Of The Department Of Basic Education, University Of Education, Winneba (Uew), Ghana

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Abstract

It has been shown through recent studies that it is very necessary to study learning styles because a match between teaching and learning styles helps to motivate students' processes of learning, hence, the reason for lecturers to identify their own teaching styles and students' learning styles to obtain better results in the lecture rooms. This study therefore sought to investigate the learning styles of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, Winneba, Ghana, and the factors that affect their learning. The descriptive survey design was used for the study. The purposive sampling technique was used to sample all four hundred and seventy-two final year students who were given a questionnaire each to be filled. However, four hundred and forty-six students filled their questionnaire and returned them to the researchers. One of the findings was that the most preferred learning style of the students was a combination of auditory and visual learning styles. Another finding was that generally, the students agreed that their learning styles were affected by physical and teaching and learning factors. On the other hand, they generally disagreed that environmental and personal factors influenced their learning styles. It was also found out that physical factors greatly affected the learning styles of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, Winneba, Ghana. Generally, there was no significant difference in the learning style preference of the male and female students. Among the recommendations is that lecturers of the Department of Basic Education, Winneba, Ghana, should endeavour to identify the learning styles of their students in order to adopt teaching styles that will suit the learning needs of the students.

Key words: factors, final year, learning styles, perception, sandwich, students,

INTRODUCTION

Learning, as an indispensable behaviour is imperative to the development and achievement of individual's aspirations. According to Tanya (2011) many educators expend enormous amounts of effort to designing their learning to maximize the value of a product of interactions, including interactions with instructors and tutors, with content and or with other people.

Wirth and Perkins (2008) see learning as building mental models (schema) consisting of new and existing information, and the richer the links between new and existing information, the deeper the knowledge and the more readily it can be retrieved and applied in new situations. They further explain that building rich links involves an iterative process of building, testing, and refining schema that organizes knowledge into conceptual framework, and if existing knowledge serves as a foundation for new learning, then it is also essential that existing misconceptions, preconceptions, and naive conceptions are acknowledged and corrected during the learning process. Zull (2002) supporting this claim, posits that within the brain, knowledge is organized and structured in networks of related concepts. Accordingly, new knowledge must connect to, or be built upon a framework of existing knowledge.

Learning can also be seen as the process of gaining understanding that results in modification of attitudes and behaviours through acquisition of knowledge, skills and values, through study and experience. This causes a change of behaviour that is relatively permanent, measurable and specified or provides the opportunity for the individual to formulate new mental construct or revise a prior construct (Abante, Almendral, Manansala and Mañibo, 2014). They explain further that learning is a process that depends on experience and leads to long-term changes in behaviour potential, and also describes the possible behaviour of an individual in a given situation in order to achieve a goal. However, they emphasize the need for periodic reinforcement of individual learning without which learning becomes shallower and inevitably displaced. When an individual is placed in a learning situation, the expectation is a change in behaviour or a certain level of performance. Barnes-Holmes and Moors (2013) reiterate that learning is seen as ontogenetic adaptation. That is, changes in the behaviour of an organism as a result of regularities in the environment of the organism. They believe that this functional definition not only solves the problems of other definitions, but also has important advantages for cognitive learning research.

Barron & Darling-Hammond (2008) argue that designed activities also supports iterative activity as students create, assess, and redesign their own work. This calls for collaboration and specific roles for different students, providing them with the opportunity to become "experts" in a particular area. Fink (2003) asserts that self-knowledge enables student to recognize the personal and social implications of their knowledge and to function and interact more effectively with others. This paves way for self-awareness, self-regulation, motivation, empathy, and social skills (Wirth & Perkins, 2008). These include learning how to diagnose one's own need for learning with and how to be a self-learner. Thus, individualistic features dictated by both personal choices and environmental adaptation factors make behaviour of individuals in learning situations very varied. This accounts for differences in learning outcomes among groups of learners. In a class of students, each has a way of absorbing what is taught. Consequently, what is taught and what is learnt are deduced from the output of the students. To Wirth & Perkins (2008) when a learning experience has a profound effect on students, it can result in a greater sense of caring for the subject, for themselves, others, or learning in general. Greater caring can also lead to new interest, energy for learning, or a change in values.

According to the Association of American Colleges and Universities (AACU) (2002) students' learning needs for the 21st century include preparing them for emerging challenges in the work place, in a diverse democracy, and in all interconnected world. Hence, colleges and universities should place new emphasis on educating students to be "intentional learners" who are purposeful and self-directed, empowered through intellectual and practical skills, informed

by knowledge and ways of knowing, and responsible for personal actions and civic values (Wirth & Perkins, 2008). Thus, learning, performance and change are interrelated with one leading to the other, and when the desired expectations are not met, it becomes essential to isolate the challenge (s) in the learning process. Many educationists examine a number of ways students have not learned well in second cycle schools which is now reflecting in the tertiary institutions despite availability of numerous study materials. Laguador (2013) posits that students do not know how to think and study properly and effectively due to their inability to accumulate as well as assimilate information. This is because most students may have limited knowledge of learning styles or they find it difficult to adapt to a particular learning style that best suits their learning competence. The ripple effect might be their inability to perform according to the standard expected of them. As a result, people are like to raise questions as to the willingness of learners to learn, the state of the learner at the time of learning, the value learners place on learning, learners' approach to learning, and the knowledge learners have about their learning styles. Answers to these and other questions will help improve learners' performance as far as learning is concerned. Issues about students' performance, therefore, has made it necessary for academia to take a fresh look at the learning styles employed by students in various tertiary institutions.

The general call is for an emphatic hub on improving undergraduate education with the focal point being the quality of students' learning styles, since achievement of higher performance in education is greatly influenced by the student's ability to learn and the choice of appropriate learning styles. This makes the present study an important one to help identify the learning styles of 2013/2014 final year post diploma sandwich students of the Department of Basic Education, UEW, Ghana, and investigate the factors that affect their learning. The findings of the study may be relevant to further research in this and other areas related to learners, learning and learning styles. Secondly, it will serve as a wake-up call to learners who have no idea about their learning styles and their impact on their performance. The findings may help educators assess their students and help improve their learning abilities which in the long-run will improve their performance. Finally, it will guide educators identify and modify their teaching techniques and styles in order to adapt activities that will suit their students learning styles.

Research Questions
The study sought to answer the following research questions:
1. What is the learning style preference of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana?
2. What factors affect the learning style preference of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana?
3. Which factors greatly affect learning style the preference of 2013/2014 final year post diploma sandwich students of the department of Basic Education, UEW, Ghana?

Hypothesis
H0: There is no significant difference in the learning style preference of 2013/2014 male and female final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana.

LITERATURE REVIEW
Learning Styles as a Tool in Learning
Learning styles as a psychological tool in education has often been down-played in the achievement of academic goals. According to Clark (2004), a learning style is a way of

responding to and using stimuli in the context of learning. To support this, Reid (2005), reiterates that learning is a science and yet aspects relating to how learners learn, and how learning can be used in school, beyond school and in adulthood are often relegated to a less important role in education today. MacGilchrist, Myers and Reed (2004) affirm the fact that effective learning will provide the learner with skills to resolve problems in new and future learning based on their previous learning experiences. Lucas and Corpuz (2007) posit that learning or thinking styles refer to the preferred way that individual processes information and also describes a person's typical mode of thinking, remembering or problem solving. This implies that learning styles are the preferences students have in processing new information or strategies that are consistently adopted by them to learn. Thus, students make deliberate attempt to choose how they intend to process whatever they are taught.

According to Reid (2005), a student could be a sensory or perceptual learner, cognitive learner and affective/temperament learner. Gilakjani (2012) claims that students who learn from an approach compatible with their preferred learning style experience greater academic achievement and have a more positive attitude towards learning. In this case, if a student is naturally inclined towards a particular learning style and does not make a conscious effort to adapt to others, that student's academic performance will be affected. In view of this, Reid (2005) purports that learning styles should be points along a continuum. This means that learning style should not be a straight jacket but a choice, which is mostly influenced by the task at hand or the learner's environment. Since learners have varied backgrounds and experiences as far as learning is concerned, it will be very ideal to expect all of them to use the same style of learning.

Awareness of Learning Styles
Provident, Leibold, Dolhi and Jeffcoat (2009) and Rogers (2009) make clear that the value of developing awareness of learning styles can help students to recognize their strength, acknowledge weak areas, work more efficiently when self-directed and develop effective collaborative relationships with others. In view of this, experts have been of the same opinion that, three basic learning styles are critical to students learning outputs. However, it has been largely accepted that students learn in different ways. Reid (2005) supports this claim that three major categories of learning styles are widely recognized and relevant to learning; sensory or perceptual learning styles, cognitive learning styles and affective/temperament learning styles. Lucas and Corpuz (2007) posit that two of these learning styles are the sensory preferences and the global analytic continuum; sensory preferences states that individuals tend to gravitate toward one or two types of sensory input and maintain dominance in one of the following types namely, auditory learners, visual learners, and tactile or kinesthetic learners. For some experts, auditory learners tend to absorb information in a more efficient manner through sound, music, discussion, teachings etc. These learners appreciate books on tape and may find that reading aloud will help them to retain information rather than written reports.

Kinesthetic or tactile learners learn best through moving, doing, acting out and touching. These learners are interested in projects that are hands-on oriented. Visual learners will always prefer to be in the front row to obtain the best view for proper absorption of information while affective/ temperament learners take emotions, values and feelings into consideration. Theorists like Fleming and Baume (2006) also consider reader or writer learning style, auditory learning style, kinesthetic and visual learning styles to be only a part of what might be included in an exploration of learning styles. They stress that these four aspects of learning

preferences can be readily identified by students, and are relatively stable. This means that the onus is on the learner's motivational skills and level of engagement of the information which he or she attaches to learning opportunities. It can be observed that each individual may possess a single style or could possess a combination of different learning styles. Thus, to develop knowledge of the impact of learning styles, it is necessary to look at factors impacting on learning and learning styles.

Factors Affecting Learning Styles
Learning styles, as a driving force to the success in learning process, has several dynamics associated with it. Abucay (2009) reiterates that students' difficulty in learning may be due to different factors. Such factors include; intellectual factors. This elucidates special intellectual disabilities found among learners. It may include such disabilities as low intelligent quotient (IQ), dislike for particular subjects, immaturity, among others. Another is learning factors which refer to the learner's inability to master what has been taught and the teacher's lack of mastery over the subject matter. It may also be a problem of the teacher's use of faulty method or techniques of teaching or student's limited background knowledge of the topic. Physical factors which deal with such issues as health, nutrition, visual and physical defects and physical development are contributing variables to students' difficulty in learning. In support of this assertion, Harris (2011) states that due to rise in poverty levels, many learners turn up in school hungry, poorly dressed and unfit to study. This is directly linked to social and emotional factors. Causative agents include interpersonal relationships in the school environment, the physical characteristics of the classroom and the nature of competition and cooperation among learners and teachers. Textbooks, instructional materials, school supplied materials and other equipment used in the teaching learning process are environmental factors that play a major role in learning difficulty among learners.

Sisante (2008) affirms that lack of interest among learners indicate a weakness on the part of the school system to make education interesting for the students. In most cases, the teacher's personality plays a very crucial role in learners' learning disabilities. It is believed that the teacher's vital task should have the power to lead and to inspire learners through the influence of his personality. The discussions above affirm that students have varied learning styles to choose from depending on their academic disposition. Conversely, their choice could be impinged on by variables that are imperative to their success in scholastic exploits.

METHODOLOGY
The descriptive survey design was used for the study and it was quantitative in nature. The design was used because according to Fraenkel and Wallen (2009) it produces a good number of responses from numerous people at a time, provides a meaningful picture of events and seeks to explain people's perception and behaviour on the basis of information obtained at a point in time. Similarly, Johnson and Christenson (2012) are of the view that descriptive survey design describes the existing variables in a given situation and, sometimes, the relationship that exists among those variables, and could be used with greater confidence with regards to particular questions which are of special interest and value to researchers (Esia-Donkoh, 2014).

The researchers purposively sampled all 2013/2014 final year post-diploma sandwich students for the study. The reason was that as at the time of the data collection, they had spent one academic year in the University and as such, their experiences might have enabled them to put into use their preferred learning styles for some time. Again, the Level 300 sandwich

students had spent about one month and may not have had enough experiences in the University to settle on a particular learning style, hence, a decision by the researchers not to use Level 300 sandwich students. The study made use of a four-point Likert-scale (strongly agree to strongly disagree) type questionnaire as the instrument for data collection. This was adapted from Abante, Almendral, Manansala and Mañibo (2014) who conducted a similar research. The validation of the adapted questionnaire was done by some professors and senior lecturers in at the Winneba Campus of UEW, Ghana. Their observations and comments helped in improving the items in the questionnaire. The questionnaire was used because it is a self-report-data collection instrument filled out by each research participant for a research study to obtain information about thought, feelings, attitudes, believes, values, perceptions, personality and behavioural limitation of research participants (Johnson & Christenson, 2012). It also ensured confidentiality of responses, saved time, in that it helped reach many respondents at a time and was free from bias of the interviewer if interview had been used. This is because answers from respondents were not influenced by the researchers. The pre-testing of the questionnaire was done using 2013/2014 final year post-diploma sandwich students of the Department of Early Childhood Care and Development, UEW, Ghana.

These students share similar characteristics with their counterparts in the Department of Basic Education, especially in terms of location and duration used for academic work in a semester. An analysis of the pre-test recorded a reliability co-efficient of 0.89 (standardized item alpha) which falls within the accepted range of 0.5000 and 1.000 (Johnson and Christensen, 2012). For the actual study, the questionnaire was administered to all 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, after a lecture on Friday, July 18, 2014. Out of the 472 questionnaires distributed, 446 correctly filled and returned, indicating a return rate of 94.5%. Thus, 446 questionnaires from the respondents were used for the analysis.

DATA ANALYSIS, FINDINGS AND DISCUSSION

The IBM Version 20 of the Statistical Package for Social Sciences (SPSS) was used in coding the questionnaire and analysing the responses obtained. The analysis, presentation and discussion of the findings were done in line with the research questions. Cross-tabulation made up of frequency and simple percentages were used in analyzing Research Question 1. For the analysis of Research Questions 2 and 3, means and standard deviation were used. The t-test was also used to analyse the hypothesis.

Research Question 1: What is the learning style preference of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana?
It is widely known that students adopt different learning styles in the classroom in their efforts to understand what is taught and what they learn. This research question therefore aimed at investigating the preferred type of learning style (s) of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana. The data in Table 1 helped in answering Research Question 1.

From the data in Table 1 below, it is seen that the total number of respondents was 446, and this included 241 male and 205 female students. It is realized that out of the six learning style preferences, 42 (9.4%) students made up of 21 (4.7%) male and 21 (4.7%) female students preferred auditory learning style. Another 81 (18.2%) students comprising 50 (11.2%) male and 31 (7.0%) female students opted for visual learning style. Again, 39 (8.7%) students made up of 22 (4.9%) male and 17 (3.8%) female students liked kinesthetic learning style. It is also

observed from the data in Table 1 that 125 (28.0%) students made up of 69 (15.4%) males and 56 (12.6%) females opted for a combination of auditory and visual learning styles. Also, 53 (11.9%) students preferred a combination of auditory and kinesthetic learning styles. This included 33 (7.4%) males and 20 (4.5%) females. It can be noted that out of the 106 (23.8%) students who liked a combination of visual and kinesthetic learning styles, 46 (10.3%) were males while 60 (13.5%) were females.

Table 1: Learning Styles of Students by Gender/Sex

Gender/Sex	Male		Female		Total	
Learning Style	No.	%	No.	%	No.	%
Auditory	21	4.7	21	4.7	42	9.4
Visual	50	11.2	31	7.0	81	18.2
Kinesthetic	22	4.9	17	3.8	39	8.7
Auditory and Visual	69	15.4	56	12.6	125	28.0
Auditory and Kinesthetic	33	7.4	20	4.5	53	11.9
Visual and Kinesthetic	46	10.3	60	13.5	106	23.8
Total	241	54.0	205	46.0	446	100.0

Source: Field Data (July, 2014)

The inference one can make from the data in Table 1 is that, the most preferred learning style of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, was a combination of auditory and visual learning styles, followed by a combination of visual and kinesthetic learning styles, and visual learning style. The least preferred style however was kinesthetic learning style. This means that generally, the students tend to absorb information through a combination of hearing what is said in class and what they see. Thus, they perform better at lectures where lecturers use charts, demonstrations, role plays, field trips, videos and other visual resources, as well as discussions. It could also be inferred that the most preferred learning style among the male students was a combination of auditory and visual learning styles, followed by visual learning style, and a combination of visual and kinesthetic learning styles. The least preferred learning style among the male students was auditory. On the other hand, the most preferred learning style among the female students was a combination of visual and kinesthetic learning styles. This was followed by a combination of auditory and visual learning styles, and visual style.

The observation from this finding is that whereas the male students preferred their lecturers to mostly use lecture, discussion, demonstration techniques, and the use of videos to enhance their understanding, the females preferred teaching techniques such as discussion, lectures, demonstration, field trips, games, the use of videos and charts, as well as projects, experiments, dramatization/role play, and other hands-on teaching techniques and strategies. From the observations made from the data in Table 1, it could be deduced that there is a difference in the most preferred learning style of 2013/2014 male and female final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, even though they all prefer to combine visual learning style with either auditory or kinesthetic learning styles.

The findings seem to reflect the opinion of most experts that an individual may possess a single learning style or prefer a combination of different styles (Ldpride.net, 2008), implying that learning styles are the preferred way individuals process information, and describes a person's typical way of thinking, remembering, or problem solving (Lucas and Corpuz, 2007). The findings also show that 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, could be described as having sensory preference

learning style/perspective since they opted for one or two types of sensory input and maintained dominance in one of visual, auditory, or kinesthetic learning styles (Lucas and Corpuz, 2007; Abante, Almendral, Manansala and Mañibo, 2014).

It must be noted that knowing the learning style preference of the students is very important because students' success in the classroom depends not only on the intellectual abilities, skills and talents of the student, but also on the student's learning style (Ramayah, Nasrijal, Leong, Sivanandan and Letchumanan, 2011). It has been found that students who understand their learning styles can improve their learning effectiveness in and outside of the classroom (Dembo and Howard, 2007). Robotham (2003) posits that each individual has a learning style and, if instruction is adapted to accommodate that style, it is expected that improved learning will be achieved. As a result, lecturers must necessarily vary their teaching methods, techniques and strategies to enable students with differing learning styles to learn in an environment that is more conducive to the learning style preference (Suskie, 2003; Ramayah, Nasrijal, Leong, Sivanandan and Letchumanan, 2011).

Research Question 2: What factors affect the learning style preference of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana?

Various factors influence students' learning, and knowing these factors greatly help in the identification and elimination or reduction of learning challenges. Research Question 2 was therefore to identify the factors that 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, perceived to influence their learning style preference. The data in Table 2 depicts that for the physical factor, the respondents agreed that when they are hungry they find it difficult concentrating during lectures (mean = 3.32; standard deviation = 0.73). They also agreed that they exercise at least once a week to keep them in shape for lectures (mean = 3.00; standard deviation = 0.77). This means that generally, the 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, agreed that physical factor influence their learning style preference (mean of means = 3.16; overall standard deviation = 0.75).

The admission by the students that they cannot concentrate during lectures as a result of hunger is somehow worrying. Physical factors such as health, nutrition and physical development have been identified as affecting learning process (Abucay, 2009). By the nature of the sandwich programme, students have little time to eat since they attend lectures almost throughout the day with very little breaks, making it very difficult for them to eat well and attend lectures. This situation, as indicated by Harris (2011) makes the students tired and stressed, thus altering their ability to concentrate and learn during lectures (Abante, Almendral, Manansala and Mañibo, 2014). It is gratifying however to note that the students ensure they exercise at least once a week to keep them in shape for lectures because exercise has been shown to be a highly effective form of stress management since it provides an outlet for the fight or flight responses and has an advantage of removing the individual from the stress provoking situation (Esia-Donkoh, 2014).

In the case of environmental factor, respondents agreed that the university provides facilities that are conducive for learning (mean = 3.13; standard deviation = 0.73), and obtain significant information from various books and references provided at the library (mean = 3.06; standard deviation = 0.68). The respondents, however disagreed that the Department provides proper

and adequate equipment to help students in their learning (mean = 2.65; standard deviation = 0.77).

Table 2: Factors Affecting Learning Style Preference

Factors	Response						
Physical	*SA*	*A*	*D*	*SD*	*WM*	*St. D.*	*I*
I cannot concentrate during lectures when I am hungry	207	183	49	7	3.32	0.73	A
I make sure I exercise at least once a week to keep me in shape for lectures	113	240	74	19	3.00	0.77	A
Mean of Means = 3.16; St. D. = 0.75; I = A							
Environmental							
The university provides facilities that are conducive for learning	138	246	46	16	3.13	0.73	A
There are various books and references at the library that provide me with significant information	105	273	56	12	3.06	0.68	A
My department provides proper and adequate equipment to help us in our learning	46	235	129	36	2.65	0.77	D
Mean of Means = 2.95; St. D. = 0.73; I = D							
Personal							
I do not experience victimization and intimidation in my university	171	192	60	23	3.15	0.84	A
I am not disgraced or insulted for having poor grades in the courses I offer	183	159	56	48	3.07	0.98	A
I am patient when it comes to understanding my lessons	181	249	11	5	3.36	0.59	A
I have a high self-esteem	221	188	30	7	3.40	0.69	A
I do not have any family problems and issues	38	65	161	182	1.91	0.94	SD
Mean of Means = 2.98; St. D. = 0.81; I = D							
Teacher and Learning							
My lecturers' method of teaching fits my way of learning	69	298	63	16	2.94	0.66	D
My lecturers inspire me by using different motivation strategies to improve my academic performance	124	260	53	9	3.12	0.68	A
My lecturers are sympathetic, loving, enthusiastic and cheerful	202	206	32	6	3.35	0.67	A
I have a wide range of knowledge about the courses I offer in my university	80	243	102	21	2.86	0.76	D
I practice effective study habits	146	264	30	6	3.23	0.63	A
Mean of Means = 3.10; St. D. = 0.68; I = A							

Notes: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; WM = Weighted mean; St. D. = Standard deviation; I = Interpretations; 4.0 = Strongly Agree; 3.0-3.9 = Agree; 2.0-2.9 = Disagree; 1.0-1.9 = Strongly Disagree. Source: Field Data (July, 2014).

The environmental factor obtained a mean of means score of 2.95 and an overall standard deviation of 0.73, implying that generally, the 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana respondents disagreed that environmental factor affect their learning style preference. According to Abucay (2009) the type and quality of instructional materials, equipment, and facilities among others, play a crucial role in the effectiveness and efficiency of the instructional activities of a school. Sisante (2008) also argues that lack of interest among students show how weak a school system is in making education interesting for the students. This, according to him, may be as a result of inadequate facilities and supplies, and poor infrastructure (Abante, Almendral, Manansala and Mañibo, 2014). It is refreshing to note that the students agreed that the university provides facilities for learning, as well as the appropriate and adequate books for reference at the

library, even though at the departmental level these facilities and supplies are not conducive for learning.

Concerning personal factor as an influence on their learning style preference, respondents agreed that they do not experience victimization and intimidation in the university (mean = 3.15; standard deviation = 0.84), they are not disgraced or insulted for having poor grades in the courses they offer (mean = 3.07; standard deviation = 0.98), they are patient when it comes to understanding what is taught at lectures (mean = 3.36; standard deviation = 0.59), and they have a high self-esteem (mean = 3.40; standard deviation = 0.69). However, the respondents strongly disagreed that they do not have any family problems and issues (mean = 1.91; standard deviation = 0.94). With a mean of means score of 2.98 and an overall standard deviation of 0.81 it could be argued that generally, the 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, disagreed that their learning style preference is affected by personal factors which include intellectual, mental, emotional and social factors. For the students to strongly disagree that they do not have any family problems and issues underscores the extent to which family challenges and issues greatly affect their learning style. This situation stresses the students and as such they are unable to concentrate during lectures.

With the factor that relates to teaching and learning, the respondents agreed that their lecturers inspire them by using different motivation strategies to improve their academic performance (mean = 3.12; standard deviation = 0.68). They agreed that their lecturers are sympathetic, loving, enthusiastic, and cheerful (mean = 3.35; standard deviation = 0.67), and they also practice effective study habits (mean = 3.23; standard deviation = 0.63). The respondents however disagreed that their lecturers' method of teaching fits their way of learning (mean = 2.94; standard deviation = 0.66). They also disagreed that they have a wide range of knowledge about the courses they offer in the university (mean = 2.86; standard deviation = 0.76). Generally, the 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, agreed that their learning style preference is affected by the teaching and learning factor (mean of means = 3.10; overall standard deviation = 0.68). It is observed from the analysis that the students disagreed that their lecturers' methods of teaching fit their way of learning. The impression is that lecturers used teaching methods, techniques or strategies that do not favour the learning styles of the students. The personality of a lecturer is an essential element in the teaching and learning process or in the failure or success of the learners (students). It is expected that the lecturer should have the ability to lead and to inspire students through the influence of his or her personality (Abante, Almendral, Manansala and Mañibo, 2014). Again, for the students to disagree that they have a wide range of knowledge about the courses they offer in the university implies that most of the students do not know what is entailed in the description of the courses they offer. This seems that the Department is not doing much to enable their sandwich students gain a clear knowledge and understanding of the programme and courses they offer.

Research Question 3: Which factor greatly affects the learning style preference of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana?

The data in Table 3 below reveals that physical factors (mean of means score = 3.16; overall standard deviation = 0.75) greatly affected the learning style preference of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana. This

was followed by teaching and learning factors (mean of means score = 3.09; overall standard deviation = 0.74), personal factors (mean of means score = 2.98; overall standard deviation = 0.81), and environmental factors (mean of means score = 2.95; overall standard deviation = 0.73). This means that whereas physical factors are considered the most influential factor affecting their learning styles, the environmental factors are considered least influential by the students. This finding differs from that of Abante, Almendral, Manansala and Mañibo (2014) who found out that environmental factor greatly affected the learning style of their respondents as compared to physical factors. From their study, personal factor was considered the least factor that affected the learning style preference of their respondents.

Table 3: Factor (s) that Greatly Affect Learning Style Preference

Factor	Mean of Means Score	Standard Deviation
Physical	3.16	0.75
Teaching and Learning	3.09	0.74
Personal	2.98	0.81
Environmental	2.95	0.73

Source: Field Data (July, 2014)

Hypothesis

H0: There is no significant difference in the learning style preference of 2013/2014 male and female final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana.

An independent-sample t-test analysis was conducted to compare the learning style preference scores for male and female respondents (students). The result was that there was no significant difference in the learning style preference for males (Mean = 3.75, Standard Deviation = 1.60) and females (Mean = 3.99, Standard Deviation = 1.70); t (444) = -1.53, p = 0.13 (two-tailed). Thus, we failed to reject the null hypothesis.

CONCLUSION

It could be concluded from the findings of the study that generally, the learning style preference of 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, was a combination of auditory and visual learning style. However, there was a difference in the learning style preference for the male and female students. Whereas the male students preferred a combination of auditory and visual learning style, the female students preferred a combination of visual and kinesthetic learning style. Another conclusion from the findings is that generally, the 2013/2014 final year post-diploma sandwich students of the Department of Basic Education, UEW, Ghana, agreed that physical as well as teaching and learning factors affected their learning style preference. They however disagreed that environmental and personal factors were responsible for their learning style preference. Again, the students were of the view that physical factors greatly affected their learning style preference while environmental factors were considered the least to affect their learning style preference. Last but not least, there was no significant statistical difference in the views of male and female students on their learning style preference.

RECOMMENDATIONS

1. Learning style of students play a key role in the teaching and learning processes. In view of this, lecturers of the Department of Basic Education, UEW, Ghana, should always make every effort to identify the preferred learning styles of their sandwich students to help in adopting

the teaching methods, techniques and strategies that will fit the learning styles of the students to ensure effective teaching and learning.

2. The Department of Basic Education, UEW, Ghana, should provide relevant, current and adequate textbooks and other reading materials at the Departmental Library to facilitate effective teaching and learning.

3. One of the causes of stress among students is family problems and issues. For about 76.9% of the respondents to indicate their disagreement that they do not have any family problems indicates that most of the 2013/2014 final year post-diploma sandwich students stressed and this negatively affected their concentration at lectures and eventually, their understanding of what was taught. The Department of Basic Education, UEW, Ghana, should therefore liaise with the Counselling Unit of the University to frequently organize seminars on coping with stress to enable the sandwich students cope with their family issues and the learning environment that confront them. The Department's academic counselling activities should also be improved to make the students feel comfortable and free to express their feelings.

4. The Department of Basic Education, UEW, Ghana, should organize seminars for its sandwich students on the programme or courses they offer and the relevance therein. This will provide a wide range of knowledge and understanding about the programme they offer. The Department should also liaise with Division of Academic Affairs and attach course descriptions and outlines to the admission letters for admitted sandwich students. This will help the students have a fair knowledge and understanding of the programme or courses they will be offering.

5. About 79.2% of the 2013/2014 final year post-diploma sandwich students used for the study agreed that they exercise at least once a week in order to be in shape for lectures. This indicates the awareness among the students of the importance of exercises to their academic pursuit. As a result, the Department of Basic Education, UEW, Ghana, should liaise with the Sports Directorate of the University to put in place programmes that will regularly cater for the physical exercise and sporting needs of the sandwich students. This will help the students manage the stressful situations they go through and remove them from stress provoking situations. In so doing, the sandwich students will be physically and psychologically fit for their studies.

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Managing Innovation and Marketing in a Globally Dynamic Firm: Best Practices in Management at Diageo

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Abstract
Organizing and coordinating the activities of a business organization for the purpose of achieving its objectives is the goal of management. As such, management as a whole is extremely important in smoothly running a corporation and maintaining a profitable business. All the day-to-day activities can only be accomplished properly if there is good management in place. It covers all aspects of a business including marketing, daily operations, and innovation. This paper elaborates on the innovation and marketing strategies of Diageo, while using the company as a comparison for highlighting the positives and negatives of using certain management philosophies, practices and concepts that have made them successful in the alcoholic "drinking" industry.

Keywords: Innovation, marketing, management, Diageo, Johnnie Walker, Smirnoff, Guinness.

INTRODUCTION

Managing innovation is important for creating new products, increasing revenues, getting new customers, and staying profitable. The management of innovation requires consistency in all elements of what a company does, how their employees behave, and how they are perceived by their customers. Managing the brand of a company requires practicing innovation as well as how customers see a company's products and services. Therefore, managers must also be concerned about the functions of effectively marketing their products and services in order to maintain a good brand name. The achievement of such goals in today's competitive and globally dynamic workplaces require that employees and owners focus on value creation through market-oriented management practices.

Management is traditionally defined as planning, organizing, leading and controlling of a company's various functions and resources to achieve its goals through effective decision-making and efficient operations (Mujtaba, 2014; "What is Management?", 2015, para. 1). Management of people, decision-making, resources, and marketing must all be integrated for consistency and long-term value creation as they all contribute to the overall success of the firm. Marketing management is defined as the application, tracking and review of a company's marketing resources and activities (What is Marketing Management, 2015, para. 1). When a company has a solid ground with their marketing and marketing management team, it can

definitely allow the company to grow and expand rapidly. Innovation is also very important for any company as this is defined as translating an idea or invention into a good or service that creates value for which customers will pay (What is Innovation, 2015, 1). Once a company has the ability to innovate well and uniquely, it creates an avenue for a whole new market and opportunities for it to gain capital and grow.

Diageo is a global leader in alcohol beverages with several top shelf liquors and wines in their collection; they sell their spirits to over 180 countries. Some examples of the brands they distribute are Johnnie Walker, Crown Royal, J&B, Buchanan's, Windsor and Bushmills whiskies, Smirnoff, Cîroc and Ketel One vodkas, Captain Morgan, Baileys, Don Julio, Tanqueray and Guinness. Not only do they sell these top brands, they also innovate their own products which is a huge factor to their growth strategy.

When Diageo was created, it only had interests in food companies such as Burger King and Pillsbury. Even though Diageo is based out of London, England, they have several distilleries worldwide. Diageo's founding only dates back to 1997 but the companies they currently own date back all the way to 1759, like Guinness Beer, which was founded when Arthur Guinness signed a 9,000 year lease with St. James Brewery in Dublin, Ireland (Diageo, 1).

History of Marketing

There is much discussion over how long the term marketing has been around. Some say the idea has been around for as long as business has been around, and others say the evolution of a new attitude toward the market economy lead to the term "Marketing." It can be defined as the combination of factors that must be put in place before the promoting and selling of an item (Bartels, 1976). Marketing is literally everywhere you turn, anything in the market is marketed before or during the time it was sold. Ever since the advent of the buying and selling of goods, marketing has been present. The simple act of screaming out a price in a busy market to attract customers is a form of marketing. It wasn't until 1910 that actual marketing concepts were created and terms were defined. And, during the 1950s, a focus on the emphasis on managerial decision making in marketing and what managers could do to motivate consumers began to become present (Bartels, 1976). The key factors of marketing management during the 1950's were quite different than how they are now; they included: a decision-oriented point of view, behavioral sciences, distinction between controllable and uncontrollable elements, adaptation, and uncertainty and probability when it came to decision making (Bartels, 1976). Marketing management was still fairly new at that time so there wasn't anything much to really research or use as a pattern. Every decision they made was uncertain as opposed to historical choices that are prevalent today.

Marketing management today is extremely essential to the success of any business, no matter what industry they are in. If nobody knows the name of a company or what goods or services it had to offer, the marketing team needs to do a better job to get the word out to the masses. Marketing management is defined as the planning and executing of concepts dealing with the pricing, promotion, and distribution of a good, service, or an idea to satisfy the needs of the market and consumer. The decisions a marketing manager has to make could range from what design to use, how much to budget for advertising, how many salespeople to hire, or even stuff like the font or color to use for packaging (Kotler, 2000).

Value-Driven and Market Based Management

Marketing managers will find it impossible to satisfy everybody in the market, which is why it is best to find a target, segmented market and focus on their needs and wants. One of the key

ways to find success in management is implicating the value driven management theory because strongly-held organizational values can drive behavior of employees (Mujtaba, 2014). Value-Driven Management is the idea of maximizing value over time instead of only thinking of the short term. This theory of management is outlined by various assumptions that should be a guiding tool for managers to have the highest probability of success. One assumption of managing by values is that the market itself is a great tool for valuable information. It determines how much consumers are willing to pay, which products are in demand, and how much the people want (Pohlman and Gardiner, 2000). Diageo does a good job at using the market as a basis for comparison. Any liquor store would show the prices of Diageo's products and they are within the same range as their competition. Ciroc Vodka, for example, is a few dollars more than Absolut Vodka and a few dollars less than Belvedere Vodka. They know the value of the brand but still want to keep their prices with the rest of the market. One way for Diageo to improve the longevity of the value of their company is to distribute their global beers to the larger American and European markets. Diageo has a lot of beers sold exclusively in African nations; if management began to work on a marketing plan to promote African beers in the Western world, it could greatly benefit the local economies as well as the profits of Diageo. The Western World has one of the largest amounts of alcoholic drinkers in the world, as well as the powerful buying power.

Another strategic management principle that would allow Diageo to maximize their employees' potential to deliver creative, new marketing ideas is Market-Based Management. Market Based Management (MBM) is described as giving employees an entrepreneurial mindset throughout all levels of the company. Employees are rewarded by the amount of value that they bring to the company instead of being constrained to one level of the organization (Gable and Ellig, 1993). Diageo is structured like the majority of the rest of Western companies, with specific levels for each task and function. The C.E.O. appoints various committees to take charge of each categorical function, which prevents the free flow of ideas because it makes employees only think about their task at hand. Even though Diageo does not have the exact MBM structure, it does follow some of its strategies. One of these strategies includes understanding the comparative advantage of a firm and exploiting it to the best of their ability (Gable and Ellig, 1993). Diageo understands their strength in marketing and innovation.   Hennessey, a brand of Diageo, is seen all over Billboards, television advertisements, and as a sponsor at various events. All of their brands are well known, even though the name Diageo isn't. The most well-known principle of MBM is the one about incentives, compensation, and motivation; which states to reward employees based on their value to the firm. By encouraging an entrepreneurial structure for their employees, Diageo would be able to use the least amount of resources and in turn, have the most creative marketing plans and activities. Diageo is already extremely successful, but they would be able to reach another level by letting their employees' ideas flow freely through all stages of the firm.

Diageo said themselves that they believe they lead the industry in marketing, by combining expertise and creative alliances to engage their consumers in their products through various technological mediums. What makes Diageo standout amongst other brands is their ability to be a global company while still maintaining the culture and tradition of the alcoholic beverages that they distribute (Diageo, 1). Diageo and its products is considered to be a global brand. A global brand is defined as a brand that is available in almost every country in the world while using the same or almost similar strategic marketing, principles, and positioning throughout their line of products (De Mooij, 2010). There is much debate over that definition because of

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the need to adjust strategies to suit the local culture in which the brand is available. In India, for example, it is well known that most Indians do not eat beef or any meat at all, so the McDonald's there would need to alter the choices of food they offer and the way it is marketed in order to be successful to their new target consumers in India.

Diageo, on the other hand, is in the alcoholic business and it doesn't need to change the way their products are created. When it comes to alcohol, the consumer either drinks or doesn't drink. No diet limitations or cultural differences are that much a factor that the way the alcohol is produced would not to be altered. The only thing that would need to be changed to suit their local market is the marketing. Diageo stated their Johnnie Walker's "Keep Walking" motto is symbolic for personal progress, but the countries' in which Johnnie Walker is popular has placed their own local spin to it. For example, in Trinidad and Tobago, during their annual Carnival celebration, Johnnie Walker's logo is made to resemble a masquerader parading the streets of Trinidad and Tobago's capital. Diageo also stated they use local agencies to make their global campaigns seem more personal and locally relevant (Diageo, 1). Consumers would want to see and hear advertisements in their local dialect, while seeing their own people drinking these beverages in local events and festivals. Marketing like this hits closer to home, allowing the consumer to feel more comfortable to purchase their product.

With the wide variety of products that Diageo has to offer, it also seems to have mastered the art of marketing across the generations of people. From old to young, their products are bought by a wide range of ages. One of the key concepts of marketing towards this younger generation is the idea of engagement, which is subconsciously and subtly allowing consumers to associate the brand, symbols, and metaphors to everyday life, making the company relevant throughout the day (Chester, 2010). Diageo has excellent brand association across the generations. For example, Guinness has been known over the years as the beer of choice when it comes to stamina and durability. People throughout the world have been conditioned to associate Guinness as a way to increase a certain drive, as well as durability. This engagement is important to most people throughout the world and has since been paired with Guinness. Also, when it comes to Hennessy and Ciroc, the engagement is even stronger. Hennessy and Ciroc even have nicknames and groups of people who associate these liquor brands with their friends. In Rap music, one of the owners of Ciroc, Sean Combs, created a name for his clique of people within his entourage, that group is simply known as "Ciroc Boys". Diageo and "Diddy" have made Ciroc the "cool" beverage if somebody is in a club or social gathering. Young people who are active on social media love to take pictures of what they are drinking and the variety of flavors of Ciroc and the design of the bottle have made the product become self-marketed. Hennessy also has a similar effect amongst the youths and older generation. Young people even call it "Henny" for short because it is used so much when people are trying to have a good time. It has been placed on Memes and other social media trends to symbolize a fun time when people are going out. Hennessy too, has become self-marketed as well as engaged in the everyday lives of the people.

These products are not only bought by the youngsters, they are also bought by the older generation. The way Diageo's brands are marketed, it doesn't only appeal to the young, partying crowd. They don't promote them as party beverages, the people themselves turn the drinks into them. Hennessy and Johnny Walker are favored amongst the youths and the elders. Elders would drink "Johnny" or "Henny" with their buddies over a game of cards or dominoes. They are sophisticated beverages that supposedly allow for relaxation and stress relief.

History of Innovation

While innovation has been going on for hundreds of years, we can date the earliest form of innovation not related to alcohol back to 1902 when India's first hydropower plant was installed in Karnataka by General Electric (Here's how the world's oldest startup relentlessly innovates, 1). However, one of Diageo's ancestry brands dates back to 1749 when Justerini & Brooks was created which was a wine company and also known for their famous J&B whiskey. Another ancestry brand is in 1759 which is when Mr. Arthur Guinness signed a 9,000 year lease with the St. James Gate Brewery to start brewing the infamous beer, Guinness. Mr. Guinness grew his business from nothing all the way to one of the world's most popular beer. In 1997 Diageo acquired this company along with Grand Metropolitan which already owned several other liquors (Diageo, 1). Innovation is evolving and changing everyday especially in today's world.

Foundation of Innovation

The basic foundation of innovation is derived from absorptive capacity. This is the ability to exploit your external knowledge which includes basic skills, shared languages, or even knowledge of the most recent scientific or technological developments in a given field (Cohen, 1990). Absorptive capacity is generated in many ways with different corporations. If a company has its own research and development (R&D) team, it has a huge advantage as they are also able to use external information. Some firms also pay and invest in absorptive capacity, especially if they don't have their own R&D team. For example, some corporations will use this service to take their ideas and put it into an actual model or concept. Applying the foundation of innovation to Diageo, they have over 180 employees that are dedicated to creating and designing new products every day. They work day and night to create a unique product that could be marketed and profitable to a certain market or all markets. Diageo has a team of employees spread out over five regions in countries such as UK, Spain, Australia, Canada, etc. (Diageo, 1). Having employees in different regions brings a slight advantage as liquor is sold worldwide and different cultures have different taste for alcohol. This allows Diageo to sell different liquor to different markets and satisfy all of their customers.

Pros and Cons of Innovation

Innovation, as mentioned previously, is an important factor to a company's growth. Besides selling your products, a company should always be looking to grow and expand. Diageo focuses on innovation and tries to push their new products into the market. They strive to have continued growth in the market. When a company strives to always be on top in the market, especially with new products, this entails that their marketing strategy and innovation strategy is managed very well. Another advantage of innovation is the ability to tap into new markets. In relation to Diageo, they only deal with alcohol and spirits; however these are new products in the same market with a twist. For example, they came out with Snapp, which is a premium apple tasting drink, which is only marketed towards women with a stylish and sophisticated look to beer. Entering Africa with a beer marketed for women is a new market, as this has never been done in Africa. In their first year Diageo made £10 million in net sales which was their most successful launch ever. Another advantage of innovation with a large corporation is that once you have name recognition, a company does not have to spend a lot of time and money on advertising as the name alone can carry the new product far. Consumers will trust the brand and will still want to buy it. For example, Diageo created Baileys Chocolat Luxe recently and this has been their most innovative product within the past ten years. This product was so successful due to the fact this is the first product to have real Belgian Chocolate fused with alcohol (Diageo, 1) and their brand is heavily recognized in the market. Brand

recognition is very important when bringing new products into the market. This gives a company a higher probability that the product will flourish in the market, versus a company not known as well, when bringing out a new alcoholic drink. The company not as well-known will have to spend a lot of money in marketing to push that product to their consumers.

A downside of innovation is that it does take time and money to construe these products. Some companies with poor innovation management will produce products with no successful returns in profit. This can then lead them to go out of business. A company needs to properly manage the cost to create a new product and how long it may take to create. Innovation can also cause deflation and allow some people to lose their jobs. Although deflation is great for consumers, as a producer, this can severely hurt your business. As your prices drop it shows that the economy's conditions are deteriorating (What is deflation, 1). With the economy reflecting a negative improvement, manufacturers and producers will then start to lay off employees.

INNOVATION AND COLLABORATION

Many firms in today's business market are collaborating when it comes to innovation. According to the old saying "two heads are better than one", it definitely applies when trying to create a product worth selling. Some reasons firms collaborate are to reduce the cost of technological development or market entry, reduce the risk of development, achieve sale economies in production, and to reduce the time it takes to develop and commercialize new products (Tidd, 2001). For example, Diageo recently partnered with David Beckham and Simon Fuller to create a single grain whiskey named Haig club. By launching this with two high-rated celebrities this brings easier market entry and less time to commercialize the product. This whiskey was made to appeal to new whiskey drinkers and whiskey connoisseurs as well. They designed a blue glass bottle so the drink can be judged on the taste and aroma alone (Diageo, 1). Collaborating has a lot of positive aspects for any company especially when they have the right motives. Another prime example of collaborating with innovation is the expansion of Smirnoff's confectionery flavors in efforts to strengthen the market in premium vodka. They have received heavy public attention due to the commercials with Roxanne McKee from Game of Thrones (Diageo, 1). When a well-known celebrity backs a product, it draws a great deal of attention to potential consumers. For example, in 2013 the flavors, Iced Cake and Kissed Caramel both ranked in the top 10 spirit launches (Diageo, 1).

Global Innovation

There are small and medium sized companies in the market however it's generally made up on large multinational companies. Multinational companies determine the international division of labor with their production, R&D, marketing, and sourcing strategies as they are able to transfer technology and management skills and they are able to influence regional growth via foreign direct investments (Boutellier, 2008).

Global innovation generally came about when the foreign markets were becoming more systematical and export trading became more popular. Companies had to make the decision where to localize their product. It either needed to be in their home country or elsewhere with cheaper labor which later introduced global research and development networks (Boutellier, 2008). The United States in particular has acquired a large amount of foreign investments over the past decade and they have also been a recipient of research and development. Several countries worldwide have their R&D stations set up in the United States; more than US companies themselves.

Diageo is very active with global innovation. They have research and development teams all over the world and spread out over five different regions. Diageo is maximizing their opportunity to innovate by tapping into all of the different resources the world has to offer. For example, Diageo came out with a one and only beer named Ruut Extra which is made up on cassava. This is their first product made with this local root and it's the only one out in the market. Not only are they the only company with this specialized beer, they broke their own record in development by creating this product in eight weeks from concept to commercialization (Diageo, 1). One of Diageo's missions is to support local sourcing in Africa which can stimulate their economy. This specific product was created in Ghana and their local government has a policy that states products created there has to have a large percentage of locally grown products. Not only does this make the country grow, it brings local farmers back on their feet.

Market Based Management
Market Based Management can be applied to innovation and long-term value creation of global and dynamic workplaces in numerous ways. Market based management is a set of management tools that allows you to run your small business or corporation more efficiently to maximize profits and have employees that truly value the company they work for and strive for the best. This can be related to innovation as one of Market based Management's six key elements is Generation and Communication of Knowledge. This key element deals with knowledge known by employees or held by employees and decisions and the appropriate channels they must pass through (Gable and Ellig, 1993). This theory can make or break a company. By following this concept, if new ideas are created, lower level employees will need to pass through the appropriate channels of management to propose their idea. This does create a form of organization as you can't have any and every one testing all the ideas however if a manager doesn't approve of a lower level employee's idea, it doesn't mean that it was the right decision. Someone's view can be totally different and corporations could be missing out on opportunities to grow. In Diageo's case, they don't appear to have this market based application in place. This could be a downfall as all of their lower tier employees drink alcohol as well and may have ideas of what the public wants to drink. Diageo only has 180 employees dedicated to innovate new products (Diageo, 1), which seems like a good number of people; however they may not have all of the answers of what all their consumers care to drink. Diageo could benefit from this key element as it can allow all employees to promote feedback and have a department that will process these ideas and evaluate whether this can benefit the company or not. In the long run, it can definitely benefit Diageo.

Driving Forces
Task environments are made up of the external environment factors that help a business achieve their goals (Mujtaba, 2014; Jones and George, 2014). One direct force from the task environment that has a strong influence in today's market and on organizations are customers. Customers play a very important role with any organization as they help control an organization's profits and/or losses. Customer relationship management and retention marketing strategies are essential to any business: repeat business is the backbone of selling, organizations are dependent upon their customers as they need customer loyalty to keep customers, without customers the organization could potentially cease to exist, the purpose of the organization is to fulfil the needs of their paying customers, and the customer makes it possible to achieve all business goals. Marketing is a relational theory that is used to perceive value for the customers over time (Gronroos, 1997).

There are several strategies modern companies deal with when coming to customers. Strategies are important for organizations because a company without a strategy will not survive in today's market. Some examples of strategies that are already in place for corporations are: customer insights and segmentation, customer experience, loyalty, and go-to-market strategy ("Customer Strategy & Marketing", 1). Bain and Company describes customer insights as a strategy that allows organizations to understand the client's needs and behaviors using BothBain approach. It helps organizations target the customers "sweet spot" or interests that will allow a company to have an advantage over another. Customer experience is a popular strategy when dealing with your customers as it allows an organization to develop a series of interactions with customers to earn their advocacy and to deliver consistent service. Loyalty is also an important strategy to have in place for customers as loyal customers bring more profit to a company. Not only do they bring in constant business, they spread the word to all of their friends and family who then come to you for their needs. With a good loyal customer base the word will spread like wildfire and without any marketing or advertising your business sales will increase. Loyal customers are always a necessity. The final strategy is the go-to-market strategy which is described by Bain & Company as allowing companies to build a powerful and integrated system that allows a company to build a bridge between a company's strategy and the exceptional customer experiences which in turn are the driver to customer advocacy and loyalty. Having strategies in place can definitely have an organization more confident on how to take care of their current customers and how to bring in more customers. Having a company in today's modern world is hard enough, keeping customers and earning profits is even harder. A company should always keep in mind that there are three models to properly analyze customer values: customer value in exchange, customer value buildup, and customer value dynamics. These are very important as they allow the company to breakdown all the values into groups to clarify what needs to be done to keep their values where it needs to be and keep their customers satisfied (Azaddin, 2004).

Diageo currently does not seem to have multiple strategies in place, however they "are continually working to deliver amazing customer experiences and to extend our sales reach" (Diageo, 1). Diageo's best way to grow as a company is through their consumers. They work very hard and diligently to serve top shelf alcohol to consumers all over the world. They sell in over 20 markets worldwide and are successful in each one. Diageo is very passionate about their customers and one important strategy they seem to have is that they always remain innovative. Their competitive advantage is to always remain on top by always being the first to come up new liquor or spirits. This keeps the customer wanting more and more of their product. They always keep the customer first and that's most important when all of your profits are derived from consumers.

Sustainable value creation had many areas that managers must focus on and one facet of value-driven management that is relevant to customers is organizational culture (Pohlman and Gardiner). Every organization has its own individual culture and their own understanding of how it works (Mujtaba, 2014). This relates to the importance of customers as customer service and appreciation is a part of an organization's culture. For example, having employees treat their customers with special preference or treatment is all derived from the organization. Like previously mentioned, customers are a huge asset to a company and having an organization incorporate their customers into their culture is a plus. It teaches employees that customers are their first priority and pleasing them and taking care of them should always come first. This force is definitely a value adder when coming to Diageo or any organization in question. Customers, when taken care of properly, will add value to the company and ensure success. As long as the company has good strategies in place to maintain excellent service, customer

satisfaction and loyalty, it will always benefit the firm. Customers can be a value destroyer if the company has a poor system. At Diageo, they currently put their customers as their priority and make sure they are always provided with excellent customer service and satisfaction with their products.

Another facet that is related to customers is customer values. This appears to be the most overlooked value. A company will always state they put the customers first however when truly analyzing the situation, the customers aren't always put first (Pohlman and Gardiner, 2000). When customers don't feel appreciated or feel like their "issue" or problem wasn't heard or even solved, the company failed to meet the customers' needs. Just because a company states they focus on the customer, does not mean there is actually a plan or strategy in place to resolve service issues effectively and efficiently. For example, if a cable company informs a customer that they will be at their home within a 12 hour window and inform the customer they need to be home and the cable company never calls the customer to update them until they are on their way. In order to meet the customer's needs, the driver that day should be in constant contact with customers to give them a more accurate time frame so the customer is updated. Plans like this should be in place so the customer feels valued and plans to continue do business again and again. Furthermore, there are companies that do have customer service strategies that are implemented on a daily basis which can definitely boost customer value. For example, Amazon has a feature online to where if you needed to speak to a customer service representative, they immediately call you after you enter your phone number online versus dialing the customer service number with other companies and then being on hold for several minutes. Providing immediate and quick service to customers demonstrates that they care about their customers and are willing to meet their needs right away. When implemented correctly, this direct force is definitely a value adder. This force will show employees the company cares which will bring back repeat customers and, due to their loyalty, they will spread the word of the company's excellent service with potential customers.

A third facet that is very important and relevant to customers is the owner's values. Owners of companies have their own set of values to meet their goals of their company in order to succeed. When dealing with a huge corporation like Diageo or something similar, the owner's values become a little more complicated. In order for owners to achieve their goals, they need the help of all of their employees and also they need their customers' needs fulfilled so they can earn a profit. If an employee feels an asset or share needs to be given away to allow the company to succeed it needs to be mentioned to the appropriate department and then to the owner. If the employee feels it is necessary to do this on their own, they need to take it out of their own assets since it is not their personal corporation and cannot make the big decisions. At the end of the day, employees assume that they are just paid workers of the company and in order for the owner to achieve his/her ultimate goals to succeed they need all employees to be actively engaged and follow the instructions provided. This also includes dealing with customers. The employee cannot willingly give away products to customers to satisfy them. Employees should always take into consideration both the owner as well as the customer. The owner should always have the best interest of the customer. For example, Diageo's owner values consist of being passionate about their customers, allowing employees to have the freedom succeed, being proud of their high standards of integrity and social responsibility, striving to be the best at what they do, and valuing each other by seeking diverse people and perspectives (Diageo, 1). Diageo's owners actually allow their employees to complete annual employee value survey's to ensure they are properly demonstrating their corporate values as an organization. In reference to Diageo, this strategy of the owners is a value adder. They make

it their mission to maintain their values which incorporates the customer's as well as their employees' best interest. This allows the owners to achieve their goals to succeed. However, this value could easily become a value destroyer for other corporations. There are several employees for big corporations that have that "don't care" attitude and don't take into consideration the owner and, thus, do as they please. With having employees like this, it opens the door to having a poor system which could potentially have the owner not achieve their goals of satisfying customers. To transform the value destroyer into a value adder, companies should have workshops that teach employees how to act in certain situations and who to call with questions versus taking things into their own hands and potentially "giving away the farm".

Another direct force important in today's modern business world is competition (Jones and George, 2014). Management thrives off of competition, as many of their moves and strategies are based off of what the next business is doing. If prices are lowered elsewhere, the original company is forced to do the same in order to keep their customers away from the competition. The idea of businesses working against each other benefits the consumers and the buyers. When looking at the theory of competition, one must remember the various aspects that contribute to the idea. Factors like substitutes, power of suppliers, power of purchasers, new entrants, and the industry as a whole all play a part in the direct force of competition (Porter, 1979). Competition prevents many people from joining an industry because of the oversaturation of the market. There are many barriers of entry for a new business and management must know how to get around these obstacles, they include cost disadvantages, government policies, product differentiation, amongst many others (Porter, 1979).

Diageo is a special type of company because it literally controls the majority of what people may consider to be its competition. Before researching the organization, one does not understand the depth of products that is under control by one firm. Most people would consider Ciroc and Smirnoff to be competitors because of their popularity amongst Vodka consumers, but, in actuality, they are both owned by Diageo. Diageo's way of dealing with competition is similar to many other major brands, when possible they just buy them out. If Diageo sees a product that is doing well and they know they could capitalize on it, they simply join forces with the brand. Facebook, based on observation, does this similar tactic by buying out Instagram and WhatsApp and letting each company still keep their own identity yet remain under the Facebook umbrella. It is management's job to decide which form of competition they want to be placed against and their plan of coping with it.

By understanding the values of one's competitor and how they deal with customers, third parties, suppliers, and external factors over time will leave a better understanding how to formulate a strategy against them, or better yet, predict their next move (Pohlman and Gardiner, 2000). Knowing the values of a competitor over time can be described as a value adder. Another facet of value driven management that has ties to competition is Owners' Values. These values are described as the values over time that the owners have in mind in order to reach the objectives and goals of a company. If assets are used for other stuff than to benefit the organization, then owners should use their personal assets (Pohlman and Gardiner, 2000). Employees, however, may do tasks that are not aligned with the goals of the company and the owner, this leads to miscommunication and problems. When it comes to competition, it is the owners' value over time that is competing with the other business. Both businesses are selling similar products and must have similar goals for their respective firms, what creates the winner amongst competition is the goals and values that the owner sets in place for their employees and subordinates to follow. The value of an owner could be categorized as a

destroyer or an adder. If an owner's goals do not lead to success or proper leadership for management, then the owner is destroying the company. To correct this negative and downward trend, one can compare it to the value of an owner with a successful corporation. The owner or CEO of Diageo is running a very successful business right now, the goals are realistic and being executed. Consumers love the product and competition cannot seem to keep up, if an owner with destroying values wants to learn to correct their mistakes then taking a lesson from the value of Diageo would be a good start.

Along with direct forces that affect management and the tasks at hand, there are also indirect forces that can impact the decisions of managers and strategies of an organization (Mujtaba, 2014). These forces are more general and seem to affect businesses on more of a macro level compared to direct forces that affect at a micro level. One indirect force important in today's modern business world is the economy. The economy in our nation and nations all over the world are affected with any modern organization. Any active business performed affects the economy in a positive or negative way. Some factors that affect the economy are inflation, unemployment rates, interest rates, and the gross domestic product (GDP) (Frey, 2002). Companies need to take into consideration when they conduct business that they are not only watching their profit margins go up and down, that they are also a part of the bigger picture, the economy. Diageo is actually in a market that can flourish when the economy is experiencing a downturn. According to CNN, alcohol sales have climbed with little interruption throughout this recent recession (Smith, 2011). Being a successful corporation in the alcohol industry can actually be beneficial as you have the opportunity to succeed in a growing economy and during a recession. The following are strategies to help stimulate the economy are examine and analyze the economic structure of the cities you are entering or already in as different cities provide different outputs and could be in a worse economic state than another city (Kresl, 2010). Another strategy useful for a modern company is to carefully invest in countries or other businesses. Investing can cause a stimulus in the economy and also developing countries. The outcome of these investments should stimulate a stable foundation for businesses and industries to thrive which can then increase opportunities for employment which causes consumers to spend more (CIDA, 2008).

Diageo's current strategy in dealing with the economy is constantly innovating products to always keep their products in the market. They are always innovating on their own and collaborating with other companies. By innovating new products, they are stimulating the economy by allowing consumers to buy new products to try. Diageo is also heavy into joint ventures as they look for companies that specialize in innovative technology and pioneering engineering so they have people from all perspectives creating a product that can be enjoyed in all of their markets worldwide which in turn stimulates markets all over the world (Diageo, 1). Diageo also has 32% of shares in United States alone. Like previously mentioned, they own several brands that are all popular consumer drinks. They have a huge share in America alone which can cause an influx in pricing even when the economy is facing a downward trend due to the nature of the business. Diageo makes a point to remain in the market and always have their products at an easy reach.

As well as direct forces, there are facets that go with indirect forces. One facet that is relevant to the economy is Cultures External to an organization. When dealing with the economy, especially globally, any negative trends can affect your business depending on the nature of the company. A company must always keep in mind that every country's values and customs will differ from their local country and it needs to be taken into consideration before entering the

market. It can affect sales and stability. If Diageo were to enter Greece, if "grease" payments are now allowed to be made since 1988, it allows Diageo to pay government officials to speed up the process to potentially distribute their spirits. Every country has their own set of rules and regulations to become a distributor and it all has to pass through the government. Most countries are not like United States that have accurate turn times of when to receive final documents. They will most tell you "they will get to it when they can", which means it won't be anytime soon. Therefore, grease payments are at times needed because you as a distributor want to sell your product as soon as possible to make profits. This facet can be classified as a value destroyer as some countries' laws and cultural norms can cause setback on a company entering the market which can then cause future delays and losses. In order to transform this value destroyer into a value adder, governments should have an easier process to enter markets worldwide and countries that are members of the United Nations (UN) should have a process designed for nations within the UN that speeds up the process.

Another fact that is relevant to the economy is Third Party Values. Third party values is important to take into consideration as one must take into consideration the values needed by the government agencies and unions. For example, unions look out for employee rights to ensure they have the benefits they deserve. An organization needs to take into consideration how they treat their employees. Also, when dealing with government agencies such as FDA or OSHA, there are laws that need to be abided by as well as fees and tariffs that must be paid. Some companies need to make sure they remain within the laws and pay the dues on time. Companies tend to fall behind on some payments and later shut down, which in turn can affect the economy worldwide, especially such a large company as Diageo. As mentioned previously, consumers purchase alcohol in a flourishing economy and in a recession so if a huge corporation is no longer in existence or suspended due to unions or governmental agencies, there will be a lack of cash flow. Consumers won't be able to purchase goods they enjoy.

Another indirect force affecting management is the value of demographics. Demographics include various characteristics within people that make up classifications or differences in society. Some examples of demographics include age, gender, income, race, amongst many others. It is extremely essential for a manager to understand the importance of demographics and the various interests and dislikes that are associated with each group. For example, age, which was discussed earlier, creates a generational gap that includes music, mindsets, and of course what people decide to purchase. Management must adjust with the times, which seem to have been the case for many competitive firms in today's global and dynamic workplace. If patterns are followed, many of the older CEO's of organizations have created apps and social media accounts to connect with the younger generation. Also, even subtle differences like creating cheaper versions or upgraded versions of the same product to appeal to people of all income levels. Apple, which is now expected to become the first trillion dollar American firm, seems to have done this when they released iPhones; they have the iPhone 5, 5c, and 5s that are priced differently so that consumers would be able to afford what they want. Diageo has learned the importance of demographics by having a wide range of products to appeal to all demographics. Their product line has been organized in a way to have consumers of all ages, races, income classes, and genders.

There are also facets of value driven management that go along with the indirect force of demographics. One of those facets is Cultures External to the Organization. Keeping an open mind to external cultures that are different from your organizational culture are key to maintaining employee stability and growth. Employees must be aware of a specific country's set of values as well as international set of values (Pohlman and Gardiner, 2000). When it

comes to Diageo, being an international company, they have had to be able to separate their home, English, culture from that of other diverse cultures around the world. They have products that are sold exclusively in some countries and by learning their culture, they are able to remain successful. Also, it allows them to tend to the needs of employees of different backgrounds and become more understanding towards specific situations that occur. This facet definitely adds value to the firm. One could never have enough knowledge about different cultures and the more that is known, the more it would be beneficial to any company.

Another facet that applies to demographics is also Employee Values. Demographics are not only important for appealing to the customer, they are also necessary to provide happiness to the people under the payroll. Employees come to an organization with their own set of values, it is sometimes deemed as a challenge to integrate those values with those of the organization (Pohlman and Gardiner, 2000). A person may be strongly against the idea of child labor, if that person gets hired at Nike and later finds out about their past international practices and connection through some of their vendors who were involved in child labor, the person must either align their values with Nike or begin to look for another job. Also, some employees prefer to work under heavy supervision, while other prefer more freedom and expression, their organization could be the same or opposite of their preference. Employees could add value when they are actively engaged in the affairs of the company or destroy value when they are social loafers, unhappy, and/or disengaged. If values of the employee and company seem to align, the employee would be more satisfied in their work environment and would want to be more productive. If these values do not align well, employees and the management team would be annoyed and miserable; the employee would not like their job and would continually do the bare minimum to get by. One way to solve the issue of the value being destroyed is by creating a compromise with the employee if their personal value over time is worth the risk. If the employee cannot align his/her behavior to the values and expectations of the firm, then it would be best for the individual to look for another job; or management can terminate the individual if his/her productivity is not up to par with their peers.

SUMMARY

Diageo is a worldwide organization that is respected domestically and internationally. Their products are popular and have become a staple within the community of people who consume liquor. According to Diageo's website, the term Diageo is derived from Latin and Greek origins and symbolizes that every day and everywhere their brand is being celebrated. Diageo's success could not be mentioned without giving credit to their management team. Diageo's management team even takes part in socially responsible acts like dedicating 20% of advertising funds toward alcohol abuse. The firm has become a leader in marketing and innovation without even having their name across various forms of media, they let their products do the talking instead of the actual umbrella company. Diageo is not officially a user of market based management or value driven management but it does apply similar principles that contribute to the longevity of the company. For example, with their marketing, it appeals to all demographics. Whether if somebody is old or young, rich or poor, or from completely different sides of the world, they all can be buyers of some type of a Diageo product. Diageo knows how to make their brands culturally acceptable and loved no matter where it is placed. As stated earlier, Johnnie Walker Black changes their logo to appeal to the annual Carnival festivities in small countries like Trinidad and Tobago. This firm also uses value driven management strategies, a key principle of which is using the market as a basis for comparison and Diageo does just that. Their prices are competitive with the market as well as their line of products. Nothing is out of the ordinary or segmented from the rest of alcoholic beverage

industry. If Diageo did apply a market-oriented focus within their organization, they would have the potential to be even greater. This would allow their employees to have an entrepreneurial mindset and produce even better ideas of marketing and innovation. Although, they are not lacking in the innovation field, they could always become better.

In order for Diageo to stay on top of the market, a crucial part of their growth strategy is to keep being leaders in innovation. For example, Diageo has a product in Ghana named Ruut Extra, which is a beer made of cassava. Cassava is locally grown across Africa and the West Indies and has become a staple beer for all Ghanaians. By using local ingredients and employees, they have been able to create something completely new that could be appreciated by the people of Ghana.

There are some driving forces from the task, general and global environments that attributed to the success of the management of Diageo. These could be categorized into direct forces which are external factors that affect the business's goals directly, and indirect forces that affect the goals of a business on a macroscopic level. The direct forces that affected Diageo are customers and competitors, while the indirect forces were the economy and the demographics. They both had some aspects that added value and some that destroyed value.

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An Analysis of the Characteristics, Needs and Motivations of Students who study through ODL in Zimbabwe

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Abstract

The study sought to establish the characteristics, needs and motivations of the Open and Distance Learner in Zimbabwe. The study was premised on the notion that understanding the customer is the foundation of the delivery of quality services. The study employed the case study method which falls within the qualitative research methodology. The study also utilized some quantitative techniques on data presentation and analysis. Data were generated through a questionnaire survey, focus group discussions, observation and document survey. The use of several data generation techniques assisted to enhance rigour, trustworthiness and credibility of the study. The study revealed that learners were motivated to study through ODL because of the need for promotion, upgrading, securing alternative employment, job security and the need to study while at the same time being with the family or at the workplace. Financing education was reported to be a major challenge for the ODL learner due to several dependants and other family responsibilities. The study concluded that ODL practitioners had inadequate information on the key characteristics, needs and motivations of the ODL learner. The study also concluded that the needs, motivations and characteristics of the ODL learners had a major effect on their service expectations. The study recommends that the University should include, in its students' records, vital information on the characteristics, needs and motivations of the ODL learner. The study also recommends that the University should align its service strategy with the service expectations of and environmental constraints confronting the ODL learner.

Key Words: characteristics, needs and motivations of the Open and Distance Learner, Zimbabwe, effective management, service quality

INTRODUCTION AND BACKGROUND TO THE STUDY

The effective management of service quality depends upon the extent to which organizations understand the specific needs and expectations of their customers, (Kotler, 2003). Studies by several ODL researchers pointed out that the ODL learner had distinguishing characteristics which were instrumental in determining their service expectations (Qureshi et al, 2002; Harris et al, 2011 & Dursun et al, 2013). In Zimbabwe, studies by Mupa et al, (2013) and Ndudzo (2014) revealed some interesting glimpses of the characteristics of ODL learners in Zimbabwe. The studies were, however, not exhaustive in describing the specific needs and key characteristics of ODL learners, including their motivation to study through ODL.

The study sought to establish the characteristics, needs and motivations of the ODL learner. It is assumed that such information will greatly assist the ODL University to design service offerings that suit the needs and expectations of the learners. There is a general lack of

understanding of the specific needs and characteristics of the ODL learner in Zimbabwe and how those needs and characteristics influence service expectations of the ODL learner. This study is, therefore, guided by the question: What could be the distinguishing characteristics of the ODL learner in Zimbabwe? It is against this background that the study strives towards characterizing and analysing the needs as well as the motivations of students who study through ODL. The researchers attempted to achieve this through addressing the significant characteristics of the ODL learners as well as the factors contributing towards influencing students to prefer studying through ODL. In this study, the researchers assumed that there is lack of a comprehensive understanding of the characteristics of the ODL learner among practitioners. Further, it is assumed that the characteristics of ODL learners influence their service expectations and perceptions.

The study is set to improve on the knowledge currently available on the key characteristics of the open and distance learner in Zimbabwe. The data is essential for the Zimbabwe Open University and other ODL institutions on their endeavors to develop service quality strategies to improve student enrollment and retention. Service quality expectations of customers are influenced by the characteristics, background and expectations of the customers, hence the importance of knowing the customer in an in-depth manner.

Growth is one of the major goals of the Zimbabwe Open University, and the attraction of more students is central to the attainment of this goal. This study elaborates on the factors that influence students to choose open and distance learning over other forms of education. A clear understanding of these factors will assist the University in positioning itself in a manner that would improve enrollment. The study is set to establish the problems faced by ODL learners in Zimbabwe. The findings are set to empower the University and other ODL Universities with strategies to solve the long-standing problem of student dropouts.

Demographic characteristics of the ODL Student
Attempts to describe the ODL student have been made with regards to the general characteristics of the ODL student. Focus has been made on outlining the demographic characteristics and motivations of the ODL learner. Studies to describe the ODL student were undertaken by Worcester Polytechnic institute (2011), Qureshi et al (2002), Harris et al (2011) and several other researchers in the field of distance education.

The study by Harris et al (2011) described the ODL student as, basically, a motivated professional. The demographic characteristics showed that 78% of ODL students were females while 22% were males. The study by Worcester Polytechnic institute (2012), however, produced contrasting results from studies done in North America where at least 74% of ODL students were found to be male and only 26% were female. Dursun et al (2013) estimated that 34% of ODL students were female while 66% were male. From the several studies undertaken in ODL, it cannot be established accurately the reliable gender distribution in the field of distance education. It is essential, however, that ODL institutions know the exact gender distribution of its students and establish the reasons why ODL attracts both sides of the gender divide. Since the expectations of men and women could be different, the findings of the above studies should be considered as inadequate to properly guide institutions on developing gender-specific service strategies.

According to a research carried out by Harris et al (2011), 50% of the ODL students were in the range 21-29 years, 39% were above the age of 40 years, and 11% were between 30 and 39

years. The study at Wocerster Polytechnic Institute (WPI) (2012) defined the ODL student as much younger; it categorized 57% of ODL students as under the age of 30 years. WPI indicated that 21% of ODL students were between 30 and 39 years. Only 10% of students were said to be over the age of 50 years, while 12% were categorized as between 40 and 49 years. The age range and distribution of ODL learners is essential in assisting institutions to effectively develop services which meet the needs of the relevant age groups.

Most of the literature on the characteristics and factors motivating the behavior of distance education students has established that the ODL student is usually married and had dependents. Dursun et al (2013) indicated in their study that 50.5% of ODL students were married, and 40.5% were single with 9% in the separated and widowed categories. Worcester Polytechnic in their service quality study (2012) claimed that more than half of distance learning students were married with dependents. The implication was that the students were juggling family issues and jobs with their coursework.

Problems faced by distance learners
Having identified the characteristics of the ODL learner, this study also addresses a concern that has been raised in many ODL institutions about the frequency of dropouts and the necessary means to curtail this trend. It is a significantly challenging task to meet the educational needs of the diverse and complex clientele of distance learners.

In studies in the United States, Carr (2000) reported student dropout rates which ranged from 20% to 50%. The Organization for Economic Co-operation and Development (OECD) (2000) also carried out surveys on ODL student dropouts in European countries and reported dropout rates of 20% in the United Kingdom, above 45% in Austria, France, Portugal and Turkey and 35% in Italy. The studies, however, did not delve much into uncovering the underlying service quality related causes of the high student dropouts in distance education.

A study carried out by Daniel (2005) reported dropout rates of above 50% in Africa. Financial challenges were reported as the main drivers of student dropout. In other studies, high student dropout rates were recorded as rife in Africa together with the prolonged time taken to complete studies through ODL (Mbukusa, 2009; Bhalalusesa, 1999 & Tyler-Smith, 2006). Although the above studies uncovered challenges which could be identical to those faced by the ODL students in Zimbabwe, there was, however, no attempt to sufficiently relate the findings to the characteristics of the students.

In a study by Obadiah Dodo (2013), challenges faced by distance education students in Zimbabwe included the lack of financial resources, low personal commitment, and inadequacy of sufficient time to study, negative stereotypes, social and work pressures. Though the study gave an insight into the challenges faced by ODL learners, it could not conclusively point to these challenges as having influenced enrollment and also the extent to which they influenced individuals' decision-making.

Tapfumaneyi (2013), in arguing for the importance of counseling in distance education, observed that distance education students faced numerous challenges because of the nature of the mode of education as the students were separated from the University in terms of time and space. The study concluded that counseling was integral to the attainment of quality in distance education, and should form the basis of support services.

The problem of student isolation was observed by Ravinder (2007) in his analysis of the challenges of distance education in Eritrea. Ravinder (ibid) noted that a major problem area in ODL is the feeling of alienation and isolation reported by distance students. Students of all kinds want to be part of a larger school community and not simply of a correspondence course. The distance aspect of distance learning takes away much of the social interactions that would be present in traditional learning environments.

Senanayake and Dadigamuwa (2005) and Tyler and Smith (2006) suggested that there were several underlying challenges facing the ODL students which the Universities could consider during service delivery. Berge et al. (2002) categorized them into situational, attitudinal, psychological and pedagogical challenges. Zirnkle (2001) highlighted institutional and socio-cultural related challenges. Regardless of the categorization, it is however essential that ODL institutions align these challenges faced by students with the service process.

While answering the question; "Why Students don't learn?" which could partly explain the challenges faced by ODL students, Gibbs et. al. (1982) delved on the following commonly given explanations:
- Students lack the necessary study skills;
- Students are of different types, and some students have limited approaches to studying ;
- Students choose their approaches to studying, and some students choose ineffective or inappropriate approaches;
- Students develop in their sophistication as learners and some are less developed than others;
- Some aspects of course design constrain students in their learning.

Mclean (2006) summed up on what contributed to ODL learners' dropout by suggesting one important pointer which reduced learner interest during the course of the ODL programme. Teachers in the study were said to suggest that the greatest concern for distance education institutions was the lack of consistent and vibrant interaction among the student community and between students and lecturers. This was said to be an important factor contributing to a reduction in satisfaction with the learning experience.

RESEARCH METHODOLOGY

The study employed the qualitative research methodology. This approach enabled the researcher to investigate and examine, in an in-depth manner, the needs and key characteristics of the ODL learner, the challenges they faced and the factors that compelled them to learn through the ODL mode of delivery. The researchers, having adopted the qualitative research methodology, utilized the interpretivist research paradigm. The study produced narrations and statements from the University's students which required the researchers' interpretations.

This study used the case study research design where the Zimbabwe Open University was the case or entity under investigation. Leedy (1997) defines a case study as a type of qualitative research in which the researcher explores a single entity or case within its real life context, bound by time and activity. The case study design was, therefore, chosen for this research because it gave the researcher the chance to conduct an in-depth investigation of the ODL University in its natural setting.

The target population of this study was the ZOU student body, which comprised local students studying through the 10 Regional Centers. This study was based on a total sample of 330 Zimbabwe Open University students selected through purposive sampling. Data were generated through a combination of techniques which included observation, the questionnaire instrument, document survey and focus group discussions. Data presentation, therefore, was mainly in the form of narratives presenting the thoughts, expectations and attitudes of the ODL learners. Basic statistical methods were employed to present quantitative data. Tables, pie charts, line and bar graphs were the main instruments used on data presentation.

Rigour, trustworthiness and credibility of this research were enhanced through the triangulation of methods. The researcher used questionnaires, observation, document survey and focus group discussions. The subjectivity of the qualitative nature of the research was addressed through fusion of both qualitative and quantitative data.

In order to adhere to high ethical standards and observe the necessary legal requirements, responses from the subjects in this study were treated with utmost confidentiality and were used for the scholarly purposes of this study only. The study was carried out within the legal framework and requirements of the laws of Zimbabwe. The researchers took extra care in maintaining independent relationships with respondents so as to uphold the credibility of the research.

RESULTS AND DISCUSSION

Gender of respondents

Figure 1: Gender distribution of respondents
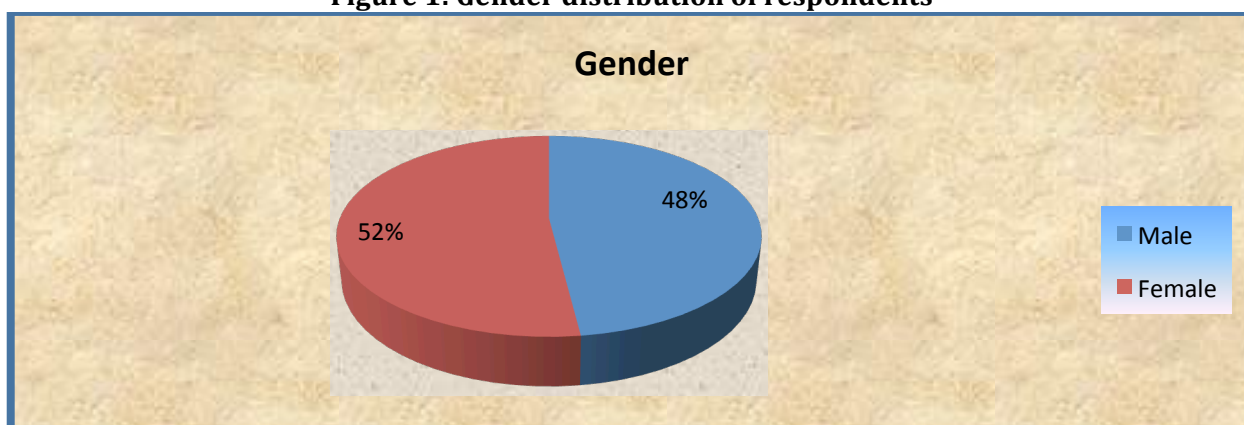
The study had a fair gender representation. 52% of respondents were female while 48% were male. The findings, therefore, show that the University has gone a long way in establishing gender parity in the recruitment of students. When asked to comment on the gender distribution and the perceived milestones made by the University in fostering gender equality in its recruitment drive, the following was one exhaustive comment from a senior manager at the University: "The University has been able to recruit extensively from both sides of the gender divide, women are increasingly enrolling in education institutions because of government policies towards gender balance and the changing roles of women in society. Most young couples are both employed hence they are attracted to the convenience of distance education". The findings in this study disconfirmed the findings by Qureshi et al. (2002) who revealed that females constituted about 67% of ODL students. Yener (2013) also found a different gender pattern in ODL with male students making up 47% of the total ODL students in Canada. The findings in this study, therefore, could be a reflection of Zimbabwe's milestone in making ODL education accessible without gender discrimination.

Age of respondents

Figure 2: Age of respondents
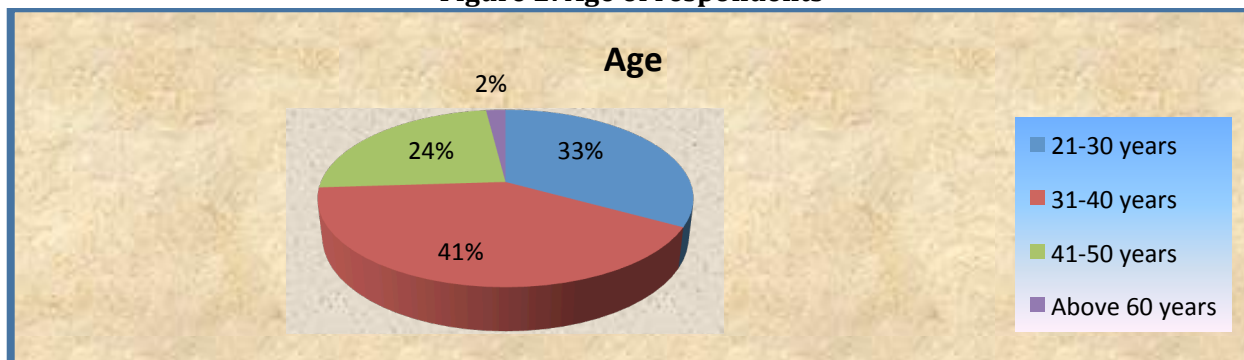
The study revealed that 41% of the respondents were in the age ranges 31-40 years, while 33% were between 21-30 years. The 41-50 years age range was fairly represented with 24%. Only 2% of respondents were above 60 years. The study revealed that the ODL learner is usually an adult between 20 and 50 years. The major finding from the age analysis was the lack of representation of students below 20 years of age. It shows that the University has not come up with a strategy of appealing to this segment of the market since the majority of school-leavers fall within this bracket. The researchers identified this as a gap which needs further investigation. The reasons why the ODL mode of education is not attractive to the learner below 20 years of age have to be established so that the University and other ODL service providers can alter their service offerings to suit the needs of the school-leaver.

During focus group discussions, the age of the ODL learner was identified as an important factor to consider when engaging with the student. Most of the focus group respondents indicated that "ODL learners are mature adults, some of whom occupy important positions in industry, government and society, employees in ODL institutions should exhibit respect and utmost courtesy when communicating with these students because their expectations on the level of professionalism are high".

The age characteristics of the ODL learner in this study correspond with the findings of Eduventure (2008) and Moore and Kearslsley (1996), where the ODL learner in America was characterized as between the ages 25-50 years. Eduventure (2008) averaged the age of the distance learner to be at 38.8 years. The findings in this study were in contrast with Qureshi et al's (2002) findings on the age distribution of the ODL student. In this study, the largest age group was 31-40 years at 41%. Qureshi et al. (2002) revealed that in Canada ODL was more attractive to the school-leavers at the 20-24 year age group representing about 42% of the total enrollment. In Zimbabwe, only 33% of ODL students were between 20-30 years.

Marital Status and dependency of respondents

Figure 3: Marital status of respondents
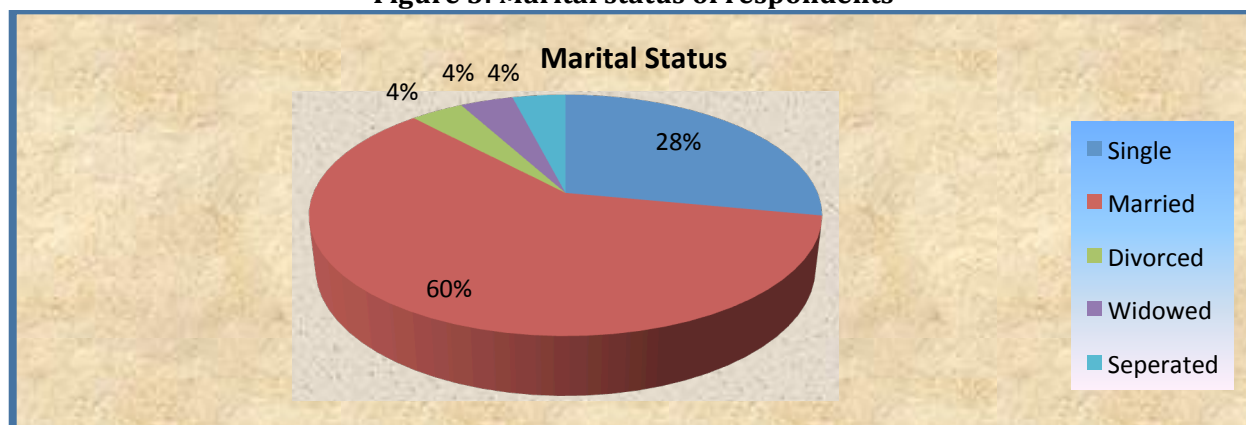
The findings show that the majority of ODL learners are married. 60% of respondents were married. The second biggest representation was in the single category with 28%. The percentage of those who were divorced, widowed and separated was 12% with a 4% representation across the three categories. During focus group discussions, it emerged that marital status and employment were two of the most important factors attracting individuals to distance education. It also emerged that marital status was an important factor to women in the Zimbabwean society, and in choosing a mode of education, women are expected to have a more 'hands-on relationship' with children and the family at large. Conventional universities are said to require women to relocate, a condition married women in Zimbabwe are generally not prepared to meet, as noted by one female student who commented as follows: "I only had my wedding 7 months ago before enrolling with the University. My husband was not willing to have me relocate to another city just for getting University education. We deliberated on it and decided that the best option was for me to enroll with a distance learning University. Fortunately the Zimbabwe Open University has Regional offices in Marondera and I am able to have my tutorials and write examinations and get services within my hometown, thanks to the Zimbabwe Open University".

The findings were in line with Qureshi et al's (2002) findings on the status of the ODL student. In their study of the motivation of the ODL student, Qureshi et al. (2002) revealed that 30% of the ODL students were married and also that ODL generally attracted married students. Pontes et al. (2010) survey indicated that 45% of distance learners were married. The findings by Pontes et al. (2010) also established that married distance education learners had a higher satisfaction index than single students and that the former were less likely to drop out than single students. This study also substantiated findings by Eduventure (2008) on the distance learner where the majority of distance learners were described as married, and one third had dependent children under the age of 18 years living at home.

Dependency ratio of respondents

Figure 4: Dependency ratio of respondents
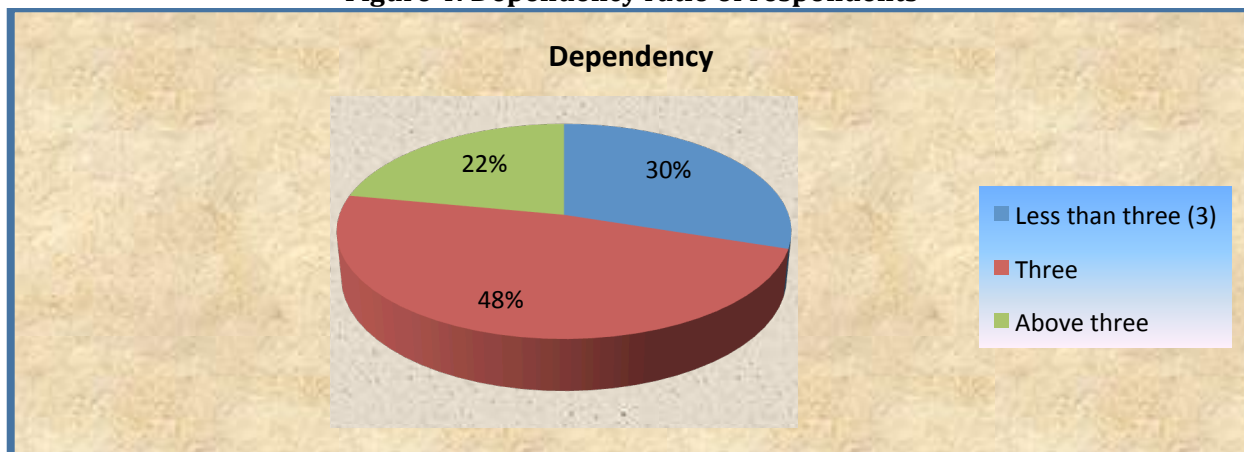
The marital status of the ODL learner, as represented in figure 4 above, is the most significant indicator in explaining the significant burden ODL students have in supporting dependents. The study revealed that the ODL learner was carrying an average of three (3) dependents, as shown on figure 4 above. This dependency level, coupled with the average incomes of respondents, impacts heavily on the ability of the learner to meet the fees requirements at the University. The researcher noted during focus group discussions that the dependents under the care of the ODL student in Zimbabwe were not limited to the learners' children only. The ODL learner also looked after his/her parents who, in most cases, were said to have reached retirement age without any form of social security or assets from which they could sustain themselves.

Other respondents and participants during focus group discussions revealed that their dependency ratio was as a result of common social problems facing the country, mainly the HIV pandemic. Respondents argued that the University should be better positioned to read problems faced by the society which the ODL student was not spared. "I'm taking care of my deceased two brothers' children, their mothers are not feeling well, and sometimes I supplement them, but I also need to go to school. It really affects my ability to pay fees on time, and the University should be sensitive to some of these situations," commented one participant.

Employment status

Figure 5: Employment sector of respondents
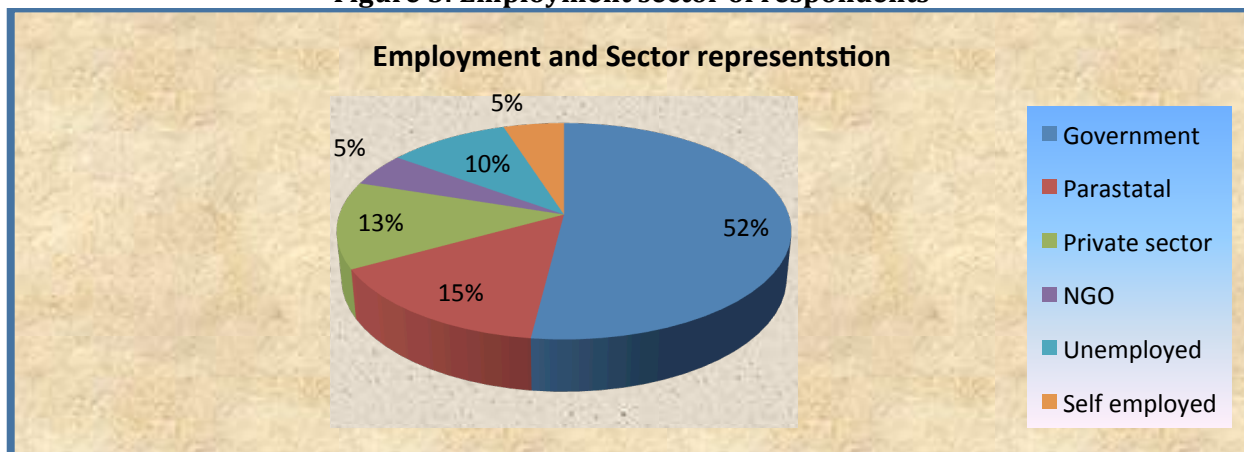
The study revealed that the majority of ODL learners (90%) were employed professionals while 10% were unemployed. The government is the biggest employer of the ODL students with (52%) of respondents while parastatals employed the second biggest number of respondents with (15%) representation. Only 13% of respondents were employed in the private sector, while 5% were self-employed entrepreneurs, and another 5% was employed by Non Governmental Organizations.

Though the majority (90%) of ODL learners studying with the Zimbabwe Open University was employed or raising income through entrepreneurial activities, the study also revealed a worrying trend where the majority of the learners could be clustered in the low-income groups. Possibly, this could be as a result of the fact that the majority of respondents were employed in the government where salaries are relatively low, as shown on Figure 5 above.

The findings in this study indicated that distance education in Zimbabwe attracted more employed adults than distance education in developed countries. Qureshi et al's (2002) study on distance education in Canada and the United States of America revealed that only 30% of distance learners were employed. A comparison between the two studies above shows that the differences in employment status were mainly because the distance learners in developed countries tended to be younger and dependent on parents and therefore did not need to be employed. This study also substantiates research by Eduventures (2008) in which the distance learner was found to be 'usually employed full-time'.

Net salary range

Figure 6: Net salary range of respondents
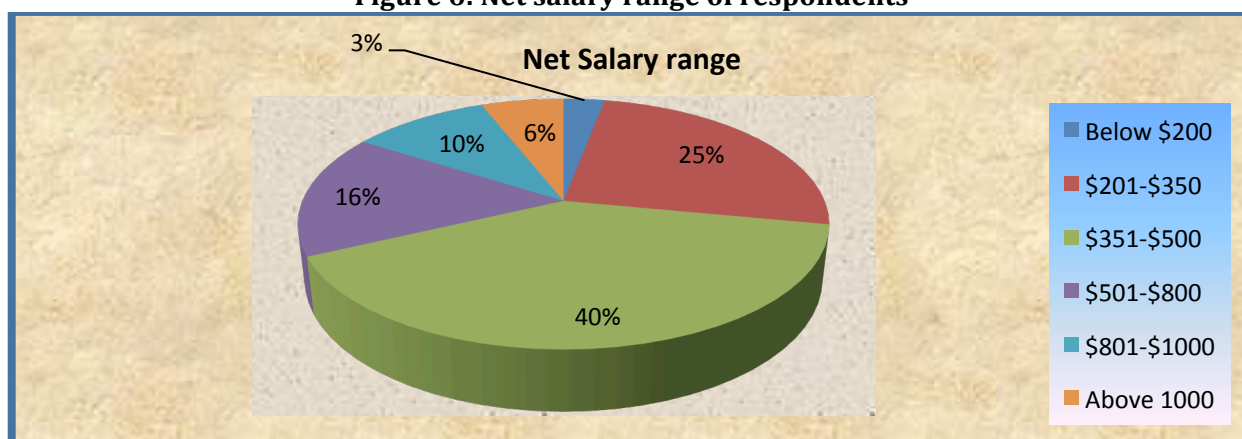
The study revealed that the average (mean) net salary range group for ODL learners was the $351-$500 group. 40% of respondents indicated that they were earning between $351 and $500. The second largest group (25%) earned between $201 and $350. The results show that very few ODL learners were in the high income groups. Only 16% of respondents earned between $501 and $800 while 10% earned between $800 and $1000, and 6% of respondents revealed that they earned above the $1000 threshold. 3% of respondents earned below $200.

The mean salaries of ODL learners ($351-$500/ month) revealed in this study, when compared with the challenges of the dependency facing the learners and their academic fees requirements, pose a great challenge to the fee pricing strategies of the University. It calls for flexibility, patience and well-thought out flexible fees payment schemes by the ODL University.

Comparisons in income between distance education students in Zimbabwe and developed countries studied by Qureshi et al (2002) showed significant differences. While (40%) of

Zimbabwean distance education learners earned less than $500 per month and the second largest range was $201-$350 with 25%, the majority of distance education learners in America earned about $1000 per month, the second most common income range (13.9%) earning $3000-$4000 per month. The study therefore shows a danger in generalizing strategies in different ODL environments as different economic backgrounds may require different strategies. Eduventures (2008) estimated the average monthly household income to be approximately $6400 in the United States of America, which is significantly different from the average income of the ODL learner in Zimbabwe which is between $330 and $500 per month.

Highest qualification prior to joining ZOU
The highest qualification of the student prior to joining the University is also an important indicator of the possible sources of ZOU and ODL students and the types of individuals attracted to ODL. Of the total number of respondents, the modal group (54%) enrolled after attaining their diplomas. 20% of respondents had attained their Advanced level studies; 9% had attained their O-levels, while another 9% had National Certificates, and 8% had attained First Degrees.

Figure 7: Highest qualification of respondents on enrolment
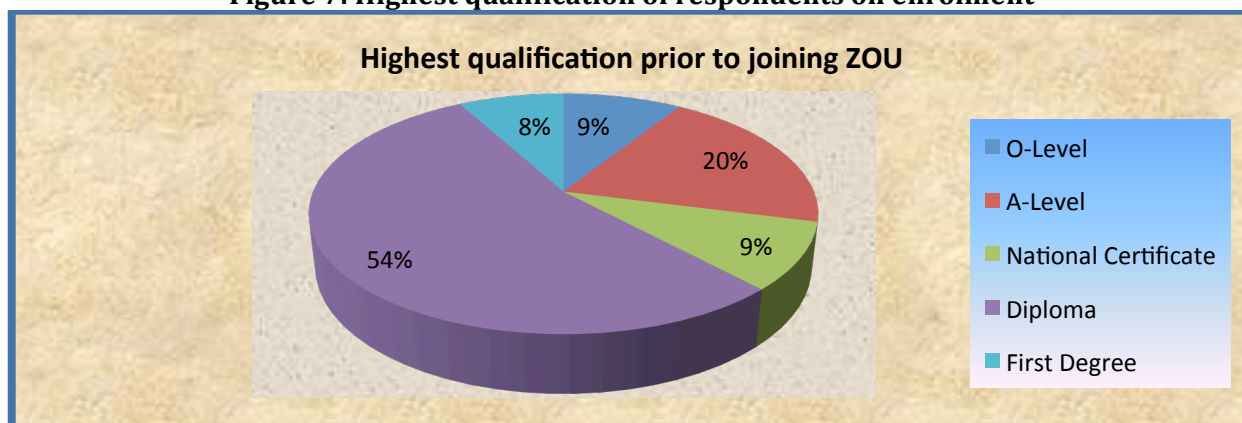
The competitors of the Zimbabwe Open University locally are the conventional universities. The competitors mainly enroll students after their Advanced level. The fact that only 29% of the University students are from High School should be of major concern to the University. However this situation presents an opportunity as well for the University to expand its market-share by targeting this particular age group.

MOTIVATION
The researchers managed to conduct in-depth discussions on the motivations of the ODL student during focus group sessions. The discussions dwelled on why respondents pursued education through ODL, in particular. The most common reason for pursuing education was for enhancing one's chances of securing a better paying job. Most respondents were not satisfied with their salaries, hence the perceived need to improve qualifications in an endeavor to seek better paying jobs in the private sector and in neighboring countries, with South Africa being the most preferred destination. The second most important reason was to improve job security; respondents indicated that there were high chances for retrenchments in non-governmental organizations, parastatals and the private sector due to the declining economic well-being of the country. Higher qualifications were seen as one way of improving job security.

Other respondents simply cited personal development as the major reason why they chose to seek higher qualifications. This was common for respondents in government departments because promotion was seen as of little significance as there was no significant pay rise from promotion. Job security was considered to be better in government hence respondents indicated that they were just interested in improving their literacy in certain areas relevant to their jobs. Others were transferred to new positions and sought academic expertise to enable them to perform their jobs effectively. The study, therefore, substantiated the findings by Ference and Vockell (1994) who argued that ODL students also have external motivation and sought better job opportunities and an improved standard of living by pursuing higher education.

Some respondents in this study indicated that they enrolled at ZOU so as to take advantage of tuition assistance offered by their employers. This was also reported in a study of USA higher education students by Eduventures (2008). On why they chose to study through ODL, respondents in the Eduventure study also singled out flexibility and convenience of ODL education as critical factors in their decision-making process. ODL was viewed as a mode of education which allowed students to pursue academic progression while attending to their families and work.

RECOMMENDATIONS

Based on the above findings, the study makes the following recommendations:
- The University should capture ODL learners' data in a very effective manner so as to keep up-to-date records of its clients. This would enable the University to be kept abreast of the changing characteristics and needs of its students.
- The University should align fees with the financial capability of its students as most of them belong to the low-income groups in the public sector
- More effort should be directed towards making ODL compatible with the expectations and needs of high school graduates. The age distribution of respondents indicated that the University has not been able to adequately attract young adults from high school.
- Develop more strategies for understanding the learner and getting constant update of changes in learner preferences.
- There is need for more research on why students in the age group 20 years and below are not keen to study through ODL.

CONCLUSION

The aim of this study was to analyse the key characteristics, needs and motivations of students who study through ODL in Zimbabwe. The major contribution of the study has been its ability to clearly articulate these characteristics from a Zimbabwean perspective. The age, gender, marital status, employment, salary levels, entry level qualifications and dependency load of the ODL learner was established in this study. The study also clearly articulated the specific needs and motivations of ODL students in Zimbabwe, The study concluded that practitioners may have been operating with limited knowledge of the characteristics of the ODL learner. It was also revealed that the University's data gathering instruments used to capture students' information on registration do not sufficiently capture some of the most important attributes of the ODL learner. The study also concluded that the characteristics of and circumstances facing the ODL learners directly influence the service expectations of these learners. These characteristics and needs of the ODL learners also directly influence the ODL learners' choice of the mode of education. The implication of the ODL practitioners operating without precise knowledge of the specific needs, characteristics and motivations of customers is that services would not be delivered in a manner that meets customer expectations.

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The Relationship between University Students' Training in Computing and their Motivation to Utilize ICT Resources in Learning in Selected Universities in Nakuru County, Kenya

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Abstract

Over the past few years, the use of information and communication technologies (ICT) in education has grown rapidly. The benefits of ICT adoption are evident. However, it is a known fact that teachers face many challengesin integrating ICTs in their teaching to enhance student learning. Based on a study of selected universities in Kenya, this paper examines the relationship between university students' training in computing and their motivation to use ICT resources to learn. The study was guided by Rogers Diffusion of Innovations theory of 2003 which addresses change levels that teachers progress through in technology integration. Purposive sampling technique was used to select five universities that offer Bachelor of Education degree and 404 respondents who participated in the study. Data was collected using a questionnaire. The data collected was analysed descriptively with the help of the SPSS computer program version 20.0 and presented in the form of frequencies, means, standard deviation and percentages. The inferential statistics used to determine relationships among variables was the Pearson Moment Correlation. A p-value of less than 0.05 was interpreted as significant. The results of the study indicated that there was a significant relationship between university students' level of training and their motivation to use ICT resources for learning. Based on the findings, it is recommended that ICT integration be made part of undergraduate training in universities in order to equip future educators with ICT skills and that higher education institutions should provide in-service training on ICTs for teachers. The study contributes vital knowledge on the challenges of integration of ICT in institutions of higher education in Kenya. This will help policy makers to come up with strategies to ensure ICT is integrated in learning institutions to enhance learning outcomes and improve the quality of education.

Keywords: Bachelor, Education, Computing, Kenya, Teacher Training, Motivation, Integration, Universities, ICT

INTRODUCTION

In recent years, teacher education has gained a lot of prominence in the Kenyan education system (Abenga, 2005). This takes cognizance of the fact that no education system can rise above the quality of its teachers. Training is important in preparing teachers for their work since it equips them with necessary knowledge, skills and attitudes needed to enable them perform their duties competently. This importance is further reiterated in the goals of teacher training as enunciated in the national policy on education. Broadly speaking, teacher education seeks to contribute towards the following objectives: improvement of the general educational

background of trainee teachers; increase the knowledge base and broad understanding of the subject matter of the trainee teachers; increase of the pedagogy skills; provide a deeper understanding of the pupils; improve on instructional skills, and thus contribute to better and effective learning. Teacher training also seeks to contribute towards the development of practical skills and competencies of the trainees.

The training of secondary school teachers in Kenya is undertaken at teacher training colleges and at Universities. Graduate teachers are trained in the Faculties of Education in nearly all public and in some private universities. Teacher training programmes are available at pre-service, in-service and professional development of teachers at all the levels.

Currently, Kenya has 48 public and private universities. Usually, students who attain grade 'C' in their Kenya Certificate of Secondary Education examination qualify to be admitted to train as teachers. All these categories receive a pre-service training of four years. Because teachers are the key agents in educational change, continued calls to raise the standards of student learning and achievement have now focused on national policies on the quality of teachers and their teaching in classroom (Day, 1999). The government has demonstrated commitment to raise the level of secondary school teacher education to international standards. The efforts include equipping the institutions with ICT equipment.

In many universities that train teachers, trainees are expected to study two academic subjects which they will be expected to teach in secondary schools upon completion of their course. The same case applies to those admitted into the three-year diploma programmes in teacher training colleges. University-based teacher training is more flexible owing to their autonomy in deciding on the admission criteria, teacher education curriculum and assessment procedures. Undergraduate teacher education programmes take four years. The duration of teacher education influences the supervision of student-teachers during practicum, curriculum to be covered, and the training process (Avalos, 1991).

Among other concerns, Abenga (2005) points out that the teaching methods used in teacher training represent an important factor in teachers' education and in every other education. Abenga (ibid.) recommends that lectures delivered to passive students have to make way for the many forms of active teaching such as the use of ICTs. Therefore, teacher-training institutions ought to be equipped with the necessary teaching and learning materials and aids. Better still those institutions should be equipped with the most modern and up-to-date resources such as computers. In addition, teachers need to be trained on the reliable methods of teaching. These methods should effectively connect training programmes with performance of teachers. The trainers' educational technology needs should be matched with the requirements of the training objectives and real work environment. Therefore, it is important that university-based teacher training programmes are restructured to ensure trainees have sufficient subject mastery and pedagogy (Ministry of Education [MOE], 2005).

Trainee Teachers' Motivation to Utilise ICT Resources for Learning
Motivation encompasses a multitude of factors driving the selection, the persistence and the engagement of particular activities to attain an objective. Motivation refers to the process whereby a goal-directed behaviour is instigated and sustained (Schunk, 1990). Motivational factors are, therefore, considered part of one's goal structures and beliefs about what is important. Sufficient motivation of trainee-teachers is closely related to the innovative role of

technology. Some empirical researches have linked motivation to computer use by teachers (Marcinkiewicz, 1996; Sheingold & Hadley, 1990).

According to Medlin (2001), most educators are motivated by the desire to achieve personal and professional goals in their careers. For example, educators employed by research institutions may have different career goals and work experiences than those employed to teach in universities. According to Braskamp and Ory (1994), assistant and associate professors have more publishing and tenure pressures while the full professors are concerned with consulting, advising and administrative duties. Work experiences include those in computer technology use in teaching, improvement of teaching and enhancing student learning.

Hertzberg (as cited in Chapman, 2003) theorises that hygiene and motivator factors increase an individual's motivation and satisfaction in his or her employment. Hygiene factors include basic work factors such as working conditions, job security, level of salary and benefits. Hertzberg (ibid.) maintains that if any of these basic work factors are absent, employees get dissatisfied and that certain motivational factors, such as self-actualisation, self-fulfilment and creative and challenging work, influence an employee's work performance and motivation. Recognition, responsibility and growth, which are connected to an individual's work environment, are also motivational factors. Hertzberg (ibid.) adds that an employee's true motivation comes from within, which suggests that both internal and external motivation factors are important in influencing an individuals' adoption of an innovation.

Medlin (2001) has identified the factors that motivate accounting faculty members in accredited North Carolina Schools of Business to adopt and use electronic technologies in their instruction. Medlin (ibid.) found significant differences in the following areas:

1. Social variables: friends, mentors, peer support, and students.
2. Organizational variables: mandate from the university and physical resource support.
3. Motivational variables: personal interest in instructional technology, personal interest in improvement in one's teaching, and personal interest in enhancing student learning.

Statement of the Problem
There are increasing calls from policy makers for educators, such as universities and colleges, in teacher education institutions to produce teachers who are skilled, confident and competent in using information and communication technologies for their personal and professional lives (Abenga, 2005; Gakuu, 2006; MOE, 2005). These calls are based on the increasing realization of the important role played by ICTs in enhancing teaching and learning. For this reason, teacher-educators in teacher training institutions are required to model appropriate uses of ICTs in instruction to equip future teachers with the necessary knowledge, skills and attitudes to effectively use these skills in their working lives. In order to achieve the objectives of the Kenya Vision 2030, there is need to establish a computer supply programme that will equip students with modern ICT skills.

Despite some literature reporting the effectiveness of ICTs as instructional tools in teacher education, it is not clear whether teacher-educators are integrating them in the curriculum. There is no documented evidence to indicate the level of integration of these technologies in teaching, especially in higher education institutions in Kenya. Such evidence is necessary because without the knowledge and experience of ICT within the teaching fraternity, it would be impossible to impart this knowledge to the student. Furthermore, the integration of ICT in

teacher education has been slow, which means there are critical factors that influence integration levels of ICT in teacher training colleges. One of the factors that influence trainee teachers' utilization of ICT resources is their training in computing skills (Abolade & Yusuf, 2007; Redmann & Kotrlik, 2004; Yidana, 2007). Since there seems to be a link between these factors and the level at which trainee teachers utilize ICT resources, this paper examines university students' training in computing and their motivation as some of the factors that influence the level of ICT use in teacher education.

Limitations of the Study
The research would have covered all the universities that train teachers in Kenya, both private and public, but because of time and cost constraints, a sample of six colleges out of the total 18 TTCs was used. A broader survey would have perhaps clarified the status of ICT integration in Kenyan teacher education institutions. As such, the findings of the study can only be applicable to teacher-educators in public primary teachers' colleges in Kenya.

MATERIALS AND METHODS
This study employed a descriptive survey design. Descriptive surveys help in determining the status of a defined population with respect to certain variables. They are flexible in tackling a range of problems related to attitudes, perspectives and beliefs of participants and can employ written questionnaires or interviews (McMillan, 2004).

The study was carried out in five Universities in Nakuru Kenya. Only those universities that offer Bachelor of Education degree were chosen. Furthermore, the universities made a good research population because the Government has shown commitment to improving teacher education to make it more relevant to the needs of the country in tandem with international trends (MOE, 2005). The selected universities that offer Bachelor of Education degrees are Egerton, Kenyatta, Laikipia, Kenya Methodist and Kabarak Universities. Higher education institutions were chosen because the government has been pushing for initiatives to integrate e-learning in all levels of education.

The target population for the study consisted of the Bachelor of Education students in the universities. All these universities have computer laboratories and are making efforts to improve their ICT capacity. The authors decided to use the simple random sampling technique since the population was within the reach of statistical evaluation. First, purposive sampling was used to select universities that offer Bachelor of Education Degrees. Thirty percent (30%) of the total number of students was used. A total of 394 students responded to the questionnaire.

Researchers prefer using methods that provide high accuracy, generalisability and explanatory power, with low cost, rapid speed and maximum management and administrative convenience. Basing on this fact, a questionnaire was used in the study for complementary purposes. The data collected was analysed using the Statistical Package for Social Sciences (SPSS) version 20. Descriptive statistics, including frequencies, means, standard deviations, tables and percentages, were used for the data on the level of training on ICT. Percentages were also used to answer one question that asked the levels of students' training in the use ICTs for learning. Correlation was used to determine if a significant relationship existed between the level of training and their motivation to learn. The significance level was set at 0.05. All statistical analyses were computed using the statistical packages for social sciences.

RESULTS AND DISCUSSION

University Students' Level of Training in ICT

Most of the respondents (N=386) (95.8%) were computer literate while only 17(4.2%) were not. This indicates that most of the respondents have basic computer skills and can use software applications. These skills are useful in boosting the confidence of trainee-teachers and students to use computers for learning. Nevertheless, future training programmes should show teachers how to achieve specific educational objectives through the integration of ICT into teaching and learning, not just learning about computers.

Students' Level of ICT Training

An analysis of the results, as presented in Table 1, indicates that with regard to competence in ICT, 77.7% strongly agreedand 18.6% of the respondents agreed that they were competent in using word processors. Another 57.6% and 19.9% strongly agreed and agreed respectively that they were well trained in the use of spread sheets. Moreover, 49.1% were competent in data base management; 89.7 strongly agreed and agreed that they were good in using PowerPoint presentation programs; 82.9 strongly agreed and agreed that they use email, and 93.3% strongly agreed and agreed that they use Internet in their daily learning.

Table 1: Trainee Teachers Level of ICT Training

Level of training	Frequencies/ Percentage			
Computer Tool	SA	A	D	SD
Word processing	304(77.6)	73(18.6)	6(1.5)	9(2.3)
Spread-sheets	223(57.6)	77(19.9)	48(12.4)	39(10.1)
Database management	101 (26.8)	84(22.3)	125(33.2)	67(17.8)
Programming	14(3.5)	17(4.3)	52(13.2)	316(79.2)
Networking	4(1.0)	6(1.5)	53(13.3)	336(84.2)
PowerPoint	190(49.7)	153(40.1)	18(4.7)	21(5.5)
Web development	7(1.7)	13(3.2)	79(20.2)	292(74.7)
Interactive multimedia materials	112(29.8)	58(15.4)	133(35.4)	73(19.4)
E-learning	94(23.7)	8(2.0)	49(12.3)	246(62.0)
Internet	289(75.5)	68(17.8)	11(2.9)	15(3.9)
E-mail for communication	278(68.8)	53(14.1)	26(6.9)	19(5.1)
Computer maintenance	4(1.0)	12(3.1)	67(17.1)	306(78.8)

On the other hand, the least training on the use of computers for learning purposes are computer maintenance (1.0% and strongly agreed and 3.1% agreed), E-learning (27% strongly agreed), web development (1.7% strongly agreed and 3.2%agreed), networking (1.0%strongly agreed and 1.5%agreed) programming (3.5% strongly agreed and 4.3%agreed).

It is apparent from the descriptive analysis in Table 2 that student-teachers had high levels of ICT training for such ordinary applications as word processing, spread sheets, data base management, internet, the use of E-mail for communication.However, they had low levels of ICT training use for more specialized applications such as networking, programming and computer maintenance. This means that student-teachers' knowledge in advanced computer skills is quite low.

This pattern of ICT integration validates Keengwe's (2007) findings; that the use of more mainstream and personal computer applications is common among faculty members and teachers. However, the level of ICT integration in general by teacher-educators remains very low. One probable reason for this is the fact that specialized applications increase the complexity of an innovation. This is also in line with Rogers' (2003) theory of diffusion of innovations which states that the complexity of an innovation is a hindrance to integration. In

most cases, mainstream applications are believed to be compatible with the adopter's existing values.

Influence of ICT Resources on Students Motivation to Learn

Kurgat (2014) believes that the key motivating quality of ICT-mediated work is interactivity. This is because in many classrooms it can get a bit boring for students to just sit there listening to the teacher and looking at the chalkboard. Kurgat(ibid.) argues that students prefer an interactive program on the computer where they can click on parts of the body where it actually talks to them and they can see what it does, rather than just seeing a picture on the chalkboard.

Students see computer-based tools and resources as helping not just to effect tasks and improve presentation, but also to refine work and trial options. They associate the use of such tools and resources with changes in working ambience and classroom relations, as well as with raised interest and increased motivation on their part. Students welcome opportunities for independent working mediated by ICT in which they can engage more directly with appropriately challenging tasks; they are concerned that this reshaping of learning might be displacing valuable teaching.

Table 2 shows the influence of ICT resources on students' motivation to learn. Majority of the respondents contended that the use of ICT resources increased their frequency of attending classes (M=3.05 SD=1.17). It gave them an opportunity to research on the internet (M=3.66; SD=0.929).They also use ICT resources to submit assignments (M=3.16;SD=1.423). They further said they use ICT resources to receive results online (M=3.10; SD=1.48); read notices, memos and other information online (M=3.03; SD=1.328), andfor online communication with lecturer (M=2.80;SD=1.322).

Table 2: Influence of ICT Resources on Students Motivation to Learn

	N	Mean	Std. Deviation
Attending classes	383	3.05	1.17
Research on the internet	382	3.66	0.929
Submitting assignments online	392	3.16	1.423
Online communication with lecturer	392	2.80	1.322
Receiving results online	392	3.10	1.480
Reading notices, memos and other information online	392	3.03	1.328
Students motivation to learn mean	394	3.0901	1.12430

Generally, ICT can be a vehicle for engaging students' interest in subject topics, for example, through the interactive and multimodal qualities of computer-based work. Immediacy of access to resources and relevance of materials would render learning more enjoyable for students. Reduced handwriting requirements and higher quality presentation motivates students and increase students' self-esteem (Kurgat, 2014)

Relationship between Students' Training in Computing and their Motivation to Learn
Hypothesis Test Results

To test the hypothesis, data was collected using a questionnaire that contained seven items on students' motivation. As shown in Table 1, the results of the Pearson Moment Correlation Coefficient between the level of ICT training by students in Universities and their motivation to learn was 0.347**. This was a positive relationship. Multiple regression analysis was then carried out to ascertain whether or not the relationship was significant. Therefore, there is a significant relationship between students' level of ICT training and their motivation to learn. Thus, the null hypothesis was rejected, implying that the teacher-educators' motivation influences their integration of ICT in teaching.

This state of affairs notwithstanding seems to agree with the views of Clifford, Friesen and Lock (2004) that traditional models of professional development like workshops and courses have not been particularly successful in helping learners find ways to integrate technology into their teaching and learning processes. In effect, faculty members and classroom teachers are not comfortable with their state of affairs. They often feel bad about not knowing how to use technology for teaching and learning.

These findings are consistent with those of Karsenti and Thibert (2006) who found that learner motivation is a key factor related to computer integration. It can, therefore, be deduced from the study that teachers who are motivated and have a strong commitment to foster learning processes integrate technology more easily in their teaching. With this in mind, the findings of the study show that ICT training and motivation are predictors of ICT integration in universities in Kenya.

Some studies have also shown that motivation heads the list of factors influencing teaching and learning in higher education. For instance, a study on the motivation of future teachers to integrate ICT into their teaching practices has shown that the presence of model instructors or participation in a course that optimises the use of ICT could have a positive impact on the motivation of future teachers to integrate ICT in their teaching practices (Karsenti & Thibert, 2006). This means that future teachers taking practical education (practicum) in a setting that places importance on integration of ICT are more likely to have a special interest in integrating ICT in their own teaching practices. Besides, a future teacher with proficiency in ICT and wide experience integrating ICT during their college education will also be more inclined to integrate ICT into their teaching.

Trainee teachers who do not extensively integrate ICT into their teaching practices have few expectations of success integrating ICT, which often appears to be linked to their poor training and general computer literacy. These individuals also fail to see how ICT could enhance teaching and/or learning. Instead, they perceive ICT as a time-consuming exercise. They find school settings that make little use of ICT more reassuring than those that make extensive use of this technology. Hence, their very limited experience with integration of ICT during their university education is perceived as the reason teacher-educators do not integrate ICTs into their teaching.

In general, the findings indicated a generally positive motivation towards computers as tools. In particular, student-teachers were motivated by their competence to use ICT resources in their learning. Most of them occasionally upgraded their computing skills in order to maximize available computers.

Furthermore, a majority of the respondents found ICT resources useful in class-related activities. Moreover, findings based on the hypothesis test indicated that there is a significant relationship between student teachers' training in computing and their motivation to use ICT resources in their learning. This, therefore, means that ICT competence is a significant predictor of student motivation to use ICT resources to learn. With this in mind, the findings of the study seem to suggest that universities should give greater consideration to student teachers' training in computing because it motivates them to use the ICT resources in learning.

CONCLUSION AND RECOMMENDATIONS

On the issue of student training on ICT, it was established that there is a significant correlation between university students' level of ICT training and their motivation to learn. This implies that the level of ICT training influences students' utilisation of ICT resources in their learning. It is therefore recommended that Bachelor of Education departments in universities should consider training their students well if ICT integration is to succeed. Since a strong, positive relationship exists between training in computing and motivation to learn, there is need to encourage, by means of incentives, students who exhibit positive motivation so as to improve the level of ICT integration. This can be done by introducing rewards such as the ICT Student of the Year Award.

ACKNOWLEDGEMENT

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Proud lonely athletes: Using network centrality analysis to clarify the societal values of sports after the 2011 disaster in Japan

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Abstract

This research builds on our previous study, examining recognition of social management and observes the interpretation of benevolent sports activities following Japan's 2011 earthquake and tsunami. After the incident, most sports and recreational activities were suspended; however, various benevolent sports activities were arranged to benefit the damaged areas. This study investigates the recognised human value structure of sports in situation of great public anxiety by applying the life management concepts of time perspective and hope. Cluster analysis (Ward's method) was conducted to further explore the relationships structure in the values complex. The results regarding the terminal values study suggest the greatest recognition of 'hope for the future', 'family bonds', 'excellence', 'global concern' and 'life force'. Furthermore, the instrumental values study suggest greatest recognition of the 'ambitious', 'courageous', 'self-reliant', 'competent' and 'respectful' that indicate concern for inner motivation and survival capability. Network analysis (graph theory and centering resonance analysis) presents a holistic evaluation method for the positional functions of societal values and organization. This network centrality analysis clarifies the human values communicated by sports after the 2011 disaster. The comparison of national certified sports coaches, university students in sport science and university students in engineering reveals that athletes' lives are difficult and they experience loneliness while achieving victories and records. They feel pressurized to be the last man on the podium. Therefore, they might desire true friendship and family bonds with people sharing the same supreme desire, like fellow soldiers. However, if the loneliness is accompanied by some sense of societal pride, the combination could offer a positive social force for the future.

Keywords: human values, sports, network analysis

INTRODUCTION

Since the East Japan disaster on 11 March 2011, Japanese society has been at risk of losing collective hope for the future. This catastrophe caused much of the general public to refrain from all sports and recreational activities, even as various benevolent sports activities were

immediately arranged to benefit the afflicted areas. Many national teams and professional leagues held charity matches, along with providing local support and relief goods and serving affected residents through personal networking and various other donation activities. The present study builds on our previous work [1], which examined the recognised human value structure provided by sports in this crisis situation by referring to the social management concepts of time perspective and hope.

The study of hope, as a social management tool, began in 2000 [2, 3]. The purpose of this field of study is not to explore facile optimism but to consider the structure of positive and autonomic thinking and its role in contributing to community rebuilding. The study of human values is an approach designed to clarify the cognitive beliefs that operate in decision making and dealing with conflicts. Hope, a crucial human value, is recognised as a valuable motivator of life management activities in a crisis situation. The academic purpose of the present study is to identify the human value structure in sports and its social impact.

As people live in a society impacted by various complex values, they must recognise and prioritise these values within their own personal value system. This system has two dimensions: terminal values (end states of existence) and instrumental values (modes of conduct). This study adopted Rokeach's model [4] to operationalise these two dimensions. Rokeach's model includes terminal values such as 'pride in country', 'true friendship', 'inner harmony' and 'global concern' as attributed values as well as instrumental values such as 'broadminded' and 'forgiving' as concrete mentality and 'courageous' and 'honest' as life skills. Individuals' holistic cognitive value chain structures for sports activities, including benevolence, would be expected to describe the relationship between success in sports and survival in society. For a discussion on human values, the study of hope or time perspective as a life management approach and the study of terror management [5] as biological ontology could be effective. Drawing on these viewpoints, this study discusses the value chain of ontological commitment to society's realistic survival.

METHODS

Rokeach's model contains 18 terminal and 18 instrumental values and suggests that their prioritization will be affected by the particular context. For example, 'pride in country' and 'global concern' would tend to assume higher priority in a situation of international conflict. Thus, to adapt Rokeach's model to Japan's current social conditions, the authors made various alterations to Rokeach's set of items. In the category of terminal values, the authors changed 'national security' (protection from attack) to 'pride in country' (to represent citizens' willingness to work together for their country's good). 'Happiness' was changed to 'hope for the future' so as to represent an ontological commitment to improving people's existence rather than an absolute state. 'World beauty' (beauty of nature and arts) was changed to 'world beauty' (beauty of human beings and nature). 'An exciting life' was changed to 'life force', 'a comfortable life' to 'prosperity', 'a sense of accomplishment' to 'excellence', 'a world at peace' to 'global concern', 'salvation' to 'benevolence', 'mature love' to 'ideology/culture' and 'pleasure' to 'pure delight'. Among the instrumental values, 'obedient' (dutiful, respectful) was changed to 'respectful' (dutiful) to mean proactive rather than passive willingness.

The subjects included three groups of people: national certified sports coaches (N = 99: male = 63, female = 36, age = 28–60 years, average age = 41 years), university students in sport science (N = 278: male = 155, female = 123, age = 18–21 years, average age = 20 years) and university students in engineering (N = 100: male = 73, female = 27, age = 17–20 years, average age = 20 years). The research was conducted in October and November 2014. Subjects

received an explanation of the study's structure and of various sports-related benevolent activities such as donations, charity matches and voluntary disaster relief activities. Next, they were asked, 'What types of values do you recognise in Japanese benevolent sports activities that intended to help affected members of society after the 2011 disaster?' In response to this question, the participants were asked to rank the 18 terminal and 18 instrumental values. In the item ordering, the highest-ranked item was given 18 points, the second item 17 points and so on. Next, we performed cluster analysis (using Ward's method) to further explore the close relationships between the values within each cluster. To completely understand comprehensive human values and their role in people's lives, open-ended descriptions would be required; thus, the approach selected in the present study has obvious methodological limitations. However, the ranking of values and the order relationships can clarify the latent value structure.

Finally, a network analysis was performed to explore the centrality of the multi-values space in benevolent sports activities. Calculating centrality is a major focus of social networking because it indicates what persons (or, in this case, what values) occupy critical positions in a network. There are some centrality measures that are derived from the adjacency matrix and constitute different mathematical computations on the same underlying date.

Our previous study used degree centrality and eigenvector centrality that are most commonly used by network analysts. Eigenvector centrality (Cev) is directly dependent on the centrality values of its connected neighbours. A high centrality value of the neighbours should result in a high centrality for the vertex under consideration [6].

For a given graph G: = (V, E) with |V| vertices and |E| edges, let A = (be the adjacency matrix, i.e. = 1 if vertex is linked to vertex t, and the numbers will increase depending on the number of connections. = 0 if there is no connections between the vertices. is a scalar.

In the present study, we used Katz centrality as a variant of eigenvector centrality, and we include the potential intimacy relationship within human values of co-operations. We assume = 0.06, which means a one-eighteenth contributor's coefficient by total numbers of the terminal and instrumental values.

Furthermore, we apply a unique statistical approach to understand the difference between the groups, especially when verifying the similarity of the network centralities. The map layout was calculated using the Fruchterman–Reingold algorithm [7], which is a force-directed layout algorithm for constructing a graph to indicate the centralization of the multi-values' positioning. The purpose was to position the vertices of a graph in two- or three-dimensional space so that all the edges were of approximately equal length and with as few crossing edges as possible. The force-directed algorithms achieved this by assigning forces among the set of vertices and the set of edges. The forces were applied to the vertices, pulling them closer together or pushing them further apart. This was iteratively repeated until the system reached an equilibrium state. Results showed some contributors that mapped centrally in the graph by value positions.

RESULTS AND DISCUSSION

Overall priority order

Terminal values

The priority order of terminal values was 'hope for future', 'family bonds (close companionship)', 'excellence (lasting contribution)', 'global concern', 'life force (zest for living)', 'freedom (independence, free choice)', 'self-respect (self-esteem)', 'pure delight', 'true friendship', 'equality (brotherhood, equal opportunity for all)', 'pride in country', 'inner harmony (freedom from inner conflict)', 'world beauty (beauty of human beings and nature)', 'benevolence', 'prosperity', 'wisdom (a mature understanding of life)', 'dignity', and 'ideology/culture' (see Figure 1).

 'Hope for the future' maintained its first-place ranking from the previous study [1]. 'Family bonds' rose from the sixth place in the previous study to the second place in this one. 'Excellence', used in place of 'a sense of accomplishment', was third in this study and second in the previous study of sport-related values. These and other results are discussed in the cluster analysis below.

Instrumental values

The priority ranking order for instrumental values was 'ambitious (hard-working, aspiring)', 'courageous (standing up for your beliefs)', 'self-reliant (independent)', 'competent (capable, effective)', 'respectful (dutiful)', 'polite (courteous)', 'responsible (dependable)', 'honest (sincere, truthful)', 'loving (affectionate)', 'forgiving (willing to pardon others)', 'helpful (welfare for others)', 'light-hearted (cheerful, joyful)', 'imaginative (creative)', 'self-controlled (self-disciplined)', 'broadminded (open-minded)', 'clean (neat)', 'intellectual/logical (intelligent)' and 'consistent (logical)' (Figure 1). The top two values of 'ambitious' and 'courageous' were also ranked amongst the top four values in the previous study.

A; terminal values order   B: instrumental values order
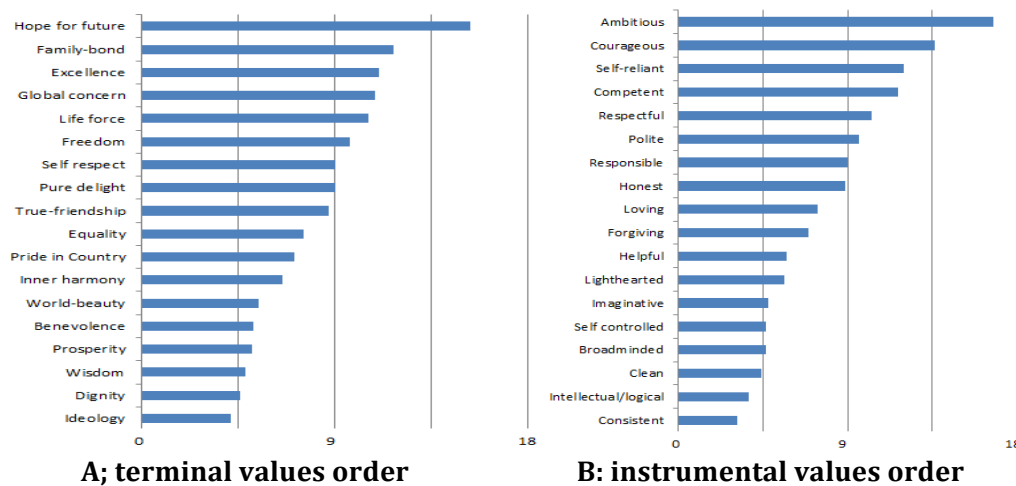
Figure 1. Order of terminal (A) and instrumental (B) values assigned to benevolent sports activities after the 2011 disaster in Japan.

Cluster analysis and network analysis

National certified coaches

We now discuss the three groups (national certified coaches, university students in sport science and university students in engineering) and the dimensions that they highlighted. The first group comprised the experienced athletic coaches and teachers. Their central cognitive societal terminal values (see Figure 2) were 'true friendship' (relationship), 'self-respect' and

'inner harmony (freedom from inner conflict)'. Other values located near the central space were 'excellence (lasting contribution)', 'wisdom (a mature understanding of life)' and 'world beauty (human being and nature)'.

In response to the spreading sense of helplessness in society after the 2011 disaster, the coaches might perceive sports as strengthening human networking (true friendship) and mental control (inner harmony), promoting self-discipline (related to self-respect) and hard work and helping people to overcome social terror and anxiety and to appreciate the beauty of human nature. The coaches might support the younger generation not only with technical instruction but also in character building.

In the cluster analysis of the experienced coaches and teachers, we find two connections. First, true friendship and inner harmony were strongly connected with hope for the future. The coaches might believe that social intimacy has a role in encouraging hope for the future. Second, self-respect and excellence were strongly connected with global concern, suggesting a belief that dedication to sports has some relationship with global concerns. The other characteristics are the desire and centripetal force for belonging (pride in country, life force, wisdom).

A: terminal values

B: instrumental values
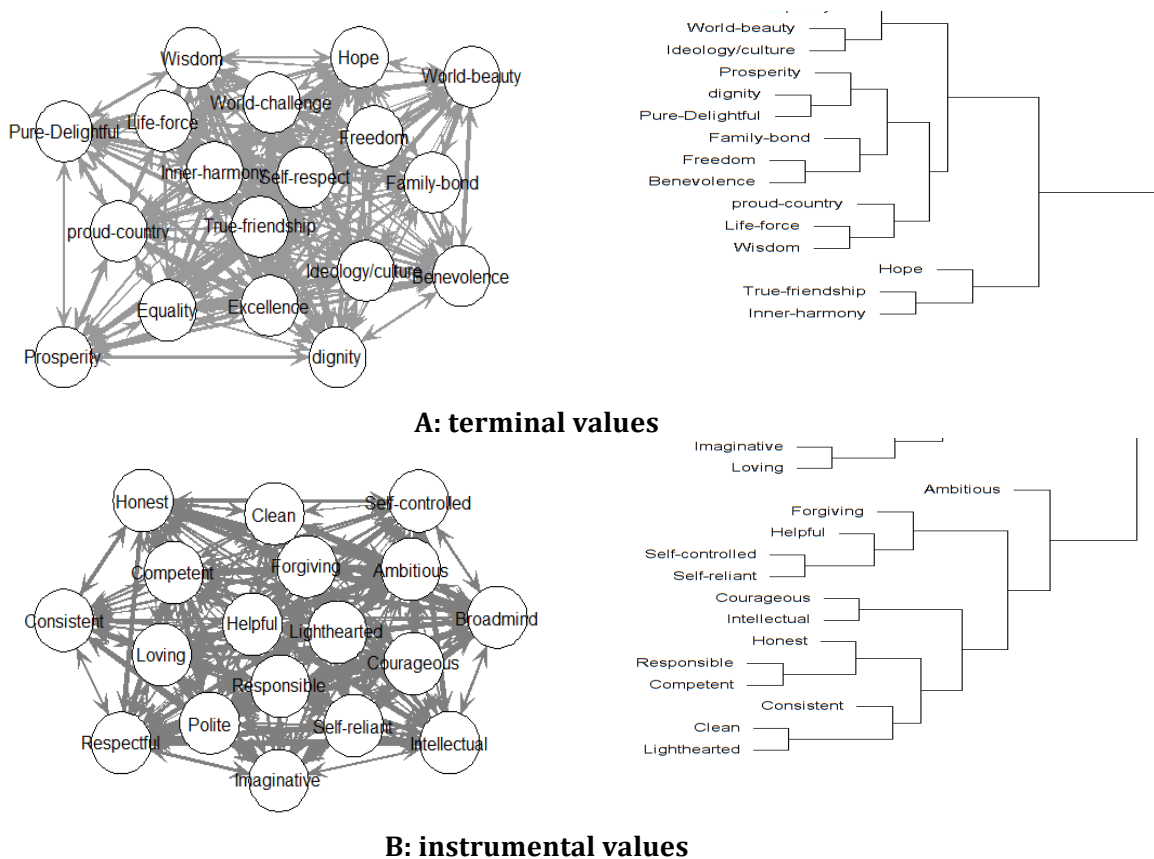
Figure 2. Mapping of societal terminal values of benevolent sports activities after the 2011 disaster by national certified coaches (A: terminal values; B: instrumental values; left: force-directed placement (Katz centrality); right: cluster analysis).

These respondents' central cognitive societal instrumental values of sports were 'helpful (welfare for others)', 'light-hearted (cheerful, joyful)' and 'responsible (dependable)'. Other

values located near the central space were 'polite (courteous)', 'forgiving (willing to pardon others)', 'ambitious (hard-working, aspiring)' and 'loving (affectionate)'. The coaches might regard interpersonal relationships as important for creating and re-enforcing societal networks. In cluster analysis, 'helpful' was closely related to 'forgiving', 'self-controlled' and 'self-reliant'; 'light-hearted' was closely related to 'clean' and 'consistent'. These clusters might show the importance of positive thinking in sports as a means of sustaining lasting dedication. These clusters expanding from 'helpful' and 'light-hearted' might suggest the altruism in sports as practical and essential senses.

University students in sport science

These students include not only athletes involved in national-level competitions but also some elite participants at the Olympic or World Cup level. Their central cognitive societal terminal values of sports (see Figure 3) were 'family bonds (close companionship)' and 'pure delight'. Other values located near the central space were 'life force (zest for living)', 'ideology/culture' and 'freedom (independence, free choice)'. Athletes might need close companionship and an experience of pure delight because they are relatively lonely in their dedicated preparation for high-level competitions. The answer of 'life force (zest for living)' might be suitable for the tough competitors. In the cluster analysis of the university students in sport science, 'family bond' was close to 'equality', 'life-force' and 'global concern'. These relationships might highlight the cooperative nature of team sports. 'Pure delight' was close to 'excellence', 'self-respect' and 'inner harmony', perhaps emphasizing the importance of a positive view of oneself.

This group's central cognitive societal instrumental values of sports were 'broadminded (open-minded)' and 'imaginative (creative)'. The other value located nearest to the central space was 'intellectual/logical (intelligent)'. In the cluster analysis, 'broadminded' was close to 'forgiving'. The athletes might have similar characteristics to the coaches with regard to societal values because both groups attach greater importance to human skills than to technical skills.
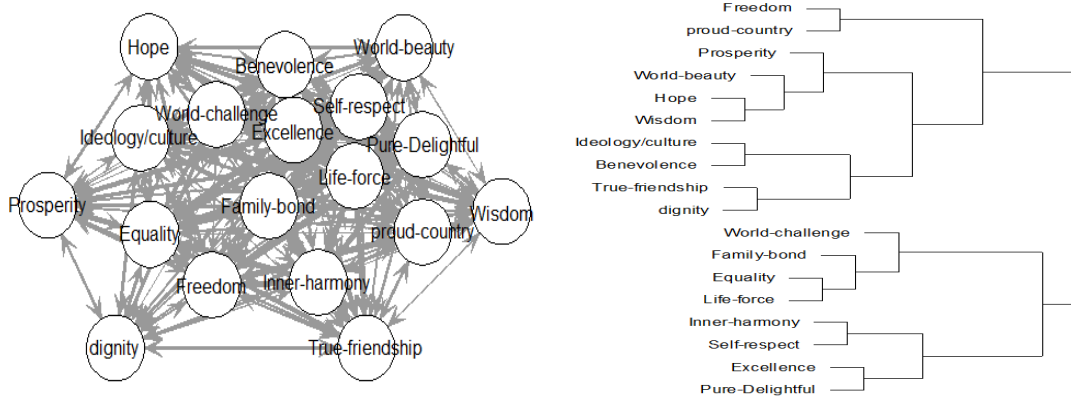
A: terminal values
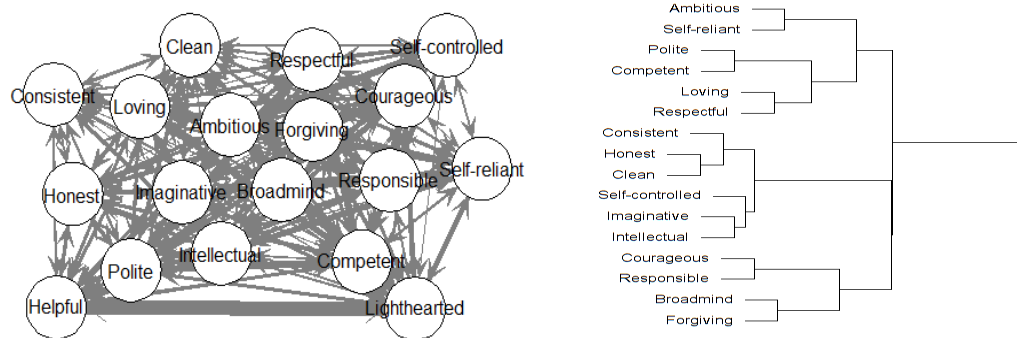
B: instrumental values

Figure 3. Mapping of societal terminal values of benevolent sports activities after the 2011 disaster by university students in sport science (A: terminal values; B: instrumental values; left: force-directed placement (Katz centrality); right: cluster analysis).

University students in engineering

These students are not coaches and athletes; i.e. they are not involved in sports. Thus, we should expect their answers to come from a different viewpoint. Their central cognitive societal terminal values of sports (see Figure 4) were 'equality (brotherhood, equal opportunity for all)' and 'prosperity'. Other values located near the central space were 'benevolence' and 'dignity'. 'Equality', 'benevolence' and 'dignity' would represent a realistic view of the values promoted by all levels of sport. On the other hand, 'prosperity' might refer to the sports that have ample resources. In the cluster analysis of these students' responses, 'equality' was close to 'prosperity', 'benevolence' was close to 'life force', and 'dignity' was close to 'wisdom'.

This group's central cognitive societal instrumental values of sports were 'consistent (logical)', 'self-controlled (self-disciplined)', 'honest (sincere, truthful)' and 'clean (neat)'. These respondents might regard sports achievement as the result of consistent, long-term effort. In the cluster analysis, the close relationships of values ('consistent' and 'intellectual', 'self-controlled' and 'ambitious', 'honest' and 'competent') might also reflect some key characteristics of sports.

A: terminal values
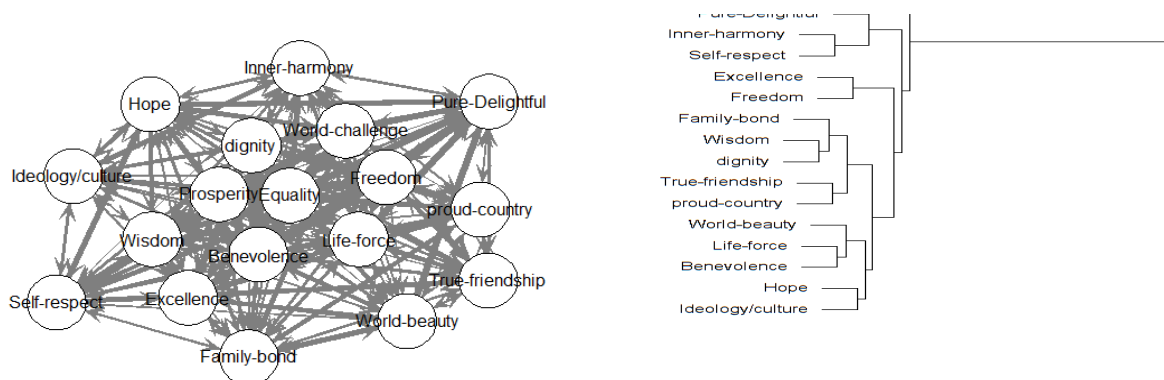
B: instrumental values
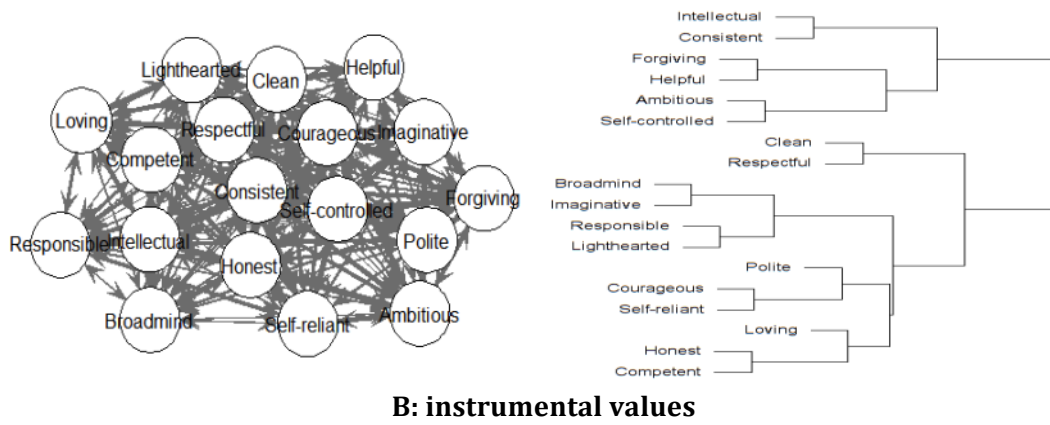
Figure 4. Mapping of societal terminal values of benevolent sports activities after the 2011 disaster by university students in engineering (non-sport students) (A: terminal values; B: instrumental values; left: force-directed placement (Katz centrality); right: cluster analysis).

Hidden loneliness in athletes

Network graph analysis can verify the difference or similarity between some graphs. The correspondence analysis, which is one of 'centering resonance analysis' methods, was examined to clarify the similarities and compare the network centrality (Figure 5). To maximise the relationship between row and column items, correspondence analysis sorts both rows and columns. As for the calculation result of the axial contribution ratio, the accumulated contribution ratio on the second axis is 100% (terminal values: 72.73%, 27.27%, 0.00%; instrumental values: 65.81%, 34.19%, 0.00%). The information on the graphed data was sufficiently representative.

A: societal terminal values
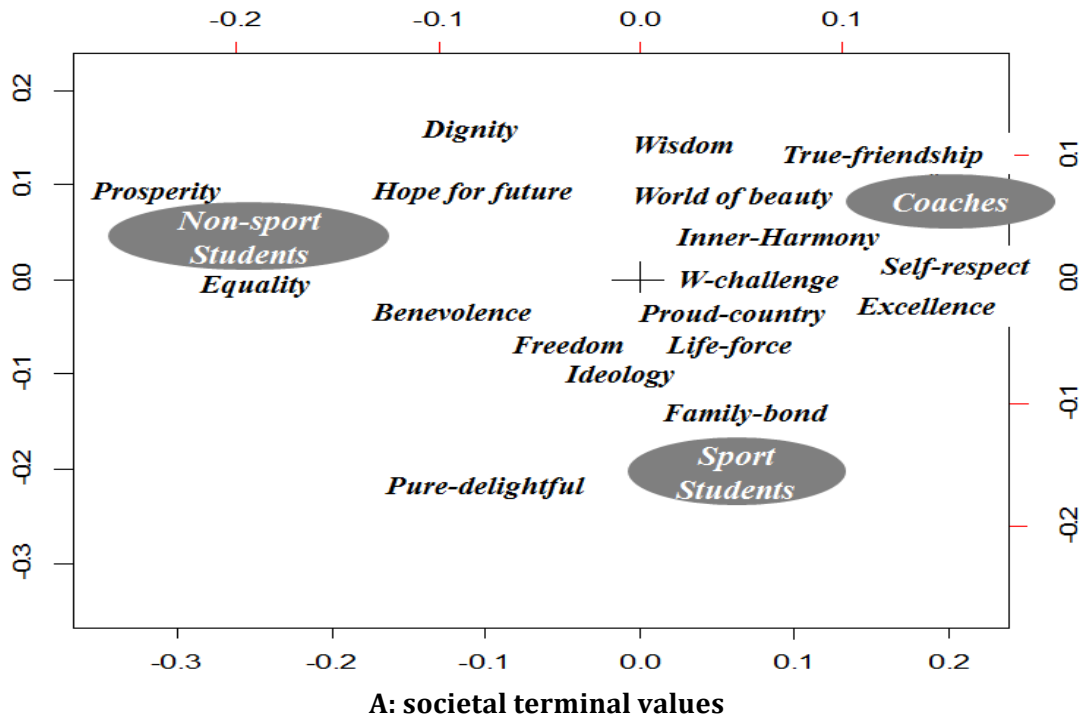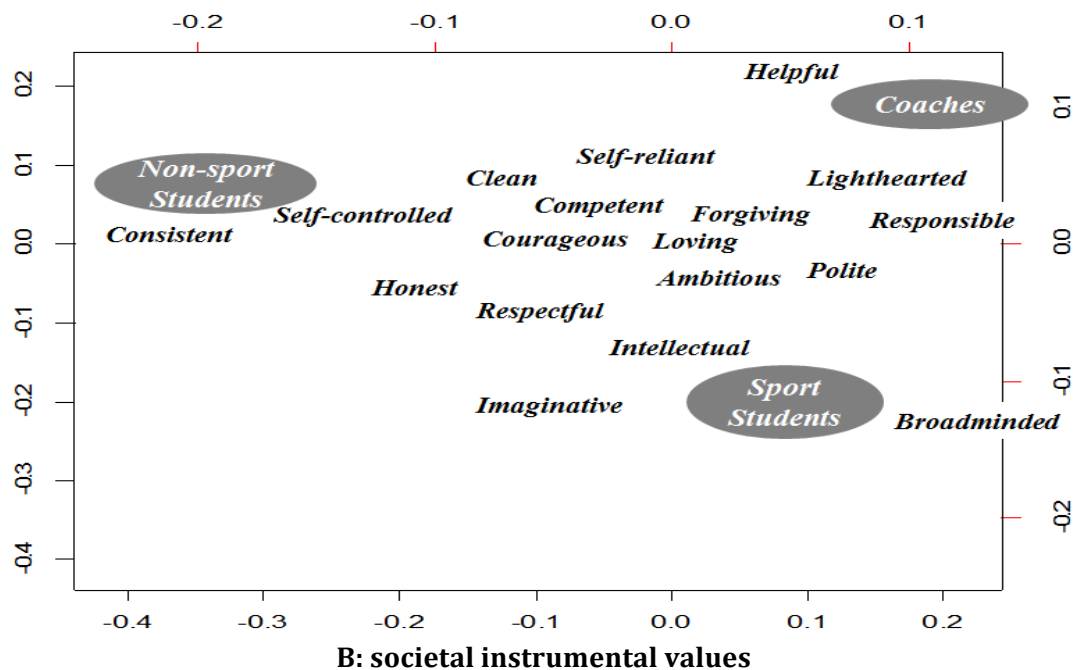
Figure 5. The space difference or similarity of the societal human values between coaches, elite sport students and non-sport students after the 2011 disaster in Japan as shown by centering resonance analysis (A: societal terminal values: B: societal instrumental values).

There might be very few athletes who could achieve the ideal societal terminal values (e.g. 'prosperity', 'equality') as reported by non-athlete students (university students in engineering). The societal values reported by the athletes (university students in sport science) who dedicate their lives to gruelling practice and competition were 'family bond' and 'pure delight'. National certified coaches also highlighted values concerned with human relations ('true friendship' and the indispensable 'self-respect') followed by technical values ('excellence'). These responses might suggest that athletes' lives are difficult with many lonely days to overcome on the path to victories and records. They feel very heavy pressure to be the last man standing on the podium. Therefore, the lonely athletes might desire true friendship and family bonds with people who share the same supreme desire, like fellow soldiers. Their central values in the graph might reflect an ambition to challenge the world as a representative of their country and a will to show benevolence. Societal loneliness has been proposed as one explanation of the spread of anxiety within our highly advanced information society in some sociological discussions (the 'lonely crowd', [8] 'habits of the heart' [9] and 'bowling alone' [10]). [11]. However, if the loneliness is accompanied by some sense of societal pride, the combination might have the potential to offer a positive social force for the future.

As for cognitive societal instrumental values, the engineering students reported 'consistent' and 'self-controlled', which are comparable ideal values. In contrast, the athletes might have emphasised 'broadminded' to remove the isolation of loneliness and 'imaginative' and 'intellectual/logical' to challenge the impossible dream. The coaches might report 'helpful', 'clean', 'responsible' and 'forgiving' as means of constructing positive human relationships.

In our previous study of hope after the 2011 disaster in Japan, we reported on how people regained hope to step into tomorrow, calling on their various societal human values and expending their emotional resources to invest in their own future. Furthermore, we reported

that Japanese elite athletes might be motivated to take on the challenge of a long-term commitment to tough competition and might be regarded as the proud, lonely companions who express their proud country's will to recover from disaster. Reconstruction after a major disaster takes a long time, and at first people could not see the light at the end of the tunnel. Only the brave, who were willing to embrace the challenge, could move society towards a positive future.

Terror management theory provides one way of interpreting how people face the risks of life. Risk presents not only a negative, threatening dimension but also a more positive perspective, indicating that buffers against anxiety are provided not only by cultural and religious institutions but also by close human relationships [12]. Increasing the desire for relationships with others might act as a terror management mechanism.

Our prior study reported that the values recognised in sports might indicate common ontological commitments: 'Human existence could reflect a dynamic balance of both biological and ontological values, such that humankind lives with not only one value but also freely selected and compounded multi-values to adapt to an increasingly complex environment and society' [1]. Our findings regarding the societal human values expressed in sports by our lonely but proud athletes can be regarded as identifying one valuable aspect of Japan's social capital. Our country will host the 2019 Rugby World Cup and the 2020 Olympic and Paralympic Games. We hope that, as many people from around the world come together for these events, many values that can provide hope for the next generation will be produced and disseminated.

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Heterosexual Missionary as the Sexual Default and Stigmatization of Perceived Infrequent Sexual Activities

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Abstract

In the present study we examined whether heterosexual vaginal intercourse is the default prototype of sex and the association between the perceived frequency of sexual activities and prejudice toward individuals who engage in those activities. Participants rated 132 sexual activities and preferences with respect to perceived frequency that others engage in those activities and prejudice toward others who engage in the activities. The results suggested that heterosexual vaginal intercourse (missionary) is the default prototype of sex. Furthermore, the results showed a strong association between the perceived infrequency of sexual activities and prejudice toward individuals who engage in them. Together, the results suggested that the perceived norms of sexual behaviors contribute to the perceptions of other individuals and groups.

Keywords: sexual behavior, fetish, default, stigma, prejudice, sexual script

INTRODCUTION

Prototypes are representations of categories that contain the various attributes and characteristics associated with the category (Smith & Zárate, 1992). Prototypes, or the stereotypical characteristics associated with groups, highlight the within-group similarities and between-group differences (Turner, Hogg, Oakes, Reicher, Wetherell, 1987). Often there exists a default prototype of a category such as a fan is a person who enjoys sport. Although there exists a variety of fan interests (e.g., politics, cooking, anime), the default prototype of the category 'fan' is a sport fan (Reysen & Shaw, 2015). Another example is ethnicity and nationality; White is the default or prototypical association with the category 'American' (Devos & Banaji, 2005). In other words, the ethnic identity most closely associated with the national category 'American' is White, as opposed to other ethnic minority identities.

Prior research examining default prototypes suggests negative outcomes for those who are not members of the prototypical category. One outcome of the automatic association between White and American is that individuals of ethnicities that are not White are viewed as less prototypical, less American, and more likely to face discrimination (see Devos & Mohamed, 2014). A second outcome of default prototypes is that the description of non-normative groups relies on comparisons with the default group, such as explaining why gays and lesbians are different from the default heterosexual group (see Hegarty & Bruckmüller, 2013). Third, such prototypical associations can aid in legitimizing and furthering majority or high status group dominance (e.g., Sibley, 2010; Wenzel, Mummendey, & Waldzus, 2007). Together, the prior

research examining default prototypes shows that these culturally dependent, socially constructed, and consensually shared prototypes influence individuals' perceptions and behaviors (Yogeeswaran & Dasgupta, 2014). In the present study, we examine the default sexual activity as heterosexual missionary and examine the association between frequencies of sexual activities and prejudice.

Although the notion that sexual activities beyond the normative heterosexual vaginal intercourse are stigmatized is far from new (e.g., Brekhus, 1996; Marmor, 1971; Rubin, 1984), there exists a lack of empirical research showing the connection for a wide variety of sexual activities. In this research we use the term sexual activities broadly to refer to positions, sexual orientations, sexual attractions, as well as fantasies. Many research studies tend to examine a small list of non-normal sexual behaviors (Gauthier & Forsyth, 1999). Previous sex research tends to focus on what people do (e.g., frequency of behavior) or attitudes (e.g., permissiveness of behavior) toward sexual activities (Laumann, Gagnon, Michael, & Michaels, 1994), rather than what they perceive as the frequency of behavior of others (i.e., perceived sexual norms). The perception of what others do (Cialdini, Reno, & Kallgren, 1990), and the prototypical content associated with groups (Hogg & Smith, 2007), has a strong influence on individuals' perceptions and behaviors. Knowing the influence of norms, safe sex campaigns, for example, will often aim to change the perceived normality of sexual activities to affect individuals' behaviors (e.g., Scholly, Katz, Gascoigne, & Holck, 2005). Although the perceived norms within one's cultural space provide a template for how to think and act, violation of those norms can lead individuals to experience stigmatization (Goffman, 1963).

Drawing upon sexual script theory (Gagnon & Simon, 1973), the common sexual script entails heterosexual vaginal intercourse along with behaviors such as kissing, fondling breasts, and genital stimulation (Laumann et al., 1994; McCormick, 2010). Consistent with this notion, we suggest that heterosexual missionary sex is the default sexual activity. For example, Martens and colleagues (2006) found that students perceive other college students as engaging in vaginal intercourse more frequently than oral or anal sex. Other sexual activities will be viewed as non-normative and individuals who practice or engage in those other sexual activities will face negative prejudice. For example, in a study of the BDSM community, Iannotti (2014) found that just under half of participants inform others of their sexual interests and a quarter of respondents reported being discriminated against. Similarly, there exists a heternormativity, the notion that heterosexual orientation is the norm, and that privileging some individuals can lead to the victimization of individuals who embrace non-mainstream sexual/gender identities (see Toomey, McGuire, & Russell, 2012). It is certainly the case that non-heterosexual individuals are stigmatized (Herek, 2000). Because sexual activities are typically practiced in private, individuals may conceal non-normative behaviors from others. In a qualitative study of professional dominatrices, Levey and Pinsky (2014) report that a main identity management strategy is to conceal or limit the information shared to others to avoid stigma. However, concealment of stigmatized identities can lead to poorer psychological health (Plante, Roberts, Reysen, & Gerbasi, 2014; Schmitt, Branscombe, Postmes, & Garcia, 2014).

The purposes of the present study are to examine whether heterosexual missionary is the perceived sexual default and to examine the association between perceived normativity of sexual activities and prejudice. Participants rated 132 sexual activities (e.g., vaginal intercourse, fisting) with respect to the perceived frequency that others engage in the behavior, or hold a specific sexual attraction, and prejudice toward individuals that engage in the activities. Support for the notion that heterosexual missionary/vaginal intercourse will be shown if this activity is rated as most commonly practiced by others. Consistent with prior

suggestions (Brekhus, 1996; Marmor, 1971; Rubin, 1984), we also expect a strong association between the perceived frequency of engagement in sexual activities and felt prejudice.

METHOD
Participants and Procedure
Participants (N = 323, 68.7% female; Mage = 24.40, SD = 16.95) included students at A&M-Commerce participating for credit toward a psychology course (n = 290) and community members solicited from friendship networks (n = 33). Participants reported their ethnic/racial identity as White (53.6%), African American (23.2%), Hispanic (12.7%), Asian/South Pacific Islander (5%), multiracial (4.6%), Indigenous Peoples (0.6%), or other (0.3%). Participants rated their perception of frequency that others engage in various sexual behaviors and their feelings toward others that practice those activities.

MATERIALS
To assess frequency of others' behavior and prejudice toward others who practice those behaviors, participants rated 132 behaviors (see Table 1 for a list of sexual activities). To rate frequency, participants were asked to think of American society in general and estimate the frequency that others engage in the sexual activities on a 5-point response scale: 1 = never, 2 = rarely, 3 = occasionally, 4 = frequently, 5 = always (α = .99). To assess prejudice toward others who engage in the sexual activities, participants rated their feelings toward others on a feeling thermometer (Crandall, Eshleman, & O'Brien, 2002) from 1 = cold to 10 = warm (α = .99). Higher ratings on a feeling thermometer indicate positive prejudice toward the targeted individual or group, while lower ratings indicate greater negative prejudice.

RESULTS
To examine whether heterosexual missionary is the default, we first examined the mean ratings of perceived frequency of engagement. As shown in Table 1, vaginal intercourse and missionary were rated as the most frequent sexual activities, with heterosexual as the fourth highest mean. The results provide initial support for the notion that heterosexual missionary sex is the default sexual activity. To examine whether perceived prototypicality (i.e., perceived frequency that others engage in different behaviors) is associated with prejudice toward others who practice different behaviors, we collapsed across ratings of perceived engagement and ratings of positive prejudice. Perceived frequency of engagement was strongly correlated with positive prejudice toward others (r = .40, p < .001, see Figure 1 for visual depiction of the association).1 The results highlight a general trend suggesting that what is normative or prototypical is positive, while people who practice non-normative sexual activities are regarded unfavorably.

DISCUSSION
The purposes of the present study were to examine the notion that heterosexual vaginal intercourse (missionary) is the default sexual activity and examine the association between perceived frequency that others engage in the activity and prejudice. As predicted, heterosexual vaginal intercourse was perceived as the most frequent sexual activity, providing support for the idea that this is the default prototype of the term sex. Also, as predicted, a strong association was found between the perceived normativity (frequency) of sexual activities and prejudice.

Perceived norms are powerful predictors of one's perceptions and behaviors (Cialdini et al., 1990; Hogg & Smith, 2007). Following research examining the default prototypical ethnicity

(see Devos & Mohamed, 2014) and leisure interest (Reysen & Shaw, 2015), the results of the present research provide initial evidence of heterosexual missionary as the default prototype of sex. Of the 132 different sexual activities and preferences included in the present study, vaginal intercourse was rated as the most frequently practiced sexual activity. This finding also supports a sexual script view (see Laumann et al., 1994) of vaginal intercourse as the prototypical sexual act. In line with prior theorizing (e.g., Brekhus, 1996; Marmor, 1971; Rubin, 1984), sexual activities that deviated further from the norm were related to greater negative prejudice.

Just as sexual norms are culturally constructed and can change over time (Marmor, 1971), the associations found in the present results are likely to differ by culture and shift over time. For example, gay and lesbian sexual behaviors received much more stigmatization in the recent past in the United States than in the present day (Ahmad & Bhugra, 2010). Some communities, such as BDSM communities, may someday be viewed as normative through more frequent media representations (e.g., Fifty Shades of Grey), as the media has a considerable influence on the perceived sexual norms (Brown et al., 2006). Indeed, Williams (2006) suggests that participation in a sadomasochism community should be considered a leisure activity rather than a deviant sexual group. The influence of media on perceived normativity of sexual activities is also shown through the use of the media to explain the activity to others. For example, when describing a sexual act that may be potentially viewed a non-normative, such as spanking, individuals are found to raise examples of the activity in popular culture as a method to normalize the activity (Plante, 2006). The results of the present study also suggest that the constellation of sexual acts involved in BDSM sexual scripts may differ in their perceived non-normativity and associated prejudice. For example, spanking or using restraints while engaging in sexual behavior was rated more positively than nipple clamps, rubber, or latex beds.

Perceived stigma related to preference or interest in non-prototypical sexual acts may influence individuals' well-being. For example, learning of a partner's 'deviant' sexual activities or preferences may harm a relationship as one partner has shared something that is unexpected (Afifi & Faulkner, 2000). However, just as individuals select friends that share attitudes and sexual preferences (Billy & Udry, 1985), romantic partners are likely to select others that accept or share sexual interests. Individuals may also seek subcultures and like-minded communities (e.g., online forums: Maratea & Kavanaugh, 2012) to engage with others who share similar sexual interests. Indeed, belonging to a stigmatized group can result in worse psychological well-being, especially if that identity is concealable from others (Schmitt et al., 2014); however, identification with a community of others who share the stigmatized identity can buffer the negative outcomes (Branscombe, Schmitt, & Harvey, 1999). In other circumstances, a non-prototypical sexual act may become associated with an already existing group.

Anime fans have been stereotyped as consumers of deviant (e.g., tentacle) pornography (Napier, 2001), while furry fans have been represented in popular media as sexual (e.g., sex in animal costumes) deviants (see Mock, Plante, Reysen, & Gerbasi, 2013). Perhaps one method of legitimizing prejudice and discrimination against non-mainstream groups is to attach a non-normative sexual activity to the group. In the present study we included sexual activities that have been, fairly or unfairly, stereotypical of anime (i.e., hentai, body pillows, yaoi, tentacle erotica) and furry (i.e., furries and yiffing, plushies) fandoms. The results of the present study showed individuals who engage in these activities are viewed unfavorably. However, anime fans, although still stigmatized for deviating from the prototypical sport fan (Reysen & Shaw,

2015), are no longer associated with deviant pornography (Reysen et al., in press). Furry fans, on the other hand, continue to face the stereotype that they engage in non-normative sexual activities, although empirical research shows this is not the case for the majority of furry fans (see Mock et al., 2013). Future research may examine the degree that perceived sexual deviance contributes to the stigmatization of these leisure groups, or stigmatized groups in general.

Although the present study is novel in showing the connection between perceived normativity and prejudice toward individuals on a wide variety of sexual activities, there are limitations to consider when interpreting the results. The present study is correlational. Thus, we are unable to examine a causal relationship. Participants largely consisted of undergraduate students from a single university. As noted previously, the perceived normative sexual activities are likely to differ in other cultural settings. However, we argue that the association between perceived prototypicality and prejudice will remain.

To conclude, the present study provides initial evidence for the notion that heterosexual vaginal (missionary) sex is perceived as the default prototype for sex. Furthermore, the perceived normativity of sexual activities is related to prejudice toward individuals. Given the power of perceived norms, greater research into how sexual norms influence behavior, especially the perceived 'deviant' behaviors and preferences, may prove a fruitful avenue for future researchers.

Footnote
1 Although the focus of the study was on a general perception of others, and not differences between self-identified group categories, we did examine whether the results would be affected by demographic variables. Regardless of whether controlling for sample, age, biological sex, ethnicity, whether the participant was a virgin, sexual orientation, and religiosity alone (or all of these variables together), the results remained largely similar in both size of effect and direction of results.

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Table 1: Means (Standard Deviation) of Sexual Activities and Positive Prejudice

Sexual Activity	Mean SD		Frequency Mean (SD)	Prejudice	
1. Vaginal Intercourse (intercourse that occurs by inserting the penis into the vagina)	4.10	(1.05)	7.28	(3.12)	
2. Missionary (vaginal intercourse that takes place with the woman lying on her back with the man on top of her)	4.03	(1.08)	7.15	(3.16)	
3. Blowjob (orally stimulating the penis with the mouth)	4.00	(1.08)	6.78	(2.94)	
4. Heterosexual (sexual attraction to people of the opposite gender)	4.00	(1.13)	7.45	(3.16)	
5. Self Masturbation (touching oneself for sexual pleasure, which may lead to orgasm)	3.99	(1.05)	6.58	(3.04)	
6. Foreplay (emotionally and/or physically intimate acts intended to generate sexual arousal)	3.95	(1.18)	7.00	(3.15)	
7. Dirty Talk (using obscene language before or during sexual activity)	3.90	(1.07)	6.63	(2.94)	
8. Butts (sexual attraction to butts)	3.86	(1.05)	6.56	(3.04)	
9. Massage (to rub a body part, either gently or firmly, often to generate sexual arousal)	3.83	(1.08)	6.93	(3.09)	
10. Cunnilingus (orally stimulating the vagina with the mouth)	3.79	(1.15)	6.49	(3.21)	
11. Interracial (sexual relations with someone of a different race)	3.75	(0.98)	6.79	(3.09)	
12. Media (sexting, phone sex, facebook groups, craigslist personal ads, etc.)	3.75	(1.07)	5.82	(3.10)	
13. One-Night Stand (single sexual encounter with no expectations of future relations)	3.71	(1.00)	5.04	(2.85)	
14. Alcohol and/or Drugs (partaking of alcohol and/or drugs to increase sexual performance or enjoyment)	3.69	(1.00)	5.36	(2.81)	
15. Mutual Masturbation (two people touching each other's penis or vagina for sexual pleasure, which may lead to orgasm)	3.61	(1.09)	6.23	(3.21)	
16. Lingerie (sexual attraction to lingerie)	3.61	(1.12)	5.85	(3.00)	
17. Dildo (device used for masturbation, usually shaped as a penis)	3.56	(1.05)	5.64	(3.14)	
18. Homosexual (sexual attraction to people of the same gender)	3.54	(1.08)	5.80	(3.21)	
19. Genital Shaving (attraction to clean shaven genitals or pubic hair shaved in a specific pattern)	3.47	(1.17)	5.98	(3.15)	

20. 69 (simultaneous oral sex between two people)	3.45	(0.95)	6.81	(2.78)
21. Role-Play (two or more people act out roles in a sexual fantasy)	3.40	(0.97)	5.92	(3.01)
22. Virgin fantasies (having sexual intercourse with a person who has never before had sex)	3.37	(1.08)	5.09	(2.98)
23. Bisexual (sexual attraction to people of both genders)	3.36	(1.06)	5.23	(3.05)
24. Trading sex for favors or goods	3.30	(1.02)	3.72	(2.76)
25. Spanking or Paddling (engaging in this form of discipline for sexual pleasure)	3.29	(1.12)	5.67	(3.03)
26. Panties (sexual attraction to panties)	3.24	(1.09)	5.21	(2.91)
27. Testicles (sexual pleasure from playing with a man's testicles or a man having his testicles fondled)	3.23	(1.21)	5.47	(3.14)
28. Tattoos (sexual attraction to tattoos)	3.23	(1.05)	5.67	(3.04)
29. Titty-Fucking (masturbating the penis between a woman's breasts)	3.22	(1.14)	5.31	(3.14)
30. MILF (a mother deemed sexually attractive enough to warrant sexual intercourse or activity)	3.20	(1.07)	4.72	(2.95)
31. Raves (gathering of people for music, which often includes casual sex)	3.19	(1.06)	4.46	(2.79)
32. Love Hotels (hotels that rent rooms by the hour for daytime use by couples)	3.16	(1.02)	5.13	(2.94)
33. Implants (sexual attraction to implants, such as breast, butt, pecs, etc.)	3.15	(1.14)	4.58	(2.90)
34. Perfume (sexual arousal at the scent of perfume)	3.15	(1.07)	5.51	(2.95)
35. Piercings (sexual attraction to body piercings)	3.15	(1.03)	5.24	(2.95)
36. Anonymous Sex (sex with one or more persons you do not know)	3.13	(1.10)	4.03	(2.60)
37. Clit Flicker (device used to stimulate the clitoris of a woman)	3.09	(1.08)	5.24	(3.15)
38. Public (engaging in sexual activity in public)	3.07	(0.99)	4.56	(2.79)
39. Pearl Necklace (the act of ejaculation on a woman's neck or breasts)	3.06	(1.13)	4.96	(3.05)
40. Restraints (any device used to physically restrain a partner during sexual activity)	3.05	(1.03)	4.87	(3.09)
41. Food usage (cucumber, banana, grapefruit, whipped cream, chocolate syrup, etc.)	3.04	(1.03)	4.96	(3.06)
42. Voyeurism (sexual gratification from secretly watching two or more people have sex)	3.01	(1.10)	4.01	(2.89)
43. Orgy (sex party involving many people)	3.00	(1.00)	4.17	(2.80)
44. Fake Vagina (device shaped like a vagina, used for male masturbation)	2.98	(1.08)	4.60	(2.98)
45. Transexual (male or female who believes they were born in the wrong gender)	2.97	(1.02)	4.33	(2.99)
46. Reacharound (masturbating a partner while performing anal sex on that person)	2.96	(1.10)	4.80	(3.04)
47. Transvestite (someone who dresses in clothing of the opposite gender)	2.95	(1.03)	4.16	(2.95)
48. Premature Ejaculation (sexual desire for a male partner to orgasm sooner than he wishes)	2.93	(1.20)	4.13	(2.87)
49. Swingers (couples who enjoy swapping partners)	2.92	(0.96)	3.91	(2.69)
50. Anal Fingering (inserting one or more fingers into the anus)	2.90	(1.05)	4.58	(2.86)
51. Cock Ring (constrictive device placed at the base of the penis, to prevent blood from escaping and to strengthen erection)	2.84	(1.06)	4.63	(3.10)
52. Pantyhose-Stockings (sexual attraction to pantyhose or other types of women's stockings)	2.82	(1.14)	4.87	(2.97)

53. Feet (sexual attraction to feet)	2.81 (1.00)	4.14	(2.87)
54. Hair (sexual attraction to hair)	2.81 (1.09)	4.76	(2.86)
55. Genital Piercing (sexual arousal for piercings of the penis, nipples, clitoris, etc)	2.80 (1.08)	4.35	(2.96)
56. Penis Pump or Extender (tool designed to increase the size of the penis)	2.80 (1.07)	4.19	(2.89)
57. Bras (sexual attraction to women's bras)	2.80 (1.14)	4.70	(3.03)
58. Rim Job (externally stimulating the anus with the tongue)	2.78 (1.06)	4.22	(2.98)
59. Uncircumcised (erotic desire for uncircumcised penises)	2.78 (1.01)	4.42	(2.93)
60. Nipple Clamps (device comprised of two clamps with a chain in-between, clamps to nipples to create pleasure pain)	2.72 (1.04)	4.31	(3.01)
61. Pictophilia (inability to become sexually stimulated without the use of sexually explicit pictures/photos)	2.72 (1.08)	3.85	(2.70)
62. Hands (sexual attraction to hands)	2.71 (1.05)	4.56	(2.82)
63. Butt plug (anal toy used by men or women)	2.68 (1.07)	4.06	(2.96)
64. Adult-Only Resorts (clothing-optional atmosphere for adults; some offer an open-minded party experience)	2.65 (0.96)	4.36	(2.65)
65. Swing (harness that hangs from the ceiling, designed to allow intercourse while one person is suspended in air and the other person moves freely)	2.63 (1.02)	4.54	(2.96)
66. Hentai (general anime porn)	2.62 (1.05)	3.71	(2.75)
67. Double Penetration (the insertion of two penises in any combination of orifices at the same time)	2.59 (0.99)	4.02	(2.76)
68. Tossed Salad (inserting the tongue into the anus)	2.56 (1.09)	3.68	(2.91)
69. Pregnant (erotic desires for pregnant women other than a partner, or for childbirth)	2.54 (1.08)	3.62	(2.70)
70. Slavery (engaging in sexual roles of submission and domination, in which the submissive is a sex slave for the slave master)	2.54 (1.04)	3.34	(2.64)
71. Anal Beads (using a beaded string for anal pleasure)	2.53 (0.93)	4.21	(2.77)
72. Frotteurism (achieving sexual stimulation by rubbing against someone without their consent)	2.50 (1.07)	2.94	(2.57)
73. Tickle Torture (sexual bondage practice of using restraints and tickling a partner)	2.50 (1.07)	3.89	(2.75)
74. Squashing (obese women with thin men)	2.49 (0.97)	3.51	(2.53)
75. Exhibitionism (arousal for displaying one's sexual organs in public)	2.47 (1.04)	3.26	(2.61)
76. Prolapsing (vaginal or anal expulsion)	2.44 (1.11)	3.19	(2.54)
77. Navels (sexual attraction to bellybuttons)	2.44 (1.02)	3.98	(2.77)
78. Assjob (masturbating between the buttocks of another person)	2.43 (0.98)	4.11	(2.75)
79. Daisychain or Spitroast (sexual position involving multiple partners in which each person is receiving oral sex while also performing oral sex)	2.43 (1.00)	3.46	(2.72)
80. Simulated Rape (the act of rape role-play)	2.43 (1.07)	3.03	(2.54)
81. Fisting (act of inserting the whole fist into the anus or the vagina)	2.41 (0.91)	3.40	(2.56)
82. Shemales (genetic male who has taken estrogen to appear female, but retains a penis and testicles)	2.41 (1.00)	3.59	(2.76)
83. Erotic Asphyxiation (intensifying an orgasm by depriving the body of oxygen)	2.39 (1.00)	3.30	(2.57)
84. Kai-Kai (two drag queens having sex in costume)	2.37 (0.99)	3.58	(2.69)
85. Glory Holes (a hole located in a partition in which one's	2.36 (1.01)	3.20	(2.50)

penis is inserted to receive anonymous oral sex)

86. Body pillows (full size body pillows that usually show anime girls of an erotic nature)	2.34	(0.99)	3.28	(2.27)
87. Cuckold (a submissive husband who enjoys that his wife takes other sexual partners)	2.34	(1.02)	3.35	(2.60)
88. Rubber-Latex-Leather (sexual attraction to either rubber, latex, or leather)	2.34	(1.04)	3.40	(2.57)
89. Bukkake (multiple men ejaculating on a person at the same time)	2.33	(1.00)	3.12	(2.38)
90. Felching (sucking semen from any orifice in which it has been deposited)	2.27	(1.05)	3.10	(2.55)
91. Furries or Yiffing (physical or cyber sex between two or more members of furry fandom, usually accompanied with dressing as a non-human animal)	2.27	(1.06)	2.98	(2.48)
92. Yaoi (gay male roleplay with pre-existing anime characters)	2.27	(1.02)	3.34	(2.70)
93. Ass to Mouth or Dirty Sanchez (insertion of the penis into the mouth immediately after anal sex)	2.26	(0.97)	3.16	(2.46)
94. Urethral penetration (inserting objects into the urethra)	2.24	(1.05)	3.15	(2.41)
95. Dirty Socks/Panties (sexual attraction to dirty socks or panties)	2.23	(1.02)	3.27	(2.64)
96. Mannequins (sexual attraction to mannequins)	2.22	(1.01)	3.17	(2.45)
97. Midget/Dwarf (sexual excitement at the prospect of having sex with a little person)	2.20	(0.92)	3.20	(2.41)
98. Mummification (sexual bondage practice of being wrapped in materials to become completely immobilized)	2.20	(0.99)	3.32	(2.58)
99. Breastmilk (sexual attraction to human milk or lactating women)	2.18	(0.99)	3.21	(2.55)
100. Tentacle Erotica (anime porn that shows tentacled creatures having intercourse with women)	2.16	(0.99)	3.08	(2.52)
101. Shoes-Shoejob (sexual attraction to shoes)	2.16	(1.00)	3.39	(2.61)
102. Plushies (masturbation or intercourse with plush animals/dolls)	2.15	(1.02)	2.96	(2.42)
103. Snowballing (allowing someone to ejaculate in the mouth and then passing it into their mouth)	2.15	(0.98)	3.02	(2.51)
104. Menstruation (sexual attraction to menstruation or a woman's period)	2.15	(0.99)	3.05	(2.51)
105. Erotic Electrostimulation (application of electrical stimulation to the genitals for sexual stimulation)	2.14	(0.95)	3.19	(2.56)
106. Simulated Pedophilia (sexual attraction to drawings or cartoons of prepubescent individuals)	2.12	(0.95)	2.46	(2.15)
107. Elderly (erotic arousal toward elderly individuals)	2.10	(0.97)	2.82	(2.26)
108. Amputees (sexual attraction to a person with one or more amputated limbs)	2.10	(0.92)	3.18	(2.52)
109. Pheromone Parties (casual sex based on the pheromones *smells* emanating from a bag labeled with a number assigned to a random person)	2.09	(0.95)	3.37	(2.56)
110. Deformities (sexual attraction to a person with physical deformities)	2.09	(0.93)	3.07	(2.51)
111. Circlejerk (a group of males sitting in a circle, masturbating each other)	2.07	(0.94)	3.08	(2.43)
112. Elbows (sexual attraction to elbows)	2.07	(0.94)	3.62	(2.64)
113. Disabilities (sexual attraction to a person with physical or mental disabilities)	2.06	(0.91)	2.97	(2.44)
114. Bestiality Porn or Animal Imagery (referring to sexual fantasy or imagery between a human and an animal)	2.04	(0.95)	2.46	(2.12)
115. Female Masking or Rubberdolling (living dolls - men in rubber female suits)	2.03	(0.92)	2.74	(2.32)

116. Golden Showers (becoming sexually aroused when urinated on or urinating on another person)	2.03	(0.95)	2.67	(2.25)
117. Latex Vacuum Beds (BDSM device used for encasing a person in latex to the point of immobility)	2.03	(0.94)	3.06	(2.38)
118. Plastic (sexual attraction to plastic)	2.03	(0.96)	3.16	(2.48)
119. Snuff (movies or images that depict the murder of a person for sexual pleasure)	2.01	(0.95)	2.56	(2.24)
120. Familial (sexual fantasy or imagery that includes family members, such as father, mother, son, daughter, sibling)	1.98	(0.93)	2.30	(2.08)
121. Simulated Necrophilia (the act of sexual activity with someone who pretends to be dead)	1.98	(0.93)	2.55	(2.22)
122. Balloons (sexual attraction to balloons, either inflated or deflated)	1.96	(0.93)	2.94	(2.40)
123. Supernatural (sexual activity with Jesus, aliens, ghosts, demons, etc.; either consensual or forced)	1.94	(0.94)	2.81	(2.37)
124. Brony Play (roleplay as male centaurs having sexual relations with female ponies and/or using the Pony Plug buttplug)	1.93	(0.95)	2.79	(2.25)
125. Burning (sexual pleasure achieved by the act of burning someone or being burned through any method)	1.93	(0.94)	2.76	(2.34)
126. Blood (sexual excitement related to blood)	1.89	(0.92)	2.80	(2.32)
127. Cutting (sexual pleasure achieved by the act of cutting, either on the self or another person)	1.86	(0.87)	2.35	(2.10)
128. Adult Babies (dressing up like an infant)	1.85	(0.81)	2.56	(2.11)
129. Hungarian Stew (Act of a man ejaculating into another person's anus. That person expels the ejaculate-fecal mixture into a woman's vagina. The first person then orally retrieves and ingests the ejaculate-fecal mixture from the woman's vagina)	1.79	(0.89)	2.35	(2.16)
130. Coprophila (becoming sexually aroused by feces)	1.73	(0.87)	2.32	(2.12)
131. Erotic Vomiting (achieving sexual pleasure from vomiting)	1.73	(0.88)	2.28	(2.01)
132. Autopederasty (when a man inserts his penis into his own anus)	1.72	(0.85)	2.93	(2.35)

Note. Others' frequency of behavior rated on a 5-point response scale from 1 = never to 5 = always, positive prejudice on 10-point scale from 1 = cold to 10 = warm.
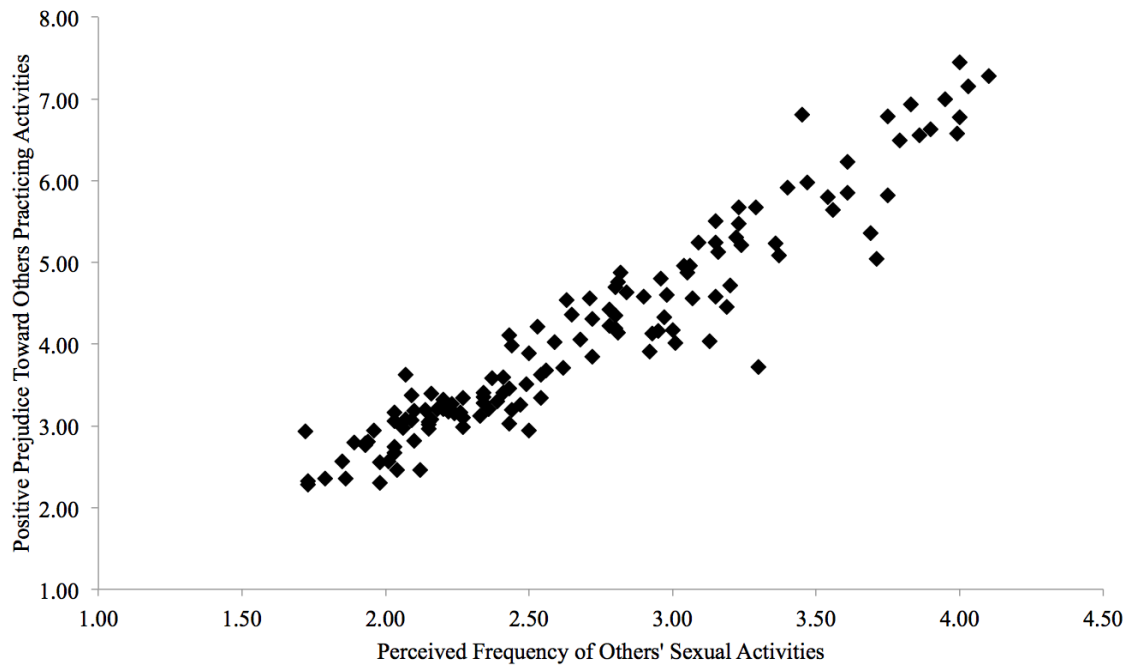
Figure 1. Association between perceived frequency of sexual activities and positive prejudice toward people who engage in those sexual activities.

Canonical Relations of Sensorimotor Reactions of Multilateral and Bilateral Body Parts

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Abstract

The research study was carried out on a sample of 20 subjects, of male gender, from 20 to 22 years of age. An analysis was carried out in the space of sensorimotor reactions of multilateral and bilateral (parallel, transversal, diagonal) body parts. The evaluation of sensorimotor reactions in multilateral and bilateral body structures was developed through an especially constructed instrumentarium (Kinesiometer, M. Dodig, 1987). The obtained results have been processed by application of canonical correlational analysis (Cooley and Lohnes,1971). Based on maximum cohesion between the pair of linear functions of variable groups that measured sensorimotor reactions (transversal, parallel, diagonal) body parts, a significant cohesion of latent multilateral and bilateral dimensions was obtained. This cohesion undoubtedly indicates the significance of the coherence process of separate and cooperative functions of the right and left cerebral hemisphere which can produce clearly differentiated reactions in terms of multilateral and bilateral body parts. In addition, the sensorimotor reaction is dependent on the speed of change of excitation and inhibitions of those central areals that govern execution of sensorimotor reactions. The matter at hand is sequential regulation that comprises of activation of motor units of various degrees, synergy regulation and tonus regulation which are determined according to both multilateral and bilateral structures.

Key words: canonical correlational analysis, canonical relations, sensorimotor reactions, multilateral and bilateral (transversal, parallel, and diagonal) body parts.

PROBLEM

Oftentimes, the motion of the human body starts with a sensorimotor reaction, when the stimulus via afferent impulses reaches its stimulative threshold in the sensor, the impulses come, carrying data into one or both hemispheres that provide resistance and through efferent fibres a reaction in the effector occurs, reacting to a certain stimulus (1, 5, 6, 8) It is possible to view every process that takes place in the brain through various perspectives where each one has certain pros and cons. That certainly pertains to the problem of interaction cerebral functions in general, and within it collaboration between cerebral hemispheres in solving motor tasks (2,3) This is obviously a highly complex issue whose study requires a combination of various approaches and methods that can jointly offer a model of work and collaboration of the cerebral hemispheres (13, 14, 15) The concept of lateralization of cerebral hemisphere functions pertains to the existence of differences in the functioning of the left and right cerebral hemisphere, that is, the comprehension that the left and right hemispheres are not equally capable of conducting various functions, what implies that in regard to certain functions, one hemisphere (the so-called dominant or specialized hemisphere) is relatively superior to the other hemisphere (11, 12). This phenomenon is also known as functional asymmetry, that is, functional specialization of cerebral hemispheres. Awareness on lateralization of cerebral hemisphere functions and mechanisms of interaction between hemispheres enabled studies and research carried out in those areas, that is numerous methods that are applied within them (7, 9). In terms of unilateral stimulus, the stimulus

occurs in just one field, that is, in one hemisphere, where the sensorimotor reaction serves as the subject's response in regard to evaluation of efficacy of a certain hemisphere in the analysis of the stimulus. As far as bilateral stimulus is concerned, where stimulus occurs simultaneously in two fields, that is, in two hemispheres, the situation is somewhat more complex. Namely, it is possible that the differences in success in view of the two hemispheres reflect the differences in the efficiency of the hemispheres for analysis of certain data, but effects of competitiveness between the hemispheres can also have an impact on them. Knowing the anatomical and functional characteristics of cortical and subcortical ties between the hemispheres is important for easier understanding of results obtained from conducted studies on inter-hemisphere interaction. Studies are based on the characteristic of the nervous system that every hemisphere is for the most part tied to contralateral effectors and receptors, so that in regard to the task where receptors are stimulated, on one side of the body, the impact of the subject is dependent on the efficacy of the contralateral hemisphere for analysis of stated data. Multilateral and bilateral presentations of stimulus are possible, depending on whether only one side of the body is stimulated or both sides simultaneously.

In the regulation of sensorimotor reactions a very broad-spectrum integration is carried out, so as to include various regulative mechanisms that represent the prerequisite for conducting and determining the phenomenon of sensorimotor reactions. Since the reactions to the light stimulus of multilateral and bilateral body parts represent the source of a partial joint variability, this study was projected so as to affirm the relations of this area. Considering that the morphological – functional structure establishes the dependency of sensorimotor reactions this study was projected so as to affirm the part of the entire variability divided by sensorimotor reactions of multilateral and bilateral (transversal, diagonal, parallel) body parts to sound stimulus.

METHODS

The sample subjects for this research list 20 subjects, male, ranging from 20 to 22 years of age. The process of collecting data and setting parameters was conducted using an instrument called the KINESIOMETER (M. Dodig, 1987), hooked up to an electronic computer, with an adequate periphery, with application of program support for analogue – digital conversion in the programming language SIMON'S BASIC. The kinesiometer latched to body joints ensured transference of analogue sizes of body part reactions, which transform from electrical signals to digital impulses via an analogue-digital converter. The signal light system is directly connected to the converter, which is synchronized with the measurement system that has a maximum precision measurement of 2-8, i.e. 256 parts of basic value. Measuring was conducted according to a specific program. The subject was situated in an adequate position with the attached instrumentarium and carried out certain reactions with motion (picture 1).

M

Picture 1. Schematic overview of positions (M) multilateral and bilateral (A - transversal, B – diagonal, C – parallel.

1. the subject is placed in a horizontal position on his back, outstretched arms and legs next to his body (the zero position) to which kinesiometers are attached.
2. on a sound signal the subject exerts a reaction with multilateral body parts (simultaneously right arm, left arm, right leg, left leg) and bilaterally (transversal – right and left arm – right and left leg), (diagonally – right arm, left leg – left arm, right leg) and (parallel – right arm, right leg – left arm, left leg) body parts.

Data is collected by measuring, tests are marked with special features where the first letters mark the sensorimotor space (S), the second letter marks the type of stimulus sound (Z), the third and fourth letters mark the body part by which the reaction is realized, right arm (DR), left arm (LR), right leg (DN), left leg (LN) and the fifth letter marks the object of measuring, multilateral (M) and bilateral – transversal (T), diagonal (D) and parallel (P).

1. the variables for evaluation of sensorimotor reactions by multilateral body parts (simuletaneously right arm, left arm, right leg, left leg). 1.(SZDRM), 2.(SZLRM), 3.(SZDNM) 4.(SZLNM)
2. the variables for evaluation of sensorimotor reactions of bilateral-transversal body parts (individually, right arm, left arm, right leg, left leg). 1.(SZDRT), 2.(SZLRT),3.(SZDNT), 4.(SZLNT)
3. the variables for evaluation of sensorimotor reactions bilateral-diagonal body parts (individually, right arm, left arm, right leg, left leg). 1.(SZDRD), 2.(SZLRD),3.(SZDND), 4.(SZLND)
4. the variables for evaluation of sensorimotor reactions bilateral-parallel body parts (individually, right arm, left arm, right leg, left leg). 1.(SZDRP), 2.(SZLRP),3.(SZDNP), 4.(SZLNP)

A canonical correlational analysis (Cooley i Lohnes, 1971) was conducted in terms of analysing data for affirming relations between the sensorimotor reactions of multilateral and bilateral (transversal, diagonal, parallel) body parts. (4) Coefficients of canonical correlation, vectors of transformational coefficients and correlations between variables and canonical dimensions isolated from both groups were analysed. The significance of the coefficient of canonical analysis was tested with Bartlett's method (Bartlett, 1947), with a 0.05 margin of error.

RESULTS

The variable characteristics were determined by a standard descriptive procedure. A group of variables of sensorimotor reactions of multilateral and bilateral body parts in terms of light stimulus (table 1). On the basis of obtained values of the fundamental central and dispersive variable parameters of sensorimotor reactions of multilateral and bilateral body parts, it can be determined that the distribution of results in almost all variables does not significantly deviate from normal distribution. The dispersion of results in terms of arithmetic means indicates that derogation is lesser in all those variables that mostly measured sensorimotor reactions of bilateral body parts.

Table 1. The central and dispersive parameters of variables of the sensorimotor reactions of multilateral and bilateral body parts

Variables:	XA	SIG	MIN	MAX
1. SZNLM	0.3298	0.0669	0.2383	0.4916
2. SZRLM	0.3322	0.0733	0.1934	0.5022
3. SZNDM	0.3233	0.0756	0.2102	0.4613
4. SZRDM	0.2965	0.0696	0.1496	0.4345
5. SZNLT	0.3084	0.0525	0.2237	0.3868
6. SZRLT	0.3297	0.0677	0.2243	0.5103
7. SZNDT	0.2998	0.0574	0.1892	0.4054
8. SZRDT	0.2901	0.0738	0.1752	0.4776
9. SZNLD	0.3005	0.0507	0.2149	0.3961
10.SZRLD	0.3180	0.0448	0.2359	0.4392
11.SZNDD	0.2888	0.0460	0.1892	0.3621
12.SZRDD	0.2919	0.0604	0.1724	0.4124
13.SZNLP	0.3010	0.0572	0.2027	0.3971
14.SZRLP	0.3227	0.0497	0.2383	0.4205
15.SZNDP	0.2940	0.0696	0.1425	0.3994
16.SZRDS	0.3049	0.0718	0.1612	0.4355

Key: SZLNM - sensorimotor reaction left leg multilaterally, SZLRM - sensorimotor reaction left arm multilaterally, SZDNM - sensorimotor reaction right leg multilaterally, SZDRM – sensorimotor reaction right arm multilaterally, SZLNT - sensorimotor reaction left leg transversally, SZLRT - sensorimotor reaction left arm transversally, SZDNT - sensorimotor reaction right leg transversally, SZDRT – sensorimotor reaction right arm transversally, SZLNP - sensorimotor reaction left leg parallel, SZLRP - sensorimotor reaction left arm parallel, SZDNP - sensorimotor reaction right leg parallel, SZDRP – sensorimotor reaction right arm parallel, SZLND - sensorimotor reaction left leg diagonal, SZLRD - sensorimotor reaction left arm diagonal, SZDND - sensorimotor reaction right leg diagonal, SZDRD – sensorimotor reaction right arm diagonal,

XA – arithmetic mean
SIG – standard deviation
MIN – minimum
MAX - maximum

Cohesion of variables intended for measuring sensorimotor reactions of multilateral and bilateral (transversal, parallel and diagonal) body parts, emit data that the area is homogeneous, what is an undoubted indicator of solid cohesion within the area. According to

the obtained correlation coefficients, it can be assumed that a significant role is played by the central nervous system, made up of hundreds and thousands of separate neuron groups. The motor processes and constructions, such as the sensorimotor reaction, velocity, motion coordination and others can be tied to the functioning of certain cerebral parts. The interaction of the two hemispheres and the cooperation between hemispheres determines one of the basic mechanisms that enables continuity and complexity. Namely, in terms of simple tasks, the resources of one hemisphere are enough for its analysis, so an intra-hemispheric analysis model is dominant in this case. This primarily refers to multilateral structures characterized by simultaneous motion of all body parts and bilateral characterized by motion of certain body parts in pairs.

Table 2. The matrix of correlational coefficients of the sensorimotor reactions of multilateral and bilateral (transversal, parallel, and diagonal) body parts

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. SZNLM	1.00															
2. SZRLM	.37	1.00														
3. SZNDM	.91	.45	1.00													
4. SZRDM	.69	.85	.72	1.00												
5. SZNLT	.13	.58	.18	.48	1.00											
6. SZRLT	.39	.50	.32	.54	.50	1.00										
7. SZNDT	.32	.27	.46	.40	.74	.44	1.00									
8. SZRDT	.46	.47	.40	.64	.51	.93	.51	1.00								
9. SZNLD	.08	.37	.12	.29	.75	.16	.49	.23	1.00							
10.SZRLD	.09	.51	.07	.32	.48	.36	.26	.32	.23	1.00						
11.SZNDD	.25	.23	.52	.30	.39	.18	.71	.30	.17	.28	1.00					
12.SZRDD	.38	.25	.38	.47	.59	.29	.60	.48	.79	.20	.22	1.00				
13.SZNLP	.16	.59	.21	.50	.59	.06	.31	.20	.65	.31	.36	.43	1.00			
14.SZRLP	.23	.57	.17	.49	.32	.22	.15	.26	.37	.55	.14	.36	.68	1.00		
15.SZNDP	.36	.22	.48	.36	.39	.11	.64	.24	.37	.13	.66	.42	.51	.45	1.00	
16.SZRDP	.43	.36	.42	.53	.58	.27	.62	.44	.49	.41	.50	.65	.63	.65	.67	1.00

Key (see Table 1)

In general terms, the structure of the matrix of inter-correlation of variables indicates that the variables within the context of multilateral body parts and variables of bilateral – parallel and transversal body parts assemble within their groups, which is not the case with diagonal body parts. In the area of multilateral reactions, discrimination is determined with four cerebral processes that occur simultaneously, while in the case of bilateral reactions, discrimination is determined with two cerebral processes that occur simultaneously. It is important to emphasize that the primary anatomical physiological structure connecting the two hemispheres is a callused body comprised of several groups of fibre in charge of conveying various types of data. Its frontal part, genu, serves to connect the pre-frontal area, followed by the truncus fibres which connects the rear upper frontal regions, and the motor, as well as the somatosensory cortex. Thereafter, a body part of the callosum that connects the temporal-parietal-occipital area, and the splenium, which serves as a link between the rear part of the temporal-parietal-occipital area, as well as the rear vertex and temporal region. Thus, certain cerebral regions are connected with inter-hemispheric fibres that take up a precisely defined area in the callused body, where the fibres linking the various cerebral parts barely overlap. Although the callused body mostly stands out as the primary structure which enables the inter-

hemispheric data transfer process, it is clear that a series of subcortical fibres and paths also participate in the data transfer. Out of those paths, the frontal commissure is mentioned most of the time, a characteristic topographic organization of inter-hemispheric fibres.

Canonical relations of sensorimotor reactions of multilateral and bilateral- transversal body parts

Sensorimotor reactions of multilateral and bilateral-transversal body parts explain canonical relations with two canonical roots (table 3). The canonical correlational analysis of the aforementioned two variable groups showed that at the level of significance testing P = 0.00 a significant cohesion between the first pair of canonical factors exists. The obtained results show a relatively good cohesion (0.92) and with a significant contribution to the joint variance of 85 %. The second canonical correlation belonging to the second canonical factor has a somewhat lesser cohesion (0.78) with 60 % of joint variance, on a significance level of P = 0.03.

Table 3. The canonical correlations, the roots of the canonical equation and tests of significance of canonical roots in areas of multilateral and bilateral-transversal body parts

C2	C	L	X2	D. F.	P
1	.8451	.9193	.0423	45.847	16	.0001
2	.6042	.7773	.2734	18.803	9	.0269
3	.2119	.4603	.6909	5.362	4	.2521
4	.1234	.3513	.8766	1.910	1	.1670

Key: C2 – eigenvalue; C – canonical correlation; L – Wilks lambda; X2 – Chi – square; DF – D. F.; P – sing. level

The first canonical dimension in the area of sensorimotor reactions multilateral body parts is defined with variables that measured multilateral sensorimotor reactions with right leg, left arm and right arm with a negative algebraic sign. In the area of variables that measured sensorimotor reactions of bilateral-transversal body parts, the first canonical dimension is determined by the left arm, right leg and right arm with a negative algebraic sign (table 4).

Table 4. The vectors of transformation into canonical variables (W) and canonical factors (F) are isolated in the area of sensorimotor reactions of multilateral and bilateral-transversal body parts

	W1	W2	F1	F2
1. SZNLM	-1.15666	0.07185	-0.57174	2.17295
2. SZRLM	-1.65609	-0.89412	1.12084	0.32898
3. SZNDM	1.33979	-0.92116	1.56155	-1.06310
4. SZRDM	1.20177	2.18142	-1.10655	-0.89306
5. SZNLT	-1.09970	0.48082	0.01212	-0.96603
6. SZRLT	-1.28777	-1.39898	1.28396	1.52077
7. SZNDT	1.07334	-0.55377	0.95422	0.12008
8. SZRDT	1.21835	2.15044	-1.27174	-0.57304

Key (see Table 1)
W1 - canonical variables

F1 - canonical factors

The variable in the multilateral area that measured the sensorimotor reactions with the left leg and right leg with a negative algebraic sign has significant projections on the isolated second canonical dimension. The second canonical dimension in the bilateral-transversal area is defined by the measure that measured sensorimotor reactions of the left arm and left leg with a negative algebraic sign.

Canonical relations of sensorimotor reactions of multilateral and bilateral-diagonal body parts

The relations of sensorimotor reactions of multilateral and bilateral-transversal body parts, can be explained with one canonical root (table 5). The canonical correlation of the canonical dimension pair explains the largest part of covariability of analysed variable groups which amounts to 86 % and the obtained cohesion of the first linear functions which amounts to (0.93), with a significance level of P = 0.00.

Table 5. Canonical correlations, roots of the canonical equation and significance tests of canonical roots in the area of multilateral and bilateral-transversal body parts.

	C2	C	L	X2	D. F.	P
1	.8585	.9266	.0511	43.134	16	.0003
2	.4950	.7035	.3609	14.779	9	.0972
3	.2792	.5284	.7145	4.874	4	.3005
4	.0086	.0928	.9914	.126	1	.7231

Key (see Table 3)

The isolated canonical dimension in the area of sensorimotor reactions of multilateral body parts is defined by a variable that measured multilateral sensorimotor reactions with the right hand (table 6).

Table 6. The vectors of transformation into canonical variables (W) and canonical factors (F) are isolated in the area of sensorimotor reactions of multilateral and bilateral-diagonal body parts.

	W1	F1
1. SZNLM	-0.93829	0.30519
2. SZRLM	-1.66676	0.36001
3. SZNDM	1.10670	-0.40122
4. SZRDM	1.50169	0.74312
5. SZNLD	-1.01050	-0.07182
6. SZRLD	-0.53390	0.67623
7. SZNDD	0.49680	0.92505
8. SZRDD	1.17414	-0.90565

Legend (see Table 4)

In the area of sensorimotor reactions of bilateral-diagonal body parts, the largest projection to the isolated canonical dimension has the sensorimotor reaction of the right and left hands.

Canonical relations of sensorimotor reactions of multilateral and bilateral-parallel body parts

The canonical correlation of the first pair of canonical dimensions isolated from the variable group amounts to (0.79) with 62 % of extracted joint variance). Obtained results show a significance level of P = 0.05.

Table 7. Canonical correlations, roots of canonical equation and significance tests of canonical roots in the area of multilateral and bilateral-parallel body parts.

	C2	C	L	X2	DF	P
1	.6187	.7866	.1702	25.676	16	.0518
2	.3606	.6005	.4464	11.694	9	.2311
3	.2708	.5204	.6982	5.209	4	.2665
4	.0425	.2063	.9575	.630	1	.4272

Key (see Table 3)

In the area of sensorimotor reactions with multilateral body parts the first canonical dimension is defined by the sensorimotor reactions of the right leg, left leg and right arm with a negative algebraic sign (table 8).

Table 8. Vectors of transformation in canonical variables (W) and canonical factors (F) isolated in the area of sensorimotor reactions of multilateral and bilateral-parallel body parts.

	W1	F1
SZNLM	-1.11074	-1.01522
SZRLM	-0.44903	-0.00130
SZNDM	1.87319	1.35760
SZRDM	-0.71082	0.55683
SZNLP	-0.28476	0.47858
SZRLP	-0.51906	-0.12192
SZNDP	1.28305	0.77877
SZRDP	-0.84608	-0.03780

Key (see Table 4)

While in the area of variables of bilateral – parallel body parts, sensorimotor reaction of the right hand and considerably weaker left leg have significant projections in regard to the isolated canonical dimension. The obtained results indicate that the two answers, which cross themselves while simultaneously originating from the same stimulus, represent the primary reason of occurred connections within these areas. Effective functioning of the perceptive system to sound stimulus, the speed of emission signal from the receptor (channel flow, efficiency of data decoding device and efficiency of data transmission), the speed of synaptic signal transmission (the number of synaptic relations and flow through the synaptic barrier) as well as the efficient functioning of commissural relations between hemispheres present the primary reason for obtained results. Thus, sensorimotor reactions of the organism are neither a simple nor elementary feature of the organism, regardless of the nature of simplicity. This ability, before, was just a special mode of functioning of an entire system for reaction regulation and control.

The obtained cohesion of latent multilateral and bilateral (transversal, diagonal and parallel) dimensions undoubtedly indicates the significance of the coherence process of separate and cooperative functions of the right and left cerebral hemisphere that can produce clearly differentiated reactions with bilateral body parts. Although within certain similarities of hemisphere specializations, a clear preference of the right side and the prevalence of the lower limbs is indicated. The obtained cohesion in this area undoubtedly indicates the significance of the left and right cerebrum hemispheres which produces clearly differentiated evolved potentials for solving sensorimotor reactions. The larger cerebral specialization hemisphere is parallel with a clear preference of lateralization of the left hemisphere (what is provoked by execution of task presented by the right lateral structures).

CONCLUSION

The research was carried out with the goal to affirm a part of the entire variability separated by the sensorimotor reactions of multilateral and bilateral (transversal, parallel, diagonal) body parts. The research study was conducted on a sample of 20 subjects, of male gender, ranging from 20 to 22 years of age. The process of collecting data and setting parameters was conducted by using an instrument called the KINESIOMETER (M. Dodig, 1987.), hooked up to an electronic computer, with an adequate perifery, with application of program support for analogue – digital conversion in the programming language SIMON'S BASIC, which enabled an analogue – digital conversion of results. Data about sensorimotor reactions of multilateral and bilateral (transversal, diagonal and parallel) body parts was obtained through measuring. The relations within the stated area were affirmed via the technique of canonical correlational analysis (Coolly and Lohnes,1971). On the basis of maximum cohesion between the pair of linear functions two groups of variables that measured sensorimotor reactions of multilateral and bilateral (transversal, diagonal and parallel) body parts, were extracted in the area of multilateral and bilateral-transversal body parts of two canonical characteristic roots. In the area of bilateral – diagonal and bilateral – parallel body parts, one characteristic canonical root per area was extracted. The obtained results indicate a topological and functional dependency of sensorimotor reactions of multilateral and bilateral body parts. An efficiency of functioning of the emission signal speed and the speed of the synaptic transmission (the number of synaptic ties and flow through synaptic barriers), efficient functioning of commissural relations between the hemispheres and the efficiency of afferent and efferent paths directed towards multilateral and bilateral body parts can probably be found at the basis of these indicators. The basic reason of obtained functional dependency between the sensorimotor reactions of multilateral and bilateral body parts lies within the structure for excitation regulation and partly excitation intensity (activation of motor units) of varying degrees, synergic regulation and tonus regulation which are also determined according to multilateral and bilateral structures.

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The Cognitive Engineering of Memory in Educational Website Design

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Abstract

The ability to recall items from memory is often vital, whether for remembering a phone number, or when sitting an examination. Memory also affects our aesthetical judgements of objects, and the ways in which we perceive such objects as complex or simple. The role of memory likewise extends to our interactions with computer technology; influencing our overall experience of websites, the processing of information provided by websites and thus the quality of our learning processes. For many people, the internet is their primary source of information, and hence websites designed to facilitate learning should be designed in line with the cognitive architecture of the user. This paper exposes the main components of human memory, outlining its limits. We then consider the role of three memory-related factors: prototypicality, visual complexity, and aesthetics, on the user's interaction with a website. A key point of the present article is that websites should be designed with consideration to the constraints of human memory. Finally, we emphasise how such limits should be respected, and how effectively capitalising on the memory structure of the user should aid efficient learning.

Keywords: memory, human-computer interactions, website design, prototypicality, visual complexity, aesthetics.

THE COGNITIVE ENGINEERING OF MEMORY IN EDUCATIONAL WEBSITE DESIGN

In 2014, around 2.92 billion people used the internet worldwide; a colossal rise from the reported 394 million in 2010 [1]. For many people, accessing the internet is part of everyday life, for example for work or social purposes. The internet has likewise become increasingly important within education [2]. Basic computer skills are now acquired as early as preschool, in order to develop spatial and problem-solving skills in young children [3]. In formal education, the move from textbooks alone to a combination of internet and computer-assisted learning offers a series of advantages, including increased efficiency, enhanced accessibility, and reduced costs [4]. Computer assisted learning is also increasingly common at university level education, with many nursing and medicine courses offering computer-assisted instruction as part of the regular curriculum [5]. The field of Human-Computer Interaction (HCI) is concerned with the ways in which people engage with computer technology [6]. Since the internet is crucial to the daily activities of many people, a major focus of HCI research has been on websites specifically [7]. In this paper, we highlight the limits of the architecture of

memory which impinge on the user's experience. We start by exposing the main components of human memory, and then move on to discuss the influence of three specific memory-related factors on website design and usability: prototypicality, complexity, and aesthetics.

Memory plays a crucial role in the everyday lives of people. Without memory, everything would be a novel experience, the world and its events would appear unpredictable, and long-term learning or knowledge acquisition would not take place. Long term memory is one's database of acquired information; the place where all knowledge and skills accumulated over a lifetime are stored. Whenever a piece of knowledge is required it is retrieved from long-term memory and placed within working memory. Working memory is the psychological space wherein readily accessible information is processed. It holds our conscious representation of the external world, and drives attention to important aspects of reality. By simulating the evolution of events, we are able to make decisions based upon the information held within working memory, thus enabling the anticipation of action consequences. Working memory is central to the conductance of tasks as it enables the processing, manipulation and updating of current information [8-9]; vital for the comprehension and calculation of events and situations. Several models of working memory have been developed [10-11]. Among them, the model of Baddeley [12], which conceives of working memory as a set of four interconnected components, is the most prominent. Within the model, a limited-capacity attentional controller known as the central executive is supported by two slave systems, the phonological loop which holds verbal information, and the visuospatial sketchpad, dealing with visual information only. The fourth element, the episodic buffer, acts as a temporary interface between the central executive, its slave systems, and long-term memory. In doing so, it is capable of combining and storing the multidimensional information from these components as integrated chunks, thus binding several types of information into whole objects and episodes. It is the episodic buffer which holds the current metal, conscious representation of the world.

While working memory as proposed by Baddeley enables the efficient processing of large amounts of information, it is constrained by certain boundaries. For instance, an integral finding in human cognition is that the capacity of working memory is limited to around seven simultaneous chunks of information [13]. Although the exact number of available chunks has been disputed [14-15] it is nonetheless certain that working memory is not boundless. A chunk space in working memory can be occupied by several types of information, where each space is occupied by either a singular aspect, or by a unit of information comprised of a combination of elements. For example, in the case of verbal information, the letters U, S, and A would occupy three spaces in working memory if one has no experience of that particular order of those particular letters before. If however, one is familiar with the acronym commonly used for the United States of America, the information can be stored much more efficiently, fusing the separate letters into one unit, which is thereby stored as one chunk: USA. Our understanding of reality and our capacity to capture information depends upon the architecture of human cognition, in particular on the limited capacity of memory. Therefore, human-designed learning systems should take such limits into account in order to optimize the learning experience of students. This is especially true for purely computer-based learning, which by definition lacks the human teacher's wide repertoire of adaptive behaviour.

The influence of memory on our learning experience is pivotal. For example, ample experience of a particular object or situation results in the construction of a concept of that object or situation in long-term memory [16]. The concept is considered as the prototype, against which all instances are assessed in terms of similarity [17]. The prototypicality of an object is thus considered as the degree to which it is representative of the general mental model or template

of that class of object in memory [18]. Due to the presence of the prototype in memory, current relevant information can be processed without considerable impingement on working memory capacity. As such, prototypical stimuli are processed fluently [19]. Research on the eye movements of expert chess players provides support for efficient processing of prototypical stimuli, as they are able to rapidly detect complex patterns due to the presence of existing perceptual chunks stored in memory. Likewise, the knowledge-guided perception of chess experts has been documented through the ability of the expert to attend rapidly to the most important features of a position [20]. Prototypicality has also been shown to have an effect on an object's perceived attractiveness; for example, preference for highly prototypical stimuli has been documented in studies on facial attractiveness, where average faces are deemed more attractive than those that are more unusual [21-22]. Similar findings have been obtained using various stimuli including for example cubist paintings [23] and colours [24]. It has been suggested that the positive reaction to a prototypical stimulus is a consequence of its fluency in processing [19]. That is, objects of high prototypicality correspond highly with the stored prototype, and hence are processed more efficiently and favourably than objects that are further away from the match. The influence of prototypicality on the facilitation of information processing has also been investigated in websites. A study by Tuch et al. [25] found that users preferred prototypical websites when judging aesthetics. Web page designs that contradicted a user's memory-generated expectation had a negative effect on their first impressions, implying that both prototypicality and visual complexity are vital components of website construction [25-26]. Hence, a website with a structure which matches the memory prototype held by the user should undoubtedly enhance the learning experience.

Website design is thus a matter of concern for both computer scientists and psychologists. It is crucial that websites are designed in line with the actual memory structure of users, reflecting the mental categories that the learner uses to structure reality. Ideally, good pedagogic practice would involve profiling user knowledge prior to design. Typically however, experts create material which matches their mental structures, which unfortunately, learners commonly do not share. As a consequence, learners quickly become lost with the material. For instance, statistical packages constitute a central aspect of learning in psychology but are not designed for learner use. The software provides too much information, and in this case, memory cannot cope with recently learned information, new information, and the structure of the software. Similarly, many websites designed to teach statistics are structured by expert statisticians or expert psychologists. Whilst such websites match the knowledge of psychologists, for learners, the discrepancy between the ways in which they have been taught and the structure of the site impedes usability. As an example, many students are taught to consider the design of the experiment in order to determine the type of test to apply. A cognitively engineered website would offer choices as a function of the design; however, many present a basic list of statistical tests: leaving the choice of the test to the user. Despite the fact that the explanation of each test is provided, the website structure differs from the user's memory structure, and thus expectations, hence resulting in an incompatibility that the user experiences difficulty in solving.

Since information is interpreted through memory structures, it is evident that the amount of information captured at any one time depends upon the knowledge of the individual. Complexity is thus the result of information overflow in human memory. Visual complexity has been well documented within HCI, as ample research has demonstrated its role in the usability of websites [27-30]. Although a robust definition has proved difficult throughout the literature [31], the term is applicable to and has been measured by subjective appraisals of complexity

and objective aspects concerned with the physical properties of stimuli, such as number of elements [32] or image compression size [33]. Specifically, studies show that the degree to which a website is perceived as complex influences user interaction [30]. Design features such as font, colour, and layout affect the visual processing of information and can impact upon users' motivations for navigation [34-35]; their overall response as consumers [28]; and likelihood of revisiting a site [36]. Thus web designers should be aware of the significance of establishing an ideal scale of complexity for the optimal user-website connection.

Memory also has a crucial effect on the aesthetic experience of individuals [37]. Classic research on aesthetics describes the relationship between aesthetical pleasure and visual complexity in the form of an inverted-U curve, where the optimum level of pleasure corresponds to a moderate degree of complexity [32]. Preference for moderate levels of complexity has likewise been documented in websites [38]. Similarly a study with children has found that websites of medium complexity are preferable to those of low or high levels [27]. A further investigation with children also reports an overall preference for moderate complexity [39]. That is, the peak point of preference concerns stimuli complex enough to engage the perceiver, but not so complex as to cause overload. Despite such findings however, many studies conducted on websites have yielded a negative linear relationship between complexity and aesthetics [25, 40]. A negative relationship has also been discovered through psychophysiological measures, where visual complexity is associated with negative valence appraisal and an increase in facial muscle tension [28]. A more recent study also reports a negative relationship between the two measures [41]. Moreover, an investigation conducted using smartphone interfaces has found a strong relationship between simplicity and user satisfaction [42]. Taken together, these results suggest that objects deemed simple or moderately complex, as assessed by memory, provide the best user experience.

Aesthetical appeal, as emerging from memory processing, is also an important aspect of web design. Investigations into the aesthetical properties of websites [25, 28, 38, 40, 43], reflect this. For instance, the aesthetical properties of websites have been shown to impact on a variety of aspects such as user trust [44], intentions to revisit a site[45], and user satisfaction [46]. Aesthetical appraisal is evaluated rapidly, as users judge the attractiveness of a website in as little as 50 milliseconds [47]. As mentioned, research indicates that the attractiveness of a stimulus depend on both its perceived level of complexity [30] and depends both upon its perceived level of complexity [28] and upon the similarity to its classification in memory [25]. A likely preference for highly prototypical and thus low visually complex stimuli finds support through the negative linear relationship between visual complexity and aesthetical pleasure found in a substantial portion of the research conducted on websites [40-41]. Indeed, Tuch et al. [25] have reported a relationship between visual complexity and prototypicality as determinants of aesthetical appraisal, as highest ratings were typically obtained from sites both low in complexity and high in prototypicality.

While arguably all websites would be wise to capitalise on the knowledge provided by HCI and cognition research to enhance the efficient processing of information and elicit positive appraisals, this is of particular relevance to websites designed for educational purposes. The acquired knowledge on perceived complexity is useful for the design of better user interfaces and well-structured websites. Visual complexity, which is actually a consequence of memory [48], will emerge for the user once information overloads working memory capacity. It is thus essential that educational websites contain only the most vital information necessary for the learner. Parsing the information into segments, and ensuring that each new segment is learned properly (via repetitive exercises) before progressing on to more information is essential to a

good learning process and hence to website design. For example, boxes can be used containing optional information for the advanced learner, but the complexity of information should not vary in a given piece of text, at the risk of the learner getting lost in the details. Regarding a website's aesthetical value, perceived attractiveness is not only important for appraisal but also plays a role in maintaining user engagement and improving the user's experience. In light of the fact that users can often spend hours on educational websites, design should aim to improve the perceptual experience of the user in order to effectively facilitate learning.

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Food Security and its Determinants among Urban Households: A Case Study of Maiduguri and Jere Local Government Areas of Borno State, Nigeria.

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Abstract

The paper examined food security and its determinants among urban households in selected Local Government Areas in Borno State, Nigeria. Data were collected from 360 randomly selected households through the use of well structured questionnaires. Descriptive statistics, Cost of Calorie Function (COC) and Logit regression model were employed to analyze the data. Mean age of respondents was 47 years and an average of nine years was spent in formal education. Mean household size, farm size and monthly income was six persons, 0.7 hectares and about N69, 000.00 respectively. Major sources of income were from civil service, petty trading, agro-processing and trading. About 60% of the sample households were food secure, 10 out of 14 variables included in the model were significant determinants food security status among urban households. These variables are family size, education, extension agent's contact, credit, assets, income and diet diversity, farm size, child dependency ratio and family labour. Results proved that households' engagement in combination of enterprises and off-farm activities could boost income generation drive Also, increased awareness and more access to family planning facilities were proffered.

Keywords: Food Security, Determinants, income generation, calorie intake, urban households

INTRODUCTION

Food is said to be a basic means of sustenance and its quality intake is also a key requirement for healthy and productive life. FAO (2001) observed that food security "exists when all people, at all times, have physical, economic, and social access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life". Within the framework of this definition, food security requires fulfilling certain conditions related to the supply, demand and household-level utilization of food. Everyone should at all times, have food in adequate quantity and quality. The quantity of food available must not only be adequate on the aggregate but there must also be per-capita adequacy at all times. Access in this respect must not be only by own production (subsistence) but also from the market with consumers having adequate purchasing power to constitute effective demand. Food security for a household means access by all members at all times to enough food for an active, healthy life. Food security includes at a minimum the ready availability of nutritionally adequate and safe foods, an assured ability to acquire acceptable foods in socially acceptable ways (that is, without resorting to emergency food supplies, scavenging, stealing, or other coping strategies).

Household food security situation in Nigeria therefore shows the extent which the household has access to adequate nutritional food (Eze, 2003).

Evidence in Nigeria shows that there is enough aggregate food production/supply but the observed food insecurity is as a result of poor storage, marketing and unequal economic access to available food supplies rooted in unequal distribution of income and wealth (Orewa et al. 2009). Achieving food security is a major challenge among urban households in the light of minimal crop production practices and food items are purchased in the market at prevailing prices subject to available resources. Household food security depends substantially on household income and asset (or wealth) status. A low-income household is more likely to suffer food shortages than a wealthier household. Food expenditure comprises a large share of the spending of poor households, making them relatively more vulnerable to the impacts of food price inflation. This relationship between a household's food security status and its purchasing power is far from static; it changes over time (Ahmed, 2014; Aliber, 2009 and Kaloi et al., 2005). All other factors remaining constant, changes in income alter the quantity and quality of foods purchased and consumed. Price movements of food and non-food items also affect the ability to buy food.

Another problem according to the Ministry of Agriculture and Water Resources, responsible for the food crisis in Nigeria is not unconnected with the fact that "Nigeria's agriculture is mainly rain-fed and she has not taken full advantage of its irrigation potential estimated between two and 2.5 million hectares". The area under irrigation is officially estimated at about 220,000 hectares or less than one per cent of the total areas under crops. The contribution of irrigated agriculture to crop production is, therefore, very small (Ojo et al. 2012 and Davies, 2009).

Furthermore, in Nigeria, drought and political situation in neighboring countries like Chad, Cameroun and Niger seem to pose a threat to a State like Borno as they rely on the State for their food supplies. The State is besieged by an alarming rate of insecurity which invariably affects socio-economic activities. Agricultural production is severely affected resulting in low food production, high food prices, low food consumption and ultimately food insecurity in the urban settlements which solely depend on agricultural outputs sold in the market. Also, households continue to face varied economic conditions which impact on their living standard and food security situation which consequently create gaps in resource availability and considerable imbalance between the demand and supply of food among the households. The impact of this is that the food situation gets worse, hence food insecurity.

This study, therefore empirically measured food security status of households in Maiduguri and Jere Local Government Areas (LGAs) which are the major urban areas and commercial nerve centers of Borno State. The specific objectives of the study examined the socio-economic characteristics of the respondents; estimated the calorie intake of the urban households; measured their food security status; and examined the determinants of food security status among the urban households in Borno State, Nigeria.

The study was conducted in Borno State located in the North-eastern part of Nigeria. It lies between latitudes 12o.00N and 14o.00 N and longitudes 10o.00 E and 14o.00 E. Within the north-east, the State shares borders with Adamawa State to the south, Yobe State to the west, and Gombe State to the southwest. It also shares International borders with the Republic of Niger to the north, Chad to the north-east and Cameroon to the East. The state has an area of

75,540 km2 and 27 Local Government Areas spread over four major agro-ecological zones. Agriculture is the main stay of the State's economy. The major crops cultivated in the State are millet, sorghum, maize, groundnut, wheat, cowpea, soybeans (which has become a major crop in southern Borno in recent years) and vegetables (onions, pepper, tomatoes, garden eggs and other leafy vegetables). The major livestock reared in the State are cattle, camel, sheep and goats (Kwaghe, 2006). Majority of the populace of the Maiduguri and Jere Metropolis are civil servants, traders, military and paramilitary and artisans. These households depend mainly on food items from the rural areas of the State and from neighboring States in Nigeria.

METHODOLOGY
Sampling Technique
Multistage sampling technique was employed for this study. The first stage involved the purposive selection of Maiduguri and Jere Local Government Areas (LGAs). The selected LGAs are the commercial nerve centers of the State and also represent the major urban settlements. Purposive sampling was also employed in the second stage in selecting the three wards based on population density in each of the LGAs. These wards were also selected to represent the three income groups (low, medium and high respectively). The wards selected in Maiduguri LGA were Wulari, Gwange and Federal low-Cost housing estate while the wards selected in Jere LGA were Mairi, New Government Residential Area (GRA) and University of Maiduguri quarters which also represent the three income groups in the same order. The third stage involved the random selection of households from the wards. Residential locations were used as proxy to capture different income groups in these urban settlements. However, this does not mean that a particular ward consist only a particular income group residing there. It is possible that all the three (3) income groups be found in a particular ward, but this is done to ensure that the three income groups were adequately captured in the urban settlements. Seventy (70) urban households were randomly selected from each of the six wards making a total of 420 households. However, only data from 360 respondents in the urban LGAs were analyzed as others were discarded for inconsistency or incompleteness.

Analytical Technique
Descriptive statistics was used to examine the socio-economic characteristics of respondents. Inferential statistics the cost-of-calories (COC), proposed by Greer and Thorbecke (1986) was used to estimate the food security line. The method yields a value that is usually close to the minimum calorie requirements for human survival. A minimum level of nutrition necessary to maintain healthy living was identified. This minimum level is referred to as the 'food security line' for the area under study, below which people are classified as food insecure, subsisting on inadequate nutrition. Calorie adequacy was estimated by dividing the estimated calorie supply for the households by the household size adjusted for adult equivalence using the consumption factor for age-sex categories (Table 1). The food security line is given as:

$$\ln X = a + bC \qquad - \quad - \quad - \quad - \quad - \quad - \quad - \quad - \quad - \quad - \quad - (1)$$

Where:
X = adult equivalent food expenditure (in Naira) and
C = actual calorie consumption per adult equivalent of a household (in kilocal).
The calorie content of the recommended minimum daily nutrients level (L) 2260Kcal employed by (Babatunde et al. (2007): FAO, 2009; Oluyole 2009) was used to determine the food security line S using the equation:

$$S = e^{(a+bL)} \qquad - \quad - \quad - \quad - \quad - \quad - \quad - \quad - \quad - \quad - (2)$$

Where: S = cost of buying the minimum calorie intake (food security line);

a = Intercept;
b = Coefficient of the calorie consumption;
L = FAO recommended minimum daily energy (calorie) level.

Table 1: Conversion factors for calorie requirement for different age groups

Age category	Male	Female
0-1	0.33	0.33
1-2	0.46	0.46
2-3	0.54	0.54
3-5	0.62	0.62
5-7	0.74	0.70
7-10	0.84	0.72
10-12	0.88	0.78
12-14	0.96	0.84
14-16	1.06	0.86
16-18	1.14	0.86
18-30	1.04	0.80
30-60	1.00	0.82
>60	0.84	0.74

Source: Babatunde et al. 2007

Logit Model
In the Logit model, the data on the dependent variable (food security status) is bivariate, that is, food secure and food insecure households. The model assumes that being food secure is a continuous status. The model expresses households' food security status as a function of linear combination of observable explanatory variables, some unknown parameters and an error term (e)

The implicit form of the model is expressed as:

$$Y_i = g(I_i) \text{ - - - - - - - - - - - (3)}$$

$$I_i = b_o \sum_{j=1}^{m} b_j X_{ji} \text{ - - - - - - - - - - (4)}$$

Where:
Y_i is the observed response for the ith observation (i.e., the binary variable, $Y_i = 1$ for a food secure household and $Y_i = 0$ for a food insecure household); I_i is an underlying and unobserved stimulus index for the ith observation for each household; if $I_i *> I_i$ the household is observed to be food secure, if $I_i* < I_i$ the household is observed to be food insecure; g is the functional relationship between the field observations (Y_i); (I_i*) the stimulus index determines the probability of being food secure; and (I_i) the stimulus index determines the probability of being food insecure. The empirical model used for determining factors that influenced food security status among low-income households in Maiduguri was specified as:

$$I_i = b_o + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + b_8X_8 + b_9X_9 + b_{10}X_{10} + b_{11}X_{11} + b_{12}X_{12} + b_{13}X_{13} + b_{14}X_{14} + e \text{ - - (5)}$$

where:
P_i = the probability of an ith household being food secure stands for dummy, X_1 = Age of household head (AGE) in years; X_2 = Income of household (HHINC) in Naira; X_3 = Farm size of

a household (FARMSZ) in hectares; X4 = Household size (HHSZ); X5 = Farming experience (FARMEXP) in years; X6 = Level of education (EDUC) in years; X7 = Household assets (HHAST) in Naira; X8 = Household production enterprise (FARMENT); D = 1, if yes; D = 0, otherwise; X9 = Household head's access to credit facilities (CREDIT) D=1 if yes, otherwise D = 0; X10 = Child dependency ratio (CDR); X11 = Household head's access to extension agents (EXTAG) D=1 if yes, otherwise D=0; X12 = Hired Labour (HLAB) in manday; X13 = Family Labour (FLAB) in manday; and X14 = Diet Diversity (DD) in HDDS scores D = 1, high diet diversity (6-12); D = 0, low diet diversity (0-5); bo = constant; and e = error term.

RESULTS AND DISCUSSION

The socio-economic characteristics of respondents in the urban settlements showed that respondents spent an average of nine years in formal education and had mean age of 47 years. This implies that majority of the respondents are educated and in their economic active years to support the rigors of general livelihood sustenance. The households had an average of 6 persons per households. This shows that the households' size is moderate. The mean farm size of 0.7 hectares shows that majority of the respondents are not farmers. This implies that respondents obtain most food items from the market, at the prevailing prices which may affect the level of household consumption. Household income is a key factor in determining economic access to food in the study area. Due to the cosmopolitan nature of the urban settlements, urban farming and or household gardening are not sufficient to meet the food needs. Sufficient income is required for livelihood sustenance especially food consumption. The mean monthly income for the respondents was about N69,000.00 Mean farming experience of 6 years is an indication of

Table 2: Socio-economic Characteristics of Respondents

Factors	Urban (n=360)
	Mean
Education (yrs)	9.0
Age (yrs)	47
Household size	6.2
Farm size (ha)	0.7
Monthly Income (₦)	68,814.6
Farming Experience (yrs)	6.0
CDR	0.2
Cost of family Labour (₦)	8,253.9
Cost of hired Labour (₦)	97,177.82
Assets (₦)	845,364.67

Source: Field Survey, 2011.

the low level of households' involvement in crop production. Mean cost of hired labour is high as households engage in other income generating activities such as poultry, fish farming, agro-processing, petty trading etc that require labour outside the family setup. Average value of asset amounts to N845,364.00. This implies that these assets can be liquidated in lean periods to meet households' food requirements.

In Table 3, other socio-economic characteristics were further explained. Household heads in the study area were mostly males (96%). This is in consonance with the religious inclinations of the respondents. Majority (74%) of the respondents had no cooperative affiliation.

Table 3: Other Socio-economic Characteristics of Urban Households

Other Socio-economic factors	Urban (n=360)	
	Frequency	Percentage
Gender		
Male	344	95.6
Female	16	4.4
Membership of cooperatives		
Membership	94	26.1
Non-membership	266	73.9
Extension contact		
Has Contacts	25	6.9
No Contacts	335	93.1
Access to credit		
Accessible	154	42.8
Not Accessible	206	57.2
Total	**360**	**100**

Source: Field Survey, 2011.

About 93% of the household heads had no contact with extension agent(s).This is further buttressed by the small farm size (0.7 hectares) and the low farming experience (6 years) as presented in Table 2. This implies that majority of urban households engage in crop production minimally.

Households Income Generating Activities
The distribution of household by types of income generating activities in the study area and their corresponding monthly income in Naira is presented in Table 4.

Table 4: Main Sources of Income and their corresponding Monthly Income

Sources	*Percentage of Total Respondents	Mean Household Income (₦)	Total Income Generated (₦)	Percentage of Gross Income
Crop Production	31.1	22,013.00	2,465,456.00	4.05
Monthly Wages	100	69,433.33	24,996.000	41.02
Petty Trading	70.3	51,823.33	13,111,219.00	21.51
Carpentry	3.3	42,455.71	509,468.52	0.84
Barbing/Hair	11.9	41,666.67	1,791,666.80	2.94
Tailoring	8.9	46,145.75	1,476,664.00	2.42
Agro processing	35.6	52,479.17	6,717,333.80	11.02
Fishing	12.2	23,420.00	1,030,480.00	1.69
Poultry	38.1	52,850.00	7,240,450.00	11.88
Livestock	11.7	38,190.50	1,604,001.00	2.63
Total			**60,942,739**	**100**

Multiple responses existed
Source: Field Survey, 2011

Households engaged in a variety of economic activities as part of complex livelihood strategies. This can in principle have a positive effect on the food security situation of the households that engage in these activities through two main avenues: the income it generates, and the direct access to the food. These include both on-farm and off-farm income generating activities. The on-farm activities were fish farming, poultry and local livestock husbandry while off-farm activities were civil service employment, petty trading, tailoring, food processing, etc. The result showed that a total of N60,924,739.00 was generated per month in the urban households from both on-farm and off-farm activities. These are civil service employment, petty trading, poultry, agro-processing, crop production and barbing/hair weaving were the commonest income generating activities representing about, N24,996,000, N13,111,219.00, N7,240,450.80, N6,717,333.80, N2,465,456 and N1,791,666.80 representing 41.02%, 21.51%, 11.88%, 11.02%, 4.05% and 2.94% of the total gross income among urban households respectively. Households engaged predominantly in off-farm activities which yielded about 71.36% of the total gross income. This depicts the economic inclination of the urban households which guaranteed households' access to food at prevailing market prices. However, about 28.64% of the total gross income was obtained from crop production and other agricultural practices.

Households' income generating activities are also forms of income diversification activities that are key factors to household food security. They provide for immediate needs of the households and also serve as buffers during lean periods. In the study area, most farms are not large enough (0.7hectares) for households to be food secure from subsistence farming alone. Households with more access to income generating activities, or access to higher paying work are expected to be more food secure than households without such benefits. All things being equal, such households generate more income which improves their economic access to food and general welfare.

Monthly wages, petty trading and poultry contributed about 41.02%, 21.51%, and 11.88% to the gross household income in the urban area respectively. Adding such activities to a livelihood system ultimately improve food security for the households. Households' engagement in fish farming, poultry and livestock husbandry directly improves food security as some of these products are consumed. Kwaghe (2006) also reiterated that the additional income could be used to purchase farm inputs, transport, and even to expand farm lands, which tends to increase the productivity and incomes of farming households. However, the type of activity which will improve food security level for individual households will depend on household composition and resources.

Measure of Caloric Intake of Respondents
Mean Adult Expenditure and Calorie Intake
The summary of mean adult expenditure on food per day and the calorie intake in the study area is presented in Table 5. The result revealed the mean adult expenditure on food and calorie intake per day among urban households. The mean adult expenditure on food per day was N676.82 and the mean calorie intake was 2,673.42 Kcal among urban households respectively. The information in Table 4 therefore shows an important element of food security, that is, the average amount of money households had spent on food and average calorie consumption in its adult equivalent.

Table 5: Mean Adult Expenditure and Calorie Intake

Variables	Urban (n=360)
Expenditure (₦)	676.82
Calories (Kcal)	2,673.42

Source: Field Survey and calorie estimation, 2011

The result showed a high per adult calorie intake in the urban area compared to the recommended calorie intake of 2260Kcal. It must be noted that income levels is naturally higher among urban households, hence they had more access and expenditure on food resulting in higher calorie intake. The implication of these values is that, achieving food security in the study area depends on the aggregate availability of physical supply, access and utilization of food consistent with normal wellbeing of the households.

Food Security Measure among Respondents

The summary statistics of food security measures among urban households is presented in Table 6. Based on the recommended daily energy levels (L) of 2260 Kilocalories FAO (2009), the food security line was found to be N78.33 per day per adult equivalent for urban households. On annual basis, this is equivalent to N26,318.88 per adult for urban households. From the food security line result, 60% of the sample urban households were food secure. This implies that 40% of the sample urban households were food insecure. Food insecurity level was therefore moderate among the urban households. Furthermore, the aggregate income gap (G) of -641.47 indicates that food insecure households would need an average of N641.47 per adult to meet their monthly basic food requirements.

Differences in income levels predispose households to different consumption patterns due to their economic access to food. Crop production which was mainly practiced by very few households did not adequately meet the food needs of urban inhabitants, hence heavy reliance on food purchased from the market. This ultimately depends on its availability and the prevailing market prices. Also, very few households had home gardens which may likely reduce household cost on mainly vegetables. Naturally, cost of living tends to be higher in the urban settlements due to its cosmopolitan nature. Therefore, the tendency of a high income gap is therefore inevitable among the urban households.

Table 6: Food Security Measures among Households

Households	Urban (n=360)
Constant	4.341(49.89)*
Slope coefficient	0.0000(5.47)*
FAO recommended daily energy Levels (L)	2260 Kcal
Head Count (H)	144 (food insecure) 216 (food secure)
Food security line (Z)	₦2,193.24 per month ₦26,318.88 per year
Percentage Household	40% (food insecure) 60% (food secure)
Aggregate income gap (G)	-₦641.87

t-values of estimates

Source: Estimates of OLS estimates and cost-of-calories equation, 2011

Determinants of Food Security Status among Urban Households

The determinants of food security status in the urban area are presented in Table 7. The regression result revealed that 10 out of 14 variables included in the model were significant in explaining the variation in food security status among urban households. The significant variables at 1% level of significance were family size, education, extension agent's contact, credit, assets, income and diet diversity, while farm size, child dependency ratio and family labour were significant at 5%. The value of R^2 suggests that the model explains 86% variations in the data. The results of the significant determinants are discussed as follows:

Household Income (HHINC): A significant positive relationship existed between food security level and income level at 1% among urban households. The possible explanation is that

Table 7: Determinants of Food Security among Urban Households

Variable	Coefficient	Standard Error	t-value
Constant	11.34500	3.61200	3.141***
AGE(X_1)	0.07453	0.04773	1.561
HHINC(X_2)	1.21634	0.30753	3.955***
FARMSZ(X_3)	1.45200	0.59468	2.442**
HHSZ(X_4)	-0.54270	0.20767	-2.613***
FARMEXP(X_5)	0.16940	0.11275	1.502
EDUC(X_7)	0.22667	0.08483	2.672***
ASSETS(X_9)	0.00001	0.00000	3.187***
FARMENT(X_{10})	0.38967	0.42200	0.923
CREDIT(X_{11})	3.53567	1.11467	3.172***
CDR(X_{12})	-0.99877	0.41140	-2.428**
EXTAG(X_{13})	1.93653	0.61807	3.133***
HLAB(X_{14})	0.00003	0.00006	0.545
FLAB(X_{15})	0.00040	0.00013	3.067***
DD(X_{16})	0.19620	0.06597	2.974***
R^2	88.47		

***Significant at 1%; **Significant at 5%
Source: Field Survey Data, 2011

households having high monthly income are less likely to become food insecure than low income households as income determines purchasing power of the households at the prevailing prices. Urban households are more exposed to the consequences of rising food prices (one of which is reduction in food intake) as they are more likely to consume staple foods derived from tradable commodities (rice, wheat, etc). This further reiterates the fact that high income levels facilitate access to food in adequate quantity and quality, hence food security.

Farm Size (FARMSZ): A negative relationship existed between food security level and farm size at 5% significant level. This, however, is a departure from the a priori expectation. This indicates that farm size under cultivation in the urban area does not significantly influence the level of food availability in these households. Considerable amount of food items available in the study area are obtained from the rural areas in the State and other States in Nigeria.

Household Size (HHSZ): The coefficient of household size was found to be negative as expected and significant at 1%. Household size either determines the availability of family labour or large household size demands large amount of production to feed its members, that is, as household size increases, the demand for food increases. Increase in family size necessitates increase in household expenditure on food and other necessities/utilities which ultimately increases food insecurity.

Level of Education (EDUC): The coefficient of the variable was significant at 1% and exhibited a positive relationship to food security as expected. In the study area, 238 (66.1%) respondents completed secondary school education and had post-secondary education. The result agrees with economic literature in (Obamiro et al. 2004) that educational attainment at any level can significantly affect household's food security status. The result, therefore, implies that as the level of education of household heads increases, income level increases, level of awareness of food requirements increases which impacts positively on the households' nutrition decision. Food security intensity therefore increases in households with literate household heads than their illiterate counterparts and vice versa.

Household Assets (HHAST): As expected a priori, a positive relationship existed between food security level and household assets and was significant at 1% level. Ownership of consumer durable and productive asset may likely affect households' food security status. Households can liquidate assets which makes money available to buy food during emergencies, hence food security. It is believed that the more endowed households are the more food secure they will be.

Credit Access (CREDIT): The coefficient of access to credit was significant at 1% and carries a positive sign as expected suggesting that access to credit tend to positively influence the food security level of households. Credit is an important means of investment and households who have access to credit can invest in preferred businesses (such as in poultry production and fish farming which provide easy and immediate access to animal protein), earn more income so that derived revenue increases financial capacity and purchasing power of the household to escape from risk of food insecurity. Moreover, it helps to smooth consumption when household is faced with temporary food problem. Food security status increases as households are economically empowered, all things being equal, through their investments and vice versa.

Child Dependency Ratio (CDR): A negative relationship as expected existed between child dependency ratio and food security but was significant at 5%. Households with high dependency ratio may lack sufficient resources to cater for their upkeep. Dependants usually do not contribute to households' financial requirements which ultimately results in over dependence on limited family resources hence food insecurity. Also, households with more young members may mean less labour available for income generating activities and other productive activities especially food production.

Contact with Extension Agent (EXTAG): The coefficient of this variable was significant at 1% and positively relates to food security as expected. It is believed that households who have frequent contact with extension personnel and services have potential to adopt valuable extension advices and improve productivity, hence food security. Most urban households (53%) do not engage in crop production as such only 6.9% of sample households had contact with extension agents. This outcome may likely affect the level of food production, hence food security status in the study area.

Family Labour (FLAB): As expected, the coefficient of family labour was positive and significant at 5% level indicating that food security status of households will increase with increased availability of family labour and vice versa. Family labour is usually employed for own-food production and output may sometimes depend on labour availability. In the study area, as presented in Table 7, households engage in petty trading, agro-processing and poultry production which are sources of considerable income to support their livelihood.

Diet Diversity (DD): The coefficient of this variable was significant at 1% with a positive sign as expected. This is an indication of both physical and economic access to required food items. Food diversity in the urban area may likely depend on income level. This implies that the extent of households' food diversity intake is also an indication of their food security status.

CONCLUSIONS AND RECOMMENDATIONS

The study concluded that some socio-economic characteristics of respondents captured in the Logit model influenced their food security status. Furthermore, the study observed that food security level among the households in the urban area hinges significantly on the income levels of the household heads.

Based on the findings of this study, the following policy measures aimed at improving households' food security status in the study area were recommended.

i. Household income was identified as one of the significant determinants of food security among households in the urban area. It is important that improving wage earning capacity and exploring income diversification opportunities are crucial in enhancing food security status of households. This will involve combination of enterprises and off-farm activities that could generate more income for the households in order to be able to meet their minimum food requirement.

ii. Large household sizes and high dependency ratio were found to affect household food security in the study area. Therefore, policy measures directed towards the provision of better family planning, increased awareness and access to family planning facilities should be given adequate attention and priority by the government. In view of this, strategies for an effective community participation in the design of concepts and messages aimed at imparting knowledge about family planning to households are recommended.

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An Analysis of Euphemism in 2 Broke Girls

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Abstract
As a language phenomenon which widely exists in our human society, euphemism plays a crucial part in the process of language learning and social communication. Although the study of euphemism is not a new topic, the increasingly developing euphemism is still worth of being emphasized and analyzed. Then this thesis discusses euphemism in 2 Broke Girls from three aspects: how different people utilize different euphemism, main contents of euphemism, and expressional methods. What I have studied includes euphemism which was usually used before and which is prevalent now as well. My thesis analyzes language phenomenon and illustrates it with examples. I really hope my paper can give some enlightenment to English learners and help them to surmount the obstacle of comprehending euphemism and English culture.

Key words: euphemism; social communication; language phenomenon; English culture

INTRODUCTION
Purpose of Research
Euphemism is widely used in our daily life; it is not only a language phenomenon, but also a language tool with powerful social functions. In addition to its functions, euphemism can reflect something deeper about one language, for instance, culture, people's values, etc. In order to get a better understanding of English and people from English-speaking countries, learning and making a research of their utilization of euphemism is an advisable method for us English learners. The reason why I choose to research and analyze euphemism in 2 Broke Girls is quite simple. This newly well -received American TV drama covers all kinds of euphemism, and its screenwriter tactfully makes good use of euphemism to create a comedy effect. Analyzing euphemism in this drama will bring us into contact with recently popular use of euphemism, American culture and values.

Even though many scholars and linguists have delved into the research of euphemism and made a remarkable contribution to this realm, I still find something new about euphemism in 2 Broke Girls that deserves my analysis and research. And I really hope I can learn more euphemism and how to do a research after finish this dissertation. At the same time, I also hope readers will find it easier to comprehend lines in American TV drama and their language performance in American English after reading my paper.

Method of Research
First of all, I have watched almost all episodes of 2 Broke Girls, and picked up 7 to 8 typical ones to collect useful data----copy down all euphemisms occurred in actors' lines.

Secondly, I will introduce main characters' background (race, age, social status) and make a comparison between their different backgrounds and different use of euphemisms. Next step is to analyze how and why people's backgrounds have an influence on their use of euphemisms.

Thirdly, since I have already collected enough data, I will classify them in respect of contents of euphemism. According to my classification, it would be simple to find out what kind of things euphemism mainly refers to. The second classification of material gathered before is about means of expression. A clear category helps a lot to analyze whether euphemisms used in episodes are expressed through phonetic method, word-building method, glossary method or rhetoric method. Additionally, each method of research or analysis will be illustrated by examples from 2 Broke Girls.

Different People's Utilization of Euphemism
In this American sitcom---2 Broke Girls, there are four main characters: Max, Caroline, Earl and Han. Han is the boss of a restaurant, and other three are his employees. They four are totally different people. Max, a self-supported waitress, has an irresponsible alcoholic mother，and she even does not know who is her biological father. In order to live on, Max has to earn her keep when she was just a little girl. Under this situation, it is reasonable for her to be not that well-educated, and sometimes vulgar. Caroline, a blonde girl used to be brought up in a super wealthy family and surrounded by a bunch of friends from the upper class. She led a decent life before, and received a high-quality education. But her father's financial crime and imprisonment bring an earth-shaking change to her life, so she has to work as a waitress as Max in Han's restaurant to earn her bread. Earl, a senior black man who was an unknown rock star in his youth, but now he is a humorous cashier working for Han. The last one is Han, as I mentioned above, he is the owner of this restaurant. He is an Asian American, so his strong Asian accent and height are always his employees' laughingstocks.

Different Race's Utilization of Euphemism
People come from different races tend to use different euphemisms. What race individuals belong to will influence their language behaviors as I have introduced before, Earl, an Afro-American, he is not a white man. Once when he heard that Caroline collected money from Internet if people are willing to pay her 1500 dollars to buy a new pair of trousers, they can slap her on her face. Earl suddenly said "Being white is easy." He euphemistically convey many Afro-Americans' inner thought---living in America, white men lead an easier and better life than the black. Even though the black's life has been improved a lot for the Emancipation Proclamation and the society and citizens' progress, they are still oppressed by discrimination from every aspect. Another example is "You can't tell an Asian he made a mistake or he will go in the back and throw himself on a sword." In many western people's mind, it must be a killing humiliation for an Asian if his mistake is pointed out in public because Asians are so keen on face-saving. Therefore, Max indirectly tries to persuade Caroline not to speak out Han's wrong. As an American girl, Max makes full uses of euphemisms to express her idea of Asian people that they sometimes cherish face and honor more than their lives, and they are not willing to admit mistakes in front of everyone. It is an issue of dignity. Each race has their peculiar history, literature, customs and taboos, language and so on, so people's language performance will show traits of environment which they grow up from. So we can get information about one race's attitude and thought towards another race via an analysis of their euphemisms.

In a word, speaker's race does have an influence on their use of euphemism, and you can tell from their words.

Different Social Status' Utilization of Euphemism
People come from different social status use different euphemisms. What social status they are being may affect their euphemisms. When Max and Caroline pay a visit to Max's wealthy boyfriend's home, a rich couple in that dinner party blames Caroline for their great loss in her father's financial crime by telling people "We moved from the penthouse to the fourth floor!"(Penthouse is an expensive and comfortable flat/apartment or set of rooms at the top of a tall building.) And the price of a top floor in a tall building is higher than other floors. Although this rich couple still live in a luxurious Upper East Side apartment, they are still unsatisfied with the current situation and express their sense of superiority in euphemistic words without mentioning how much money they have got directly. On the opposite side, Max, a girl comes from low social status, tells the couple "We only have 5 chopsticks and a fork from Kentucky Fried Chicken, and we do fine." to depict their tough but satisfying life. Those people of high social status will use seven silver forks and ten knives in just one meal; however, people like Max even haven't got a complete set of tableware. Her 5 chopsticks are even not 5 pairs of chopsticks, and the only fork is a free and plastic one from KFC. She also euphemistically answers back that couple's rude words and helps Caroline to get out of the dilemma.

Obviously, people of different social status use their own style of euphemism to express their thought and life. They live in different living circles hence almost are in contact with their own kind of people, confront A Gordian Knot only occurs in their social status, so how they handle and view problems vary considerably, so does their euphemism behaviors. Reading between lines, euphemisms used by different speakers can reflect their different level of social status and life situation, and this kind of distinction exists in every society.

Different Age Groups' Utilization of Euphemism
People come from different age groups use different euphemisms. In Season 3 Episode 3, Caroline desperately wants to buy a new pair of high-quality but expensive trousers, but now she is not as rich as before. By way of selling the right of slapping her face on the Internet to get financial support, she finally collects enough money. When Earl, a senior citizen, gets the information that Caroline has raised 1500 dollars via that means, he gives an exclamation of surprise "I've lived too long." He euphemistically expresses his amazement that even though he has lived 70 years, this kind of collection is absolutely new for him. And in America, any peculiar way to make money is acceptable.

Earl exclaims over he has lived too long; however, Caroline says "I don't want to die!" "Me too! I have a boy friend and my first B (in pastry school)." Max replies when they two are dangerously standing on a high-rise windowsill and hit by hails. Max mentions "a boy friend" and her "first B" in her school to indirectly tell us she finds life is beautiful and worth of being cherished. She just not wants to end her life by dropping from a skyscraper at a young age.

Individuals' minds are not the same in different age groups. It may be altered by one's life experience, peer pressure, and physical condition. A youth is less likely to think about living is such a lucky thing and how valuable everyday is; while, a senior citizen is likely to feel grateful to have one more day's living, and not that afraid of death for he has gone through thick and thin and tasted the bitterness and sweetness of being alive. Their ample experiences give them another view of life.

So, in conclusion, people of different age groups will use different euphemisms to convey their thought and attitude towards life.

Contents of Euphemism
Euphemism is "word of good omen", so anything is concerned with taboo or sensitive issues expressed by an indirect and euphemistical way can be regarded as euphemisms. That explains why contents of euphemism cover so many fields. I have watched almost all episodes of 2 Broke Girls, so euphemism data collected from 7 to 8 typical ones picked up by me can represent main contents of euphemism.

In this popular American sitcom, I find out euphemisms in lines almost concentrate on four kinds: drug, sex, death and stature.

Drug
As we all know that although the United States is a country of liberty, selling and taking drugs are still illegal there. Characters, especially Max and Earl, sometimes talk about cocaine straightforward, but mostly they do it euphemistically. For instance, Max used to describe a drugster's situation as "He's really out of it" instead of "He is unconscious of anything for taking too much drug." (Out of it: not aware what is happening, usually because of drinking too much alcohol or taking drugs.) In addition to that, Caroline once made fun of Max's unaware of neck pain and explained to Earl "She's almost made of Vicodin." (Vicodin is a brand name of painkiller used to relieve moderate to severe pain.) Apparently, Carline is implying that Max takes a heavy dose of Vicodin as a soft drug rather than a painkiller under a medication guide. Among all euphemisms I have collected from episodes, drug takes up 16 percent. Actually, so many euphemisms for drugs in American drama indicate something we need to look through its surface.

First, there are still thousands of Americans taking drugs, and weeds are accessible to them.

Second, Americans are not that sensitive about taking drugs which explains why they make up a chain of euphemisms for drugs and can use it on screen without being censored.

Third, taking drugs is not only pernicious for our health but also our family and society; while, Americans do not receive the same education as we do, and their culture does not regard drug-taking as a major issue as we do. Taking drugs is more acceptable for them than us, so under their social and educational environment the number of euphemisms for drug is larger in their language than ours.

Sex
According to my data collection, 38%---the largest proportion of euphemisms occurs in 2 Broke Girls is taken by sex. Compared with Asian or other countries, English culture may be more acceptable about sex which is even a taboo subject in many other cultures. However, English-speaking people also prefer to talk about sex in euphemistical words.

One night, when Caroline picks up her phone at 2:30am, Max deliberately says "If it's after 2:30, the call is for the dirty" to make fun of Caroline, and drop a hint about this call is a booty call. Max does not directly inform audiences that the one who makes the phone call wants to sleep with Caroline, but she uses "the dirty" to replace sexual activity. In the culture of English-speaking countries, it was a taboo to mention people's private parts and sexual activity,

especially in Britain. Citizens may feel embarrassed and vulgar once someone refers to something about sex. And that is the reason why there exist a large number of euphemisms for sexual organs and activities.

However, things have changed since the "sexual liberation" happened in 1960s, America. In recent decades, English-speaking countries adopt a more casual and frank attitude towards sex. As I explained above, in spite of the fact that talking about sex is no longer a taboo in America, people still prefer to use euphemism for it, especially people of high social status. An euphemistic way prevents people from being embarrassed and offended, and it adds some humor to the talk as well. Understanding more euphemistic expression of sex would be helpful for English learners to catch on English speakers' (dirty) jokes, and deeper meaning.

Stature

Employees in Han's restaurant often tease him about his height, and he has no alternative but to accept it. Han is about five feet tall, and that is a quite small size in western society. In one episode, Earl's tall and stout son pays a visit to him. His son just cannot help laughing when sees Han at their first meet, and says something insulting about Han's stature. There is no doubt that boss Han is pissed off, but Earl comforts him with "take it easy, fun size." "Fun size" is an euphemism for Han's little and child-like body. Another classical euphemism comes from Max "the only thing he (Han) ever needed was a stepladder." Because Han is not tall and he always believe that he still can grow taller one day, so Max euphemistically tells us it is impossible for him to naturally grow taller, and only a stepladder could realize Han's dream. In addition to euphemisms about Han's height come from employees' mouths, his own lines, designed by the humorous screenwriter, are also making fun of his size euphemistically. For instance, one day, when all of them in the restaurant see a nine or ten years old boy is still breast feeding, Han is so amazed and blurts out "the kid is my height" Seemingly, this sentence conveys a piece of information that a boy is approximately four inches tall but his mother still keeps on breast feeding him, and that is so weird and uncommon. Virtually, it indirectly shows that, as an adult, Han is only as high as a nine or ten years old boy. Euphemisms of stature account for 14% of my collection of euphemism in 2 Broke Girls. Personally speaking, I do not think euphemisms about Han's height merely add comedy effect to the story of 2 Broke Girls. It also reflects that, in Americans' mind, Koreans or even Asians are not tall on average.

Death

The fourth main content of euphemism is death. Euphemisms for death have a long history, no matter in Chinese or English. With the development of English, the number of euphemisms for death is also growing which shows people increasingly regard death as a taboo. Even though medical technology has made a fantastic progress, for us immortal human beings, death is still unavoidable. When earl, he even cannot clearly remember how old he is, talks about death is like having a good time "I finally can have a good rest." "A good rest" is an euphemism for death, and it has a fair-sounding connotation. For Earl, death can be treated as a rest which relieves him from the earth's annoyance. Death takes up 12% of all euphemisms I have collected. Another example comes from Caroline "yesterday a rock star, today he's gone." Somebody has gone is also a common use of euphemism for death in English. The word "gone" dose not show a strong emotional coloring, and it implies death in an obscure way. Referring to death by utilizing "gone" is more polite and less painful. Comparing Earl's and Caroline's lines about death, and other characters' euphemisms, I find out that no matter the young or the elderly, they all have a preference to discuss death euphemistically, especially others' death. Talking about their own one, sometimes they may use "die" directly; while, in terms of others, they will choose euphemism out of respect and politeness.

Three Means of Expression

After the research of different people use different euphemisms, and contents of euphemisms in 2 Broke Girls, I turn to the research of means of expression. Linguists usually tend to classify expressional methods into two broad categories: glossary method and grammatical method, but here I want to discuss expressional methods more specifically.

Glossary method

Acronym

"An acronym is a word composed of the first letters of the words in a phrase, especially when this is used as a name." It is not only a kind of word formation, but also a clever way to express one's thought euphemistically. In Season Three Episode 19, the background is Saint Patrick's Day. Caroline and Max have drunk too much beer in a small bar. The worst thing is when Caroline desperately wants to want to use the restroom, but there isn't enough ladies' room for girls. In this case, Max suggests her making use of Men's room to answer the nature's call. However, Caroline prefers to find another ladies' room rather than take Max's suggestion. At that moment, Max says "Oh, RIP" to amuse Caroline, and euphemistically warn her that if she still insist on her mind, maybe she may die for not urinating in time. "RIP" takes the first letters of "Rest In Pee", it is an animation of "Rest In Peace". The acronym for "Rest In Peace" has been used for quite a long time, so Max's use of this creative "RIP" is full of wit and humor. Another example for acronym in euphemism is "well, I kinda like to keep my skirt wearing on the D. L." "D.L.", it means "down low", and this phrase is an euphemism for "secret". Earl doesn't want his experience of wearing a skirt to be known by other people, so he indirectly tells Max to keep it secret. Comparatively speaking, acronym is a frequently used method of expressional method in 2 Broke Girls.

Compounding

Compound word is another method in 2 Broke Girls' euphemisms. As a way of word formation, compounding is high-yield so many new words come from it. And it is true of being a way of expressing euphemisms; a large amount of new euphemisms are formed by compounding. "Compound is a noun, an adjective or a verb made of two or more words or parts of words, written as one or more words." "Hairgasm" in Season 3 Episode 17 is a good example for compound word as an euphemism. In that episode, Caroline and Max go to a hair saloon and want to have their hair cut. Before giving them a haircut, hairdressers will wash their hair first and offer them a massage for relaxation. Max feels so comfortable that she cannot help describing this shampoo process as "hairgasm". Hairgasm is compounded by "hair" and "orgasm" (the moment during sexual activity when feelings of sexual pleasure are at their strongest.) Here Max's compound word euphemistically means the experience of getting an enjoyable hair massage is as joyful as having an orgasm. Only comparing her hair massage feeling to an orgasm is too vulgar; however, compounding hair and orgasm together to make this new word "hairgasm" is much better. First, this vivid description shows how Max feels about her hair massage (it is as pleasant as having an orgasm). Second, not mentioning orgasm directly but adding the word "hair" to the head of orgasm is more euphemistic and elegant in language expression.

As I mentioned above, compounding is a high-yield way of both word formation and euphuism formation. Since many current and prevalent euphemisms are expressed by compound words, we are supposed to pay more attention to compound word which is an important expressional

method of euphemism if we are desirous to comprehend updating English and euphemisms better.

Glossary method
Synonyms

No matter in Chinese, English or other languages, sometimes we may choose a synonym instead of a hash but real word to directly express our meaning. A synonym may be more acceptable and less hurtful for listeners. Apparently, synonym's euphemistic effect is well acknowledged. Since it is a common expressional method of euphemism, I will only explain one example in the following passage. Earl once said "Actually I try never to look at your ladies the chest area." Chest area is a synonym for "breast", but it sounds more polite and cultured. Synonyms are widely used as an expressional method of euphemism, and it does avoid some embarrassment and impoliteness.

Fuzzy Words

Fuzzy words are used to euphemistically express people's mind which means we prefer to use ambiguous words rather than clear and frank words. Ambiguous words can make people understand what is happening; meanwhile, they will not let them feel embarrassed as well. "Affair" is one of those familiar fuzzy words for us. It can be utilized to replace something significant or trivial, good or bad, happy or unhappy.

Another common fuzzy word is "something"". In Season 3 Episode 18, Max asks her boy friend "Do you have something?" Something doesn't mean something to eat or drink, but sickness. Directly asking people whether they are sick or uncomfortable is definitely impolite and improper in western society, but the use of "something" is euphemistic and sweet-sounding. Of course, something does not always mean sickness, and it depends on the context.

Negation

Negation is also prevalent in euphemism. Negation ("the exact opposite side of something") in euphemism is expressing one thing from its opposite side. Talking about Han's height, others are unlikely to describe him as "short"; instead of it, they usually choose "not tall". It is well known that tall is the opposite side of "short". For people whose height is not that satisfactory, "not tall" is much easier for them to psychologically accept than short.

Some direct words are harsh and unpleasant. Even though those words are true, they still make listeners feel insulted or uncomfortable. If we want to communicate with people skillfully and socialize well, sometimes utilizing a word from its opposite side to euphemistically express our mind must be more helpful than we thought before.

Phonetic Method

Phonetic omission, weak stress, punctuation, phonetic distortion, etc. are phonetic methods used in euphemism, but the most typical one in 2 Broke Girls is phonetic distortion. In Saint Patrick's Day, every street is congestive. Earl, Max, Caroline, Han and Oleg (Han's another employee) are in the same taxi which is stuck in a traffic jam. Oleg is dying to arrive at their destination to sell his Saint Patrick's Day T-shirts. In this case, he is too impatient to wait so Oleg orders their taxi driver to drive faster and shows a total disregard for the traffic jam. When Oleg gets to know the driver is a Russian, Oleg satirizes him "you call you Russian, doesn't seem like you are rushing anywhere." In this sentence, rushing is a phonetic distortion for Russian, and Oleg uses it to euphemistically convey his idea that the Russian driver drives so slow that he is not worthy of the name of Russian (rushing). Here, 2 Broke Girls

screenwriter makes a skillful use of phonetic distortion to express euphemism and it leaves a deep impression in audiences' mind.

Rhetoric Method
According to my classification and analysis in the whole, rhetoric methods in 2 Broke Girls can be concluded as metaphorical transfer, metonymical transfer and understatement.

Metaphorical Method
When two things have the same quality, using its metaphor to replace original word or phrase will be more euphemistic and pleasing to listeners' ears. Earl's line in Season 3 Episode 4 "I want to have a long rest and go to sleep forever." "Sleep forever" is a metaphor of "death"; they two have some similar qualities ---lie down and have a rest. However, death is a permanent sleep but a single sleep is brief and can be waken up.

Metonymical Transfer
"Referring to something by the name of something else that is closely connected with it can be regarded as metaphor." Metonymical transfer is an expressional method of euphemism by using metonymies.

One example I have demonstrated in the above passage "She's almost made of Vicodin". That is how Caroline talks about Max's no feeling of pain. Vicodin is an American brand name of painkiller which is Americans' daily medicine. Caroline refers painkiller by the name of a well known brand---Vicodin. It is closely linked with painkiller, and Americans can quickly get her hint. Metonymical transfer will not directly speak out its real meaning, but requires listeners to connect it with users' actual reference. It can be found in many euphemisms; while, to lightly understand it is almost impossible. Metonymic transfer in different languages reflects its language's or country's culture, social and other information. So some euphemisms related to metonymic transfer are obstacles for English learners.

Understatement
Understatement is "a statement that makes something less important, impressive, serious, etc. than it really is." On Caroline and Max's cupcake shop's soft opening day, they instruct Han and Oleg to their newly decorated hovel. Han used to depict it as "smelly dump". "Smelly" is an understatement of stinking, for there exists many dead body of mice in this hovel before, and Max even exaggeratedly says "it used to smell like the place poop comes to die." Han only uses "smelly" to euphemistically inform us that the hovel has an unpleasant smell, so he has minimized the degree of odour. Understatement in euphemism makes people feel less uncomfortable, and instructs us to think from a passive aspect.

CONCLUSION
This paper focuses on the analysis of how different people utilize different euphemism, main contents of euphemism and their expressional methods in American TV drama 2 Broke Girls. Even though euphemism has been an old research topic in linguistics, it is still worth of being analyzed for its rapidly developing and updating.

Analyzing and researching euphemism in 2 Broke Girls cannot be regarded as a deep study of euphemism, but we surely can gain something valuable about English from it. At least, we English learners can make a progress in understanding English euphemism, culture, and

values. More studies are supposed to be carried out if we want to keep with the improvement of euphemism.

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Surge of Divorce in Lahore, its Exploring Factors and Possible Solutions, Pakistan

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Abstract

The study had been documented in Lahore city. The objectives of the study were to find factors of divorce and possible solutions to minimize the surge of divorce. The present study was qualitative in nature. For covering all the objectives comprehensively, there were forty two participants in total figure including both the genders and taken form three different segments of the population like divorced people selected using snowball sampling technique, lawyers were accessed using convenient sampling technique and married people were also approached who conveniently available at the time of data collection. An unstructured check list was prepared to collect the information with regard to study objectives. In view of findings, results demonstrate there was no single factor leads to divorce but many like economic instability, greed of dowry and wealth, unemployment, disparity in education, joint family system, exchange marriages, early age marriages, birth of girl child, dual marriages, disparity in social status , external pressures, forced and pressurized marriages, spousal illegal relationships, unrealistic expectations, fraud in marriages ,drug abusing, age incompatibility, mental incompatibility, infertility, short-temperament or patience , lack of compromises or sacrifices, egoistical issues. In lieu of effects, divorce left many heinous psychological, social, economic effects on both the gender victims which may further become the cause in personality disorder. With regard to solutions which may be impediments in breaking the legal agreement between male and female like compromise and sacrifices, patience and endurance, empathetic way of analysis, develop feeling of "We" not "I", respect and honor, caring in every matter of life, no space for lie or mistrust, freedom of speech, egalitarian approach in decision making, sharing gifts and pleasures, caring about liking and disliking, pardon on mistakes, respect for family and relatives not by one part but from both the sides.

Key Words: Divorce, Factors, Solutions

INTRODUCTION

Marriage is the formal union of people between a man and a lady, regularly as perceived by law by which they get to be spouse and wife. Marriage is an exceptionally consecrated commitment and it is honed practically by every religion, society, society and nation. It is not only a relationship between a kid and a young lady yet it is the union of two separate families. Separation is disintegration of marriage or end of a conjugal union between wedded couples under the standard of law of the specific nation. Individuals get hitched for adoration, sexual needs, security, youngsters, cash, life accomplice and so forth while oppositely get separated likely and just about for the same reasons. All the tussles might be settled with trading off procedures however at some point there are circumstances in which separate is the main alternative. Separation is something that is scorned by ALLAH however it is permitted on the grounds that there are circumstances where separation is stayed just and just reply. As ALLAH says,

"And if you fear that the two (husband and wife) may not be able to keep the limits orderd by allah, there is no blame on either of them if she redeems herself"

Friedrich Nietzsche stated that "it is not a lack of love, but a lack of friendship that makes unhappy marriages"

Friendship is fundamental in every relationship whether it is a relationship of father, mother, spouse or wife. Kinship is a sort of relationship in which one feels calm to impart everything. At the point when this component is eradicated in the relationship of marriage, debate may emerge. Marriage is the other name of bargaining. Both spouse and wife need to bargain on everything. In the event that one gets neglected to trade off than the result is winding up of relationship.

Divorce is an issue in Pakistani society as well as entire the world. In Pakistan the separation proportion has gone up to a disturbing degree from a decade ago. As Pakistan is a traditional nation so the saying "separation" is considered as the image of disgrace and embarrassment. An advocate Chaudhary Shoaib said in the past the expression separation was an unthinkable in Pakistani society, yet now individuals don't feel embarrassed of getting separation.

The separation rate has been on the ascent in Pakistan in the course of the most recent decade. In Lahore city alone, more than 120 separations are enlisted in family courts in a day. The separation rate is expanding in the privileged of society as well as in lower and white collar classes. A senior attorney Mr. Irfan Gujjar said the separation rate is higher among taught families. Prof. Dr. Marriam Malik said Indian and western social attack is exasperating the circumstances. He said females who stare at the TV channels need to purchase expensive things at all expense, now and again at the cost of their marriage. He said spouses' sense of self additionally had a part in an expanding number of separations. He said separated couple's youngsters carry on with a horrible life and hence folks ought to need to understand that they have an obligation towards their kids. Marriage is a huge choice in one's life, and ought to be taken, just when one is develop enough to handle all that accompanies it. Constrained relational unions and early relational unions are a reality in Pakistan and need to be halted," he said.

From February 2008 to January 2011 give or take 75, 000 separation cases had been enrolled. From February 2011 to May 2013, 1, 24141 separation cases were enlisted. Around 2, 59064 partitions have occurred in the commonplace city throughout the most recent decade. In 2014, 40,410 detachment cases were enrolled in the city's family courts and 13,500" separations have been recorded so far in 2014. Separation was expanding generally among couples between ages 22 and 30.

In excess of 2,300 ladies have approached courts in recent months for disintegration of marriage. The authority information issued by Districts Courts Lahore revealed that more than 11,000 cases identified with family issues were pending in the courts, a large portion of which were of separation and disintegration of relational unions, which implies that the normal transfer of cases has arrived at 336.67 for every day. Around 150 separation cases are recorded day by day by ladies. More than 2300 ladies expected to courts for disintegration of marriage. Around 75 percent of uses are moved for disintegration of marriage while other 25 percent are documented identified with support charges, said the sources.

A review showed 300 cases out of 12,000, pending before family courts of the city, explored that 7.8 percent ladies of Gulberg, DHA and Model Town (Gulberg 3 percent, DHA 2.2 percent, Bund Road alone has 8 percent and Model Town 2.6 percent) moved the courts for disintegration of relational unions. Around 32.7 percent ladies of less special zones have moved the courts to purpose their separation debate. 7.1 percent ladies in Cantonment requested conjugal rights through courts from their previous spouses, the study uncovers. The Cantonment incorporates Saddar, Burki, and Manawan. Ladies of Shalamar and its suburbs (7.5 percent), Shahdara (7.2 percent), Multan Road (3.4 percent), Wahdat Colony (0.75 percent), Johar Town/Iqbal Town (3.4 percent) and Chungi Amarsidhu (1.5 percent) took their family question before the courts.

Advocate Surayya Farzand Chaudhry, who advocates family cases, said, "If a matter occurs in a fortunate family, it is determined through placation and in few cases separation happens. On the off chance that a question raises in a less advantaged family, the spouse beats the wife and powers her to leave home. In such cases, spouses not, one or the other let their wives return home, nor separation them, which constrain the ladies to approach the courts." She said, "In a few cases, the spouse separates his wife, yet does not give back her dower, which again heads the ladies to move the courts."

Objectives:
  o   To find the causes of increasing divorce rate
  o   To draw the solutions of minimizing divorce rate

MATERIAL AND METHODS

In concern of research methodology, the study was conducted in Lahore city and by nature it was qualitative. The objectives of the study were to explore the factors of divorce and find possible solutions to minimize the surge of divorce. The sample size was consisted of 42 participants with equal proportion in view of gender. In the study, there were three different segments of the population were approached to explore all possible factors and draw its solutions. In first segment, fourteen divorced both genders equally were apprehended to fulfill the objectives of the study through snow-ball sampling technique. In second segment, fourteen lawyers both male and female with equal proportion had been accessed using convenient sampling technique to get the manifestos of the study, taking analogy lawyers dealing all these issues of their clients in courts and may good source in view of study objectives. In third and last segment, fourteen married people of both the genders with equal proportion were approached applying convenient sampling technique to achieve the third objective of the study. A check list had been used for the collection of the data respectively and data was analyzed in descriptive and explanatory way of methods.

RESULTS AND DISCUSSION
Table No. 01   Socio-status Characteristics of the participants

Variables	Frequency	Percentage (%)
Gender		
Male	21	50.0
Female	21	50.0
Age (Years)		
25-30	03	7.14
31-35	05	11.90
36-40	21	50.0
41 and Above	13	30.95
Education		
Intermediate	09	21.42
Graduation	06	14.28
Masters	26	61.90
Above Masters	01	02.38
Marital Status		
Married	14	33.33
Divorced	14	33.33
Professional Status		
Businessman	05	11.90
Lawyer	14	33.33
Govt. Employee	08	19.04
Laborers	04	09.52
Unemployed	08	19.04
Others	03	07.14
Total Participants	**42**	**100**

Table No. 01 demonstrates the socio-status characteristics of the participants on different variables respectively. In concern of gender variable, both were equally approached, 21 male and 21 female in total sample. In lieu of age variable, 03 participants fell in 25-30 years of age category, 05 respondents were in 31-35 category, 21 participants were come under 36-40 years of age category while 13 respondents fell in 41 and above years of age category. With regard of educational background of the participants, 09 respondents secured intermediate degrees, 06 participants had done graduation degree, most of the participants did master degree while rest of 01 participant had possessed above master educational degree. In view of marital status of the participants, 14 respondents were approached from married segment and 14 were accessed from divorced segment of the population at the time of data collection. With reference to professional status of the participants, 05 respondents secured their own business, most of the 14 respondents were professional lawyer among the total sample, 08 participants were Govt. employee, 04 were from laborers segment while 08 participants were from unemployed segment of the population and 03 respondents belonged to some other professions.

FACTORS OF INCREASING DIVORCE RATE
There were many factors found involving in increasing the divorce rate among new married segment in Lahore. In reference to that factors were categories and explained keeping them in hierarchal order that following respectively:

Financial Instability
Now, in modern era, economy is vital and important indicator for the survival in the society. Everything depends upon money even relationships as well measure in the scale of cost and benefit viewpoint. Financial instability means no proper source of earning or money and anonymity for next eating time. Most of the lawyers, divorced people and married respondents

indicated the basic reason of divorce is economic instability at ll. So it can be said that stability in financial matters is key to survival in every matter of life and relationships.

Greed of Dowry and Wealth

In view of economic perspective, greed of dowry and demanding of wealth is another factor by the male segment which put pressures on spouse to get separated instead fulfilling greedy desires. According to lawyers' exposures, there were most of the cases related to dowry and wealth desires. So it can be said that human greed is not end but for happy life, need to be moderate.

Unemployment

Unemployment refers to people who have not still any earning source and looking for a job or livelihood for survival. It is also a factor that leads to spoils legal relations between couples. Unemployment rate in Pakistan is 6.0 percent (Statistics of Bureau, 2014). In view of respondents' answers, unemployment may be motivating factor towards divorce because without money survival is not possible any more.

Disparity in Education

Disparity in education means difference in educational background/degrees. A couple who are married but had difference in educational background that may not develop mutual understanding between each other because mentality of both genders differs from each other. If someone is inferior to other in education then may not able to get other's psychology and needs properly. When there is no mutual understanding, there is no mutual relation which may lose the importance of the person which direct link to divorce.

Joint Family System

Joint family system means a type of extended family may comprised of parents, their children and children's spouses and off springs in one household, under one member's authority. Most of the divorced and married participants gave their opinion that joint family system was also a factor of divorce. They said in joint family system a wife had to face all members differently and it's much tough to adjust in big family. With spending time issues were created by all members who couldn't be compensable even by husband as well.

Exchange Marriages

Exchange marriage refers to a form of marriage involves a reciprocal exchange of spouses between two nations, groups, tribes, or families. Exchange marriages are factor of divorce. One of participant was divorced just because exchange marriage. She explained no doubt issues in every house but these issues become hurdle without any reason in one's happy life just because exchange marriage. If there is problem in one house, second house automatically suffers and sometimes little issues become big problems that lead to end on divorce from both sides.

Early Age Marriages

Early marriage refers to any marriage before the legal age of marriage which may 18 years of age for male and female in Pakistan. Early marriages are also a factor of divorce according to the participants. In early marriage, girl or male are not so mature to bear their responsibilities effectively. If there is early marriage, definitely there are worries and issues for the both genders. Marriage must be done when maturity comes not in puberty age that may it harmful at all.

Birth of Girl Child

Only birth of girl child by the female becomes cause of divorce when there is demanded a boy baby. Many incidents had been occurred in which female were divorced, threatened, flamed, etc. just because they were unable to give birth boy baby. It's considered the fault by female whether it's by male which is scientifically approved. Female has XX sperm while male occupies XY. If X by male match to X of female than there would be boy baby and when Y by male match to X of female then there would be girl baby. It can be said that scientifically its fault in male not in female.

Dual Marriages

Dual marriage means someone's doing another marriage in spite of having one as well in legal relations. The practice or custom of having more than one wife or husband at the same time is called polygamy in sociology. Pakistan is Islamic country and with reference to Islam, a male can have four wives in legal relations at one time but if he is able to afford all needs of both. Now, in modern era, doing dual marriage in spite of having one is considered sin. It's not bearable by female that her husband is doing second marriage with her presence and if it is done by male, the first marriage going to end on divorce.

Disparity in Social Status

Disparity in social status means not equality in social status like differences on the bases of economy, prestige, cast, job, education, wealth, etc. marriage is the name of legal relationship between a male and female in which both bind together in one unit. In one unit both spends life in egalitarian decision system. But when there is difference social status then may arise issues and conflicts there. One who is superior in social status may seduce one's spouse in every matter of life that leads to inferiority complex. When there is the situation, unity can't be exist there which with the passage of time end on divorce according to the participants view point.

Forced and Pressurized Marriages

Forced and pressurized marriages refer to marriages that had been done against the will of male or female and just because the sake of family's dignity and respect. If there is no mutual will and understanding between both couples, there would be no strong relations between male and female. Forced or pressurized marriages create depression, anxiety and dissatisfaction among both spouses which leads to end on divorce.

Spousal Illegal Relationships

Spousal illegal relations means developing relations by male/female that is prohibited by law with others is also a factor of divorce. These actions leads to mistrust between both and at end become the cause of spoiling all mutual relations. When one of spouses has illegal or co-habitual relations with illegal peoples, there greater chances of conflicts between both the married couple and sometimes these conflicts create much greater and worse circumstances that would not be controllable and going to ultimately end on divorce.

Unrealistic Expectations

Unrealistic expectations mean before marriage setting very high standards from both genders and make things beautiful in unreal situations. Manipulate life in beautiful manners and show oneself as there is nothing issue or problem in the after marriage life. From both sides, expectations set very highly. But when after marriage both spouses come into real life and in real situations, things wouldn't as before mention and expectations, set standards break there which generate aggression and separation attitude towards other spouse and all things go to dead on divorce.

Fraud in Marriages

Fraud in marriages refers to marriages that are on the bases of fraud and deception. It's new trend emerging in metropolitan cities where people manipulate one self's personality but everything to set and engage oneself with elite class family. For that purpose, houses vehicles, cars, persons, families, parents, suits and many things may get on rent to trap. After doing all procedures, marriage is done than starting a new phase where nothing is real but fraud. In that situation, parents are being blackmailed for money or property. So far marriages on fraud are finished on divorce deliberately.

Drug Abusing

Drug abusing means habit of taking drugs and it's normally by males in married life. Drug abusing makes man lose-hearted and unstable in every matter of life. Drug abusing makes man blind from one's responsibilities and in that situation no one has importance but drugs. Doesn't matter what is happening in addicted person's life whether losing job, family but not compromising on drugs. When there is addiction of drugs then no space for any relations. In view of that most of the marriages destroyed due to drug abusing.

Age Incompatibility

Age incompatibility means difference in age between married couples. It's the factor considered in divorce. The difference in age may be impediment in understanding each other's needs and psychology. In looking, it's not suit the age difference between spouses. May other factors having major or vital paly in divorce but some extent age incompatibility is also contributing indicator in divorce. Analogy, many more factors involve for someone to take decision of divorce like that in view of analogy, age incompatibility is the factor as well of divorce between couples.

Infertility

Infertility is a term which is broadly used in population sciences and refers to inability of a woman to perceive sperm and give birth to a child. Infertility is a very significant cause of divorce because almost every couple wants to get their own children but when the situation of infertility, male segment thinking about second marriage and its mostly unbearable for first wife that inspires her to get divorce.

Short-temperament or Patience

Short-term temperament means inability to listen and bear things by the male/female. No doubt, may issues and little conflicts exist in every person and every couple but all are resolvable between both. But if these little issues get egoistic status, there is no way to resolve the issues any more. Absence of patience makes issues confused and complicated that further gives way to divorce. It can be said that may it little but important factor of divorce which about ought to be careful.

Lack of Compromises or Sacrifices

Lack of compromises and sacrifices are very strong and significant causes of divorce. When there is no compromise on different things and matters, there is absolute possibility of not developing mutual and efficient relationships between married spouses. It's usually by female segment. When only demands by the female for different thing in spite of ignoring the status and position of her husband then there is possibility of ignoring one's wife which make relations weak with the passage of time. Sometimes these factors become the cause of divorce.

POSSIBLE SOLUTIONS AVOIDING DIVORCE

In lieu of some solutions to save couples from divorce indicating by the participants here explained bellow following:

Compromise and Sacrifices

In view of the opinion of the participants, compromise and sacrifices is the best key to save the relations in every stage and situation. Try best to compromise and sacrifice on your wills to make happy your companion and better situations.

Patience and Endurance

Another factor which may much helpful in avoiding from divorce is patience and endurance. According to the perspective of the participants, patience and endurance are the silent behavior for both the spouses to make happy life. They said if both have patience and endurance attitude in every matter of issue than everything going on track which strengthens the relationships in loving manners because both need help each other to stand with each other as wall before worries, issues and problems but everything.

Empathetic way of Analysis

Empathetic means to see the things, worries, issues, and problems with suffering's eyes and situations. If both spouses have empathetic attitude towards each other then there would be no way of clash and conflicts between couples. Understanding to each other is the significant indicator to develop loving relationships at all.

Develop feeling of "WE" not "I"

With the perceptions of the respondents, developing feelings of "We" for each other is also best factor in developing love instead promoting feeling of "I". When both the couples have "we" feelings for each other than no issue, worry, tension, problem stands before them ever and this factor enhance the loving attitude towards each other.

Respect and Honor

Respect and honor is need of everyone everywhere. Pakistani society is male dominant society where necessary for a wife to obey her husband in every matter of life for get respect from the society and her husband. A woman is considered wise and intellectual who is more caring, respectful, and obeying to her husband in his wills at all. Obliviously, respect for each other is essential element for both genders to enhance love and caring between each other. Simply it can be said that respect is key to love.

Caring in every matter of Life

Caring means having so strong loving feelings towards one's life in every matter. For enhancing and developing love, it's golden rule to be so caring for one's husband/wife like to be so careful about little things which creates happiness or sadness. To feel one's companion I'm here for you and only for you in every situation that may enhance love between both the genders like make yourself according to the likeness of one's companion.

No space for lie or Mistrust

There is no any space of lie or mistrust in any relation if there is need of good relations. Having trust is like a diamond and if once diamond breaks never ever gets back in real condition. Like that example if once trust breaks, never ever develops twice. Mistrust starts from lie which further leads to make the whole in good relations which cannot be filled again. So, it's golden rule for loving relations not give any space to lie or mistrust in married relations ever.

Freedom of Speech

Freedom of speech refers to autonomy and freedom in say something in life matters. According to the perceptions of the participants having not freedom of speech for wife in decisional matters is also a factor which lowers the caring and loving feelings for her husband. So, it may beneficial to give freedom of speech to wife in making enough loving space in your wife's heart.

Egalitarian Approach in Decision Making

Egalitarian refers to equal rights or opportunities for both genders in decision making for every matter of life. In view of that egalitarian approach must be implemented in married life in every matter of life so that wife may feel your companion and may stand with you in every circumstance and situation.

Sharing Gifts and Pleasures

Sharing gifts and exchange pleasures refer to care one's special dates, events, occasions and sharing gifts, emotions, feelings with one's companion. This attitude develops love up to the peak level. Like sharing gifts is that would be the most favorable in loving relations on birthday, anniversary or on some special event and give way to perceive one's feelings and emotions.

Pardon on Mistakes

It is reality "error is in human nature" and on the other side human is the best creation of God. God has created the entire things for human. For good relations, its golden rule to pardon on mistakes because human learned from mistakes and ultimately reality in in mistakes. Like that its necessary rule for implementation in married life between husband and wife.

Respect for Family and Relatives

Respect for family and relatives are need of time. Pakistani society is male dominant society where necessary for a wife to obey her husband and his family to get respect from the society and her husband. A woman is considered wise and intellectual who is more caring, respectful, and obeying to her husband and his family at all. Obliviously, respect for each other is essential element for both genders to enhance love and caring between each other. Simply it can be said that respect is key to love.

CONCLUSION

At finally, study found different factors which may possibly involve in breaking the legal agreements and relations between male and female. With regard to findings, results demonstrate there was no single factor involves and leads to divorce but many that may from both sides like economic instability, greed of dowry and wealth, unemployment, disparity in education, joint family system, exchange marriages, early age marriages, birth of girl child, dual marriages, disparity in social status , external pressures, forced and pressurized marriages, spousal illegal relationships, unrealistic expectations, fraud in marriages ,drug abusing, age incompatibility, mental incompatibility, infertility, short-temperament or patience , lack of compromises or sacrifices, egoistical issues. With regard to solutions which may be impediments in stop breaking the legal agreement and relations between male and female like compromise and sacrifices, patience and endurance, empathetic way of analysis, develop feeling of "We" not "I", respect and honor, caring in every matter of life, no space for lie or mistrust, freedom of speech, egalitarian approach in decision making, sharing gifts and pleasures, caring about liking and disliking, pardon on mistakes, respect for family and relatives not by one part but from both the sides. Comprehensively, all relations can be secured

and saved if there is feelings, emotions, need and love exist towards both genders and if all these demand space than all in vain.

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Simulation Game, a Strategy for Achieving Technology Education in Nigerian Secondary Schools

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Abstract
Simulation game is a concentrated learning exercise specifically designed to represent important real-life activities by providing the learner(s) with the essence or essential elements of the real situation without its hazards, lost or time constraints. Games are contests based on skill and or chance that are played according to rules. The study investigated the effects of simulation game as a strategy for achieving technology education in the Nigerian Secondary Schools. It was an experimental study and use a pre-test treatment control, post-test design. The experimental group was taught Technology instruction with simulation game. Two research questions and two well hypotheses guided the study. One researcher made instrument of 20 item multiple choice questions was used for both pre-test and post-tests. Data collected were analyzed using both mean scores and t-tests. Results showed that gender had no significant effect on the use of simulation game as shown by the performance of the boys and girls. However, the use of simulation game strategy enhances the teaching and learning of Technology Education in the Nigerian Secondary Schools.

INTRODUCTION

Simulation and game are actually a method of learning which has been around a long time. Simulation and game are frequently cast in the form of competitive to add motivation and interest (Abret 2008)

According to Boocock (2000), simulation and game for older students and adults have been seriously investigated, through there is one marked exception in the area of skills and tactical training. He went further to say that, during and since World War II, extensive use of simulation and game has been made of psychomotor skills training with stimulators in such areas as aircraft training, driver education and weapons systems operation. Effective use of simulation and game has been made of war games tactical training. On the other hand, simulation in such areas as the social studies, teacher education and management decision-making are largely a product of the 1960s and early 1970s (Raymound 2010).

Emphasis on the essential elements of learning situations accordingly suggests that simulation and game should count some elements of the real-life situation. The elements omitted of course, are unimportant to the specific purpose of the simulation or game; leaving them out, in fact simply avoids unnecessary complexities or confusion which might otherwise occur (Robert 2010).

According to Wilson (2009), simulation and gaining have at least three ancestors, simulator trainers, games and role-playing. Simulator trainers, some-times called mock-ups.

Simulation and games like other well-organized learning experiments must have been derived from a carefully designed around clearly specified objectives. The must objectives must have

been derived from a careful analysis of what is to be learned and a determination that a simulation exercise is particularly appropriate as a method of providing the needed learning experience (Ore 2000).

Simulation design consist of a systematic analysis of the problem, process, or situation to be taught, the selection of a suitable model (format) for the game, setting up the parts or roles to be played in the simulating the model, establishing necessary rules for operating the game so it will function effectively toward the specified objectives according Jummy (2014), using stimulation game for learning in schools can increase the students internal motivation and learning achievement. He went further to say that simulation game have been recognized as being a good tool to promote learners to actively participate in learning activities,

Brown (2012), revealed that simulation game which aimed at improving student, learning among gender have better learning achievement when demonstrated effectively, he went further to say that the learning motivation and achievement of students can be increased and their competencies and knowledge can be promoted.

Research Questions
Two research questions guided this study and they are;
1. How can simulation game enhance teaching and learning of technology education in the Nigerian secondary schools?
2. How can simulation game enhance teaching of technology education of male and female in the Nigerian secondary schools?

Research Hypotheses
Two null hypotheses were formulated to answer the research questions,
HO1: there is no significant difference on the academic performance of student taught technology education using simulation game in the teaching and learning process.
HO2: there is no significant difference in the academic performance of male and female students taught technology Education using simulation game in the Nigeria secondary schools.

METHODOLOGY
The research method adopted in this research was pretest, treatment control, Posttest design. Intact classes were used for the study. The experimental group was taught education technology lesson using simulation game strategy while the control group was taught education technology lesion using simulation game strategy while the control group was taught without simulation give strategy. The study was calculated in Government Technical College Chanchaga, Minna, Niger state. Two arms (, JSS1 JSS2B, JSS2C, class) where randomly selected for the study. JSS2B was used as the experiment group while JSS2C was the control group they were 30 students in each class. The instrument use for data collection was designed by the researcher. The instrument was a 20 item objective designed to represent the real life activities of learning. This was used for pre-test and post-test. Question where drained from the two topic taught in Technology education. These topics were taught for these weeks.

The scares realized were correlated using Kueler Richardson correlation analysis which yielded a coefficient of 0.76 mean scores and T-test were used for analysis by data collection. Mean scores were used to answer the research questions, while T-test were used to test the hypotheses findings.

Research Question One
How can simulation give enhance teaching and leaning of technology education in the Nigeria secondary school?

Table 1

Group	Number of students	Mean scores
Experiments control	30	17.1
Control experiments	30	15.1

The above table revealed that students taught using simulation game had mean scores of 17.1 while those taught without simulation game had a mean scores of 15.1 their indicated that these taught using simulation game performed significantly better their those taught without simulation game.

Research Question Two
How can simulation game enhance teaching technology education of male and female in the Nigeria secondary schools?

Table 2: Mean scores of male and female students

Gender	NO of students	Mean scores
Male	15	17.7
Female	15	16.5

From the table above, the mean scores of the male 17.7 was higher than that of females with 16.5 meaning that male performed better than the females although different in the performance was not significant.

Hypothesis one (HO1)
There is no significant difference on the academic performance of students taught technology education using simulation game in the teaching and learning process.

Table 3

Group	No of students	Mean scores	Df	Probability level	Std deviation
Experiment	30	17.1	29	0.05	1.17
Control	30	15.1	29	0.05	1.87

The above table revealed that T- calculated which is 7.38 is more that T-critical of 2.66, meaning better experiment group performed better than the control group. Based on their, the null hypothesis was rejected as it revealed that there is a significant difference on the academic performance of the experimental group and the control group. Their difference can be attributed to the use or simulation game in the teaching and learning process since all other conflictions were same for both groups.

Hypothesis Two (HO2)
There is no significant difference in the academic performance of male and female students taught technology education using simulation game in the Nigeria secondary schools.

Tables 4

Gender	No of student	Mean scores x	Standard deviation	df	Probability level	t-cal	t-critical	Decision
Male	15	17.7	0.88	14	0.05	2.39	2.763	
Female	15	15.9	2.95	14	0.05	2.39	2.763	Accept

The above table revealed that t-calculated is 2.3.9 which is less that the hypothesis 4 was accepted, therefore contained that there is no significant difference in the academic performance of male and female students taught technology education using simulation game in the Nigeria Secondary Schools.

The result shows no difference in the use of simulation game in teaching and learning among male and female students. Meaning that simulation game strategy is gender friendly.

DISCUSSION

The result of this study revealed that the use of simulation game in teaching and learning technology education enhanced student's performance. The prove was from the scores of the experimental and control groups respectively where the experimental group performed significant better (17.7 and 15.9). The finding is in time with Jimmy (2014) who stated that simulation game is an appropriate method of teaching and learning in both primary and secondary schools especially in the Nigeria Schools where culture is still in the higher rank.

The study also revealed that there is no significant difference on the academic performances of male and female students (boys and girls) taught using simulation game in technology education. Both sex performed uniformly. This result confirmed the finding as Brown (2012) which revealed that gender has no influence when exposed to the use of educative game in teaching and learning of any subject in both primary and secondary schools.

CONCLUSION

Simulation again is a special category of real things or a simplified operational model of a real situation that produces with various participation in the varieties of role and event. Simulation game which means the initiative representation of the functioning or workability of one system or process of a system over time promotes effective teaching and learning among different levels of learners.

RECOMMENDATION

Based on the findings from this research, it was recommended that the following should be considered by the teachers, students, school administrators and government in general.

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We Have to Rewrite Psychology and Psychiatry

Dr. Philip Dammen

Abstract

Psychology and psychiatry are facing unresolved scientific challenges: We still do not know how the experience of psychological (1, 2) disease is constructed mentally, and what happens mentally when the patients is experiencing a change in treatment, when in the consultation there is a psychological change, and what type of psychological material that can prevent mental change. Diagnoses, as presented in the international diagnostic systems ICD 11 (3) and DSM IV (4) are not sufficiently valid in the sense that they are not precise, controllable expressions of the mental experience of mental torment. Neuro psychology (5) lacks an adequate understanding of the importance of their findings when it comes to understand the psychological and mental processes leading to psychological torment. Moreover, we still do not have a sufficiently scientifically approach to treatment, diagnosing and research on mental illnesses (1, 30, 31, 7). We must rewrite psychology and psychiatry before these subjects will appear to be sufficiently scientific. This article will elaborate on some challenges related to psychology and psychiatry, neuro-psychology and problems that the diagnostic systems ICD 11 and DSM IV are facing.. At the end, the article will describe some solutions to this situation.

ONE MUST DISTINGUISH BETWEEN THE INNER AND OUTER EMPIRICISM.

To develop a scientific knowledge on mental disorders, psychology and psychiatry must expand their focus from external observations (8) and narratives (9, 10, 11, 12) to a focus on the inner mental experiences. One must therefore distinguish between the outer and inner empiricism. The inner empiricism is defined as the individual's inner experience of mental torment. While the outer empiricism is understood as observations of behavior, statements, and emotional responses that are interpreted as expressions and information about the mental disorder. The outer empiricism also contains information about the situations and events that the mental torment has taken place within. While the inner empiricism consists of the mental elements which support and are the basis for the mental torment.

Studies of the outer empiricism and of the external observations will not lead to objective knowledge about the mental disorders, but only to intersubjective consensus among researchers and therapists about what is perceived as true and objectively about mental disorders. The intersubjective consensus among researchers (30, 13) and between psychologists are not objective, but must be looked upon as a collective therapist- and researcher subjective knowledge about mental phenomena. Knowledge of mental disorders based on the outer empiricism will therefore contain systematic errors with respect to validity.

The type of empiricism that dominates the positivistic (14, 15) and natural science acts as a barrier against research on mental states and emotions. This is because no behavior, no thoughts understood as information and no interpretations of the patient's psychological torment (16) are the patient's feelings, or the mental disease as a mental experience.

A prerequisite for developing scientific knowledge of mental disorder
Valid knowledge about mental health conditions and ailments can only be developed when it is based on how the client feels and senses the psychological torment. Both natural science and

the qualitative approach to research on mental disorders (17, 18), and the therapeutic traditions must therefore increase their focus on the inner empiricism and reduce their preoccupation with the outer empiricism. Today we are using sufficiently scientific methods and procedures (14, 15, 19, 21) but on outer empiricism, i.e. on quasi-scientific objects for emotions, mental states and the mental disorders. Our research objects do not satisfy the claims to be a scientific researchable psychological object.

We must distinguish between mental and somatic disorders
To develop scientific knowledge of mental health problems, one must distinguish between mental and somatic anchored psychological distress. Mental anchored ailments are defined as ailments that can be influenced and changed through verbal therapy, i.e. through language. While somatic rooted psychological, problems are defined by not being sufficiently changeable through language

A mental biological phenomenon anchors the mental states and the mental disorders

There is a mental phenomenon or a mental biological condition that anchors emotions, mental states and the experience of mental anchored diseases (1, 2,) This mental biological phenomenon is involved in all mental processes and in all psychological changes. This phenomenon is named the bio-psychological units because this phenomenon is both consisting of psyche and biology.

In the moment we have access to this mental phenomenon; we have an approach to the patient's experience of mental pain, as long as the mental pain has a psychological and not a biological basis. These mental elements, the bio-psychological units are the building blocks of the psyche. They form the basis for developing the emotional state. They anchor the smallest and most limited feeling, but also the most complex mental state and mental disease. They consist of an emotional element, a biological element, a modal element and often, but not always, of a linguistic element. These sub-elements constitute a mental unit. They are interdependent in the sense that if you change one element in the bio-psychological entity that holds an emotion, you also get a change in the other sub elements within this mental biological entity (1, 2, 3).

This situation can be illustrated through redefinitions (2, 23) i.e., through a widespread therapeutic intervention. Redefinitions are leading to a change in the patient's emotions by changing the words through which the patients are understanding and emotionally experiencing the psychological disease. Words have meaning, but words are also sounds and hence auditory sensations. Redefinitions thus lead to another mental focus, and then to other emotions, which in turn reflects a new neurobiological state of the brain. Any intervention that works follows this pattern, even if the chronology will be different. This situation means that the one can change feelings by changing the modal and linguistic elements that support these feelings (24).

These mental elements contain the properties needed to examine the mental torment and to build a positive mental state and a new response pattern in patients. They are observable through introspection and thus documentable for the client and for the therapist through the patient's language. They might be divided into smaller elements with the result that we accurately can identify the psychological material that triggers the psychological distress. And map the bio-psychological elements that maintain the mental processes leading to mental

torment. These mental elements can be stable, as in phobias and traumas, and in this way be the basis for the stability of the psychological torment. However, they are also changeable, and in this way the basis for the individual's ability to change through daily experiences and treatment.

These elements are produced through mentally processes, and throughout treatment with the result that there is an ongoing creation of a new psychological reality for the patients. These elements may be transformed, in the sense that if an emotion stored at a particular modal or linguistic element, that is less alterable for therapist, can be transformed to and experienced through another modal or linguistic element that is more alterable, without changing the emotional intensity. For example, an experience of free-floating anxiety that is less alterable can be transformed through therapy to a more alterable modal element – with the result that the therapist may reduce or get rid of the mental pain. This possibility is vitally important to get positive results in therapy.

It is important that the therapist is aware of the characteristics contained in the bio-psychological elements, and the importance of these mental elements for the development and the emotional experience of mental torment. If not, the therapist may become blind to the patients resources for mental change.

The psychological problems are simple phenomena

We can perceive the psychological problems and behaviors and the mental disorders as complex and incomprehensible. Nevertheless, they are simple mental constructions. The immediate experience of mental torment is a result of access to some specific mental elements (see above) that hold the feelings associated with mental pain. The persistent mental torment is therefore, logically seen, caused by a persistent access to mental elements that accommodate mental pain. Research results suggest that the mental processes that trigger the mental torment is maintained by access to mental elements that accommodate mental discomfort (12). The mental patterns that trigger and maintain the mental pain may be modified by changing these mental elements (24). This means that we can change habitual unpleasant mental reactions without focusing on information's about the circumstances in which the mental torment unfolds, and without focusing on patients' stories. (1, 2).

There are only one mental disorder with variations

Another consequence that is mentioned previously is that there are no fundamental differences in the mental biological structure of the normal mental state and the immediate experience of the mental anchored pain, although the emotional discomfort and the behavior of the patients are different in the different mental states. Both these conditions are a result of contact with the bio-psychological elements and they are modified in the same way, through a change of the mental elements that store the emotions associated with these conditions. The similarities between the mental anchored disorder and the normal mental state are therefore more important for understanding these mental states than the differences between them.

On this basis, one can argue that there is only one psychological anchored disorder, and that all mental ailments are variations of the normal mental state. The diagnostic systems ICD 11 and DSM IV that tells that there are around 400 different mental disorders (3, 4) is not correct . These figures are based on studies of the outer differences between mental disorders that do not reflect the mental biological similarities between how the different mental disorders are mentally experienced. The number of alleged mental illnesses of about 400 as outlined in the diagnostic systems ICD 11 and DSM IV, which is a result of a focus on outer empiricism, is thus

not objective and true. It goes against the general logic to operate with this number when we can treat the mental anchored disorders the same way.

There are still differences in the emotional experiences between mental torment and mental well-being. We can map these differences by observe the differences between the modal and linguistic elements that the patients have access to.

The mental states are observable
The patients can observe their mental states   through introspection - by the therapist and researcher through the patient's words about the mental pain. The therapist can then observe the relationship between the patient's language and the experience of mental torment. By this one can accurately identify the mental processes that lead to mental illness, and what happens pure mentally when there is a change because of treatment, just by identifying changes in the mental elements connected to certain situations before and after each intervention or a consultation.

The intersection between biology and psyche.
When this is possible (above), we have established the basis for developing a scientifically sound and researchable approach to the treat the mentally anchored disorders. In this we have also mapped the spot where the mental states are transformed from conscious to unconscious biological material, and the spot where mental biology, the unconscious material, turns into conscious psyche, which is a spot still not discovered by science. Understanding this spot we do have a vast potential for further development of the neuropsychology and for understanding the link between the conscious and unconscious states, and between biology and psyche. This neurobiological spot I have called the intersection between biology and psyche. For understanding this spot, we have to focus on the emotional part in the modal and linguistic elements.

Mental changes and mental processes are following the same pattern
Just as there is no fundamental difference in the structure of the mental torment and normal mental states, even though the emotions are perceived differently, there is no fundamental difference in the mental processes that lead to changes in everyday life and the psychological changes that occur as a result of treatment. In addition, there is no principal differences between the mental processes leading to mental disorders and mental wellbeing. The different mental processes are all predictable and observable by observing the mental elements that are connected to these different mental states. The differences though is that the changes through therapy, coaching or self-help procedures will be a result of thoughts and language, while changes in daily life will be a result of the inner voice and the various inner modal sensations.

This situation makes it possible to identify what is happening mentally with patiens when there is a change through treatment by observing the process of coupling and decoupling of mental elements that hold the mental discomfort (1, 2) . This will apply to all verbal therapeutic traditions and it is independent of the method that is used. It is also possible to identify when in the consultation there is a mental change, and whether and why the patients sometimes does not obtain a mental change in treatment. It will also be possible to identify the mental biological elements that prevent patients from changing mentally. In addition, it will be possible to identify what remains of psychological distress by mapping the remaining mental elements, which still hold mental pain (1).

About the simplicity of treatment and some prerequisites

In most cases, it is easier to treat mentally anchored problems than the psychiatry and psychology assume (25). Mental changes because of therapy may be as fast as the psychological changes that happen in the daily life and sometimes much faster. The pace of change will be a result of the patients' personal characteristics, the therapist's work method and his or her way of using language, and the patients' relationship with the therapist (19, 20).

One of the prerequisites for mental change in therapy is that the patient has a good relationship with the therapist and treatment. Another is that the patient has access to the psychic material that is to be changed and to the mental resources needed in making the emotional change. If patients do not have access to the psychic material that triggers the mental pain, it is possible to give the patient access to this material in the treatment situation. A third condition for mental changes in therapy is that the patients are intellectually accessible, motivated for mental change (19), and that the psychological change is not hindered by somatic illness or injury, or by side effects of medications. One more prerequisite for mental changes is that you give the patients greater access to the mental elements that accommodate increased coping skills and increased psychological well-being and that one reduce the connection to psychic material that holds the mental pain.

All therapeutic traditions gets results

However, as mentioned above, all therapeutic traditions do get results (19, 20). Why? Because every verbal therapeutic tradition are changing the mental elements that constitute the immediate mental pain when therapy works for the patient. This occurs even if the therapists are not aware of this fact. However, since the therapists and the researchers are not aware of to which extent they are dealing with these mental elements, they will base their interventions on their pre-understanding more than on the mental elements that control the patient's immediate emotions. This opens for therapeutic failures, failures that will happen without the therapists understanding of what is going on, and about what is preventing the mental improvement for a certain patient, although the therapist earlier have had good results with other patients after having used the same methods.

These claims are not in contrast to the fact that the clients often do get results in therapy (19, 20, 26, 33). Good results in therapy are telling that it is possible to get results in therapeutic traditions even if they do not have a sufficient scientifically basis (1, 2). People have helped each other for thousands of years without knowing exactly what they were doing. However, scientifically knowledge is important when therapist do not get the expected results in therapy, and when one need to research the psyche and the mental processes, and when we are trying to diagnose the mental disorder. The situation today is that psychology and psychiatry are producing a vast amount of not valid knowledge about the mental disorders.

One conclusion is that to develop a sufficient scientific treatment the therapists and researchers, to some extent, must abandon their focus on interpretations, and focus precisely on words that illustrate how the patient experiences the mental disorder. Every verbal treatment must have the patient's word as basis for attention if we want to work scientifically accurate with the mental torment.

The results from Meta research on what works in therapy, not sufficiently valid

This claims (above) stand against some results in the Meta research claiming that methods only count for around 15 % of the treatment results (19). This conclusion contains systematic errors with respect to validity. The arguments are as follows.

1. It is impossible to measure the importance of therapeutic method if the researchers do not have a sufficiently scientific knowledge of how the mental disorders are constructed mentally. In addition, this is the case: The researchers have focused on quasi objects for the mental disorders, i.e. objects that are not valid expression for the mental disorder or mental change as in inner experiences.

2. Even if the researchers have not found differences between therapeutic traditions concerning results in therapy, one cannot draw a conclusion that methods do not count. What is found by examining some methods and research findings, cannot predict what might be. They cannot exclude the existence of methods that are more effective in reducing the mental disorder than the methods or traditions examined.

3. To measure the outcome of therapeutic methods, we have to examine the mental changes in a certain moment in the therapeutic consultation, i.e before and after a certain intervention on a certain mental problem. If the researchers have not been able to do this kind of examination, the conclusions are reduced from science to interpretations. This is the case for the Meta research

4. It is true that patient-related factors are important for what can be achieved in therapy, and that the relationship between therapist and client is crucial for the results (19, 20, 26). Although a good relationship between the therapist and the client alone is not sufficient for good results in therapy. However, the ability to establish a good relation, and to apply and activate the client's mental resources in the therapeutic process is not all therapists granted. All what the therapists are doing in the consultation are methods. A good relation between the patients and the therapists are then a result of a methodological approach, and then should be understood as a method.

5. The less the therapist is able to measure the psychological changes, the more difficult it becomes to measure the effectiveness of the methods employed, and vice versa. The faster you achieve mental change, the easier it will be to determine the importance of the methods for the therapeutic change.

6. The conclusion is that Meta research neither have a sufficiently valid understanding of the mental disorder and of mental change, and about what is a therapeutic method. The results of the Meta research (27) are still important, but have to be examined more thoroughly before they should be fully accepted.

Neuropsychological challenges
Another challenge when trying to develop a predictable and controllable treatment of mental disorders stems from neuropsychology and neuroscience. Neurobiology and neuroscience encourages optimism about what can be achieved through neuropsychological research. In addition, neuro-psychology is characterized by perceptions that, in the near future, it will be possible to cure mental disorders through medical interventions and through psychotropic drugs (28). Nevertheless, before reaching this aims they have to answer one crucial question: What is the direct link between the neurobiological findings and emotions and the mental experience of the mental disorder. This challenge will not be solved before neuropsychology does have a sufficient scientifically understanding of the mental disorder and the psyche. It is however possible to map the relationship between biological and mental processes, and detect how we can measure biological changes in the brain because of verbal therapy, without brain scanning techniques. It is also possible to identify the limits of various methods for brain scanning when it comes to measure changes in the brain because of therapy. This can be done even without brain scanning. These possibilities presuppose an understanding of how emotions are constructed mentally, and how we can control mental changes through therapy.

Neuropsychology and neuroscience lacks this knowledge and thus the ability to interpret accurately the neurobiological research findings (5, 6)

A study of 17 of the most famous family and individual therapy traditions showed that none had developed knowledge of the mental biological foundation of mental problems and disorders (1) Despite this situation, it is possible to develop a therapeutic design that can be used to examine the relationship between neurobiological and psychological conditions. The solution lies in the possibility of mapping the emotions and the mental elements that constitute the mental disorder, change these elements through treatment, and then map the emotional change and changes in the mental elements after the interventions. Only after a correct understanding of mental processes and of how psychological distress is constructed, we fully will understand the findings presented through brain research (1). The same challenges that neuro psychology is facing is found in the field of diagnostics.

Diagnostic challenges
Diagnoses in ICD11 (3) and DSM IV (29) are not sufficiently scientific as expressions of mental disorders, because they do not represent precise and verifiable knowledge of the psychological distress as a mental experience. No diagnoses will be valid if they do not describe precisely the patient's emotional and sensational experiences of the mental pain. Diagnoses in ICD 11 and DSM IV are therefore characterized by systematic errors with respect to validity. One explanation of this assertion is that those who have developed the diagnostic systems do not have an adequate scientifically grounded understanding of how the various mental ailments are mentally constructed. And they do not know what happens mentally when there is a change through treatment. Another explanation is that the diagnostic systems primarily are based on outer empiricism.

Neither behavior and thoughts nor observations of emotional reactions are sufficient to diagnose the emotional basis for the mental disorders. In addition we have to be aware of that diagnoses in ICD 11and DSM IV are a result of decisions on international medical congresses, where topics such as the importance of the modal and linguistic elements for the mental disorders are given little or no attention (2).

Psychiatry and psychology need a new diagnostic system, or a system that extends and modifies the existing ones. The development of new or expanded diagnostic system must be based on how the mental suffering is experienced through the inner sensations and modal experiences and the language of the patient. The development of the nano psychological diagnostic system, here named NADIS, can be an alternative because it is based on characteristics of mental elements that are focused in this article, and with the same theoretical understanding as background. The nano diagnostic system will be fully developed in the 2015.

FINAL WORDS
This article has outlined some of the challenges of the scientific psychiatry and psychology, to some scientific limitations connected to interpretations, and on the defects of the hermeneutic approach to understand the mental disorders. The article has also mentioned some faults concerning the international diagnostic systems.
Despite the fact that the individual and family therapy traditions get results, none of these traditions have given precise answers to the challenges described in the introduction of this article. The different treatment traditions are therefore based on, and produce knowledge about mental problems and changes that only is partially correct. What is lacking is a scientific

qualitative grounded knowledge about how the mental disorder are constructed as a mental biological phenomenon and about what happens mentally when there is a mental change because of treatment. What is lacking is the basis for the development of an adequate scientific controllable psychology and a sufficiently scientific, predictable and controllable approach to the treatment of psychological problems. The conclusion is that parts of psychology and psychiatry have to be rewritten, and that it must be designed a new psychology based on surveys of mental elements that constitute the patients' experience of mental torment. The solutions are to change the psychological focus from external observations to the client's inner experience of the mental agony, and to focus on the mental elements which is the basis forth mental torment. Only then it will be possible to develop a scientifically valid knowledge about the mental disorder as a mental phenomenon and about what happens mentally when patients are getting better through treatment, only then can we examine what is missing when we do not get the assumed results in therapy.

The purpose of this article is to address some limitations with respect to validity in the scientific knowledge about mental disorders. The second is to point on some solutions that would make psychology and psychiatry more sufficiently scientific based subjects. The third intention is to encourage the optimism about the possibility of developing a predictable and controllable therapy that can help people with mental problems and mental anchored disorders faster, with better average results and with less costs than to today. One of the answers are lying in the developing of Nano psychology and Nano therapy, an approach to psychology, treatment, diagnostics and research that will be published later in 2015.

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Enhancement and Innovation in Higher Education in Nigeria through Technical Vocational Education and Training (TVET) and Entrepreneurship Education

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Abstract
It is well reported that one of the factors that plague higher education system in Nigeria is lack of intrigue to discover an innovative effort that should bear on research and development, thus the backwardness of Nigeria among the comity of highly developed nations globally. Widely reported also, is that effort to implicate innovative discoveries among students through research and development (R & D) is not given the desired attention in Nigerian higher institutions. With mind cast on a possible situation that the world economy could be submerged into catastrophic social vices, Technical Vocational Education and Training (TVET) with its entrepreneurship component, has been acclaimed a system that could circumvent the eventual odd. In this paper, need for creative empowerment through TVET and entrepreneurship education for creativity and innovation were considered; with emphasis on indicator factors to global economy. The paper concludes that to join in the bandwagon of improved economy, stakeholders in Nigerian education must not neglect TVET education.

Keywords: Enhancement, Innovation, Higher Education, TVET, Entrepreneurship Education

INTRODUCTION
The encouragement given to an individual to enable him explores avenues for possible improvement on already existing phenomena could be referred to as enhancement. In the course of exploration, if the individual succeeded in introducing some factors new to better improve the existing phenomena, innovation has taken place.

One of the factors that plague higher education system in Nigeria is lack of intrigue to discover an innovative effort that should bear on research and development; why? There is relatively inadequate encouragement (enhancement) given to scholars for innovative activities. What is currently going on in higher education pursuit in Nigeria is mere sponsorship for higher studies to acquire more certificates (degrees) using some outlets/boards as Tertiary Education Trust Fund (TetFund) and Industrial Training Fund (ITF) and other agencies. The desired effort aimed at adequate sponsorship into research and development offered to higher education scholars appears to be a wishful thinking among higher institutions' management.

Research and development institutes abound in Nigeria. We can identify some;

i.   International Institute for Tropical Agriculture (IITA), Ibadan, Oyo State
ii.   Project Development Agency (PRODA), Enugu, Enugu State
iii. Nigeria Institute for Oil palm and Research (NIFOR), Benin, Edo State
iv.   National Root Crop Research Institute (NRCRI), Umuahia, Abia State
v.   Petroleum Training Institute (PTI), Warri, Delta State; now upgraded to University status
vi.   Electronic Development Institute (ELDI), Abba, Anambra State.

While the national education research and development council (NERDC), Abuja, is mostly saddled with curriculum affairs, what prevails in the research institutes is the practice to hire the services of already professionals. Effort to implicate innovative discoveries among students through research and development (R & D) is not given the desired attention in Nigerian higher institutions. If students are offered the opportunity to be exposed to research ethics, self-confidence to work independently could be inculcated with creative and entrepreneurship interest.

One other discouraging factor relating to creative activities is that, the Nigerians who are even by nature creative are politically biased. Greater majority do not perceptively address their thought in line with new ideas to make a change in decades of ideas that tend to be obsolete, archaic or outdated in the present scheme of contemporary developments. What is in vogue is scheming attitude that is mostly directed to misappropriation of peoples' economic resources and plot to embezzle peoples' wealth. The effect is usually economic meltdown, characterized by extreme poverty identified with such poor economic and social conditions as; inadequate food, poor education and low level of technology, with its attendant unemployment syndrome, bickering and squabble. With poor education, people go all the way to survive with vigour and are applauded when success is achieved. In essence, success is rarely assigned to excellent performance in intellect and wisdom but to the level of affluence an individual exhibits in the society no matter the source of the wealth.

As a result, many Nigerians abandon their potentials and tend to devise any dubious means to acquire wealth at the expense of dedicated academic diligence and dignity; of course, because individuals are not encouraged or recognized on the basis of their intellectual wealth and creative effort to enhance education system. The discriminate social invalidated surge to and attitude in favour of affluence by Nigerians discourage academic assertiveness and conscientiousness to create and make a breakthrough, in response to economy of the country. In this paper, need for creative empowerment through technical and vocational education and training (TVET) and entrepreneurship education for creativity and innovation are discussed; with emphasis on indicator factors to global economy.

Signal, Threats to Global Economy
The economic recession witnessed by many nations in 1929, 1981 and most recently 2008 indicates that the world economies might one day get submerged into different kinds of catastrophic failures; it may lead to unprecedented social vices such as disaster and terrorism (Uzoagulu, 2012). For instance, World Bank report 2001, revealed that due to global economic recession in 1981, most part of 1980s and 1990s witnessed negative economic growth with a per capita income growth rate of 2% in 1998 (Awogbenle & Iwuamadi, 2010). This postulation indeed demands concerted efforts of patriotic Nigerians individually and collectively to strategize a rescue mission aimed at circumventing such eventual situation. Since government

cannot provide all things, one of the options could bother on embarking on youth empowerment through: entrepreneurship education and practices, technology and vocational education and training (TVET), and adequate environmental resource management.

Need for Creative Empowerment
Creative empowerment should be viewed from the perspective that, currently there are numerous emerging trends of events in the society that require creative problem solving approaches (Anyakoha, 2013); adjudged with information explosion in which people operate in a knowledge economy (Okoye, 2013b). The belief is that many individuals have creative potentials to evolve workable solutions to their challenges and make relevant and significant progress and impact their families and communities.

Unfortunately, the sorry to say condition is that, the potentials often remain dormant and undeveloped especially among the youths (Anyakoha, 2013); and so, they remain unemployed, since the skills acquired at the college or tertiary education level are neither relevant to the demands of labour market nor good enough to empower them become self-employed (Okafor, 2011; Okoye, 2013b).

Unemployment can be grouped into three;
   i.   Unemployed who have never experienced what it is to be employed
  ii.   Unemployed who lost their job due to retrenchment or other factors; and
 iii.   Unemployed personnel who are retired from service and who may no more be productive to the economy.

Many of the youths fall into the first category. In Nigeria, youth age is between 18-35 years (ILO, 2005); affirmed by Nigeria's National Youth Development Policy, 2001. Unemployed are those who are potentially active and qualified, looking for job and willing to work but are without job.

Data from Manpower Board and Federal Bureau of Statistics (Awogbenle & Iwuamadi 2010; Emeh, 2012; Okoye & Okwelle, 2014) show that youth population in Nigeria is 80 million people out of 140 million Nigerians in 2006 (Nigerian Population Commission, 2006). It implies that about 60% of the total population are youths. According to National Bureau of Statistics/World Bank (2012), 80% (64 million) of youths are without job, and about 1.6 million of them underemployed (US Embassy in Nigeria, 2012). The remaining 40% of the total population in majority comprises the less productive people.

In 2012, the population figure rose to 168 million Nigerians (US Embassy in Nigeria, 2012). Even more, the Nigerian population is about 170 million people currently (African International Television – AIT, 5.30pm Documentary review on 13/08/2014). By logical reasoning, the youth population would have been above 76% of the total population in 2014. It implies that about 130 million youths are jobless in Nigeria.

This information tends to paint a picture showing that the formation (curriculum and educational system) for preparing youths ready for world of work is practically and/or entrepreneurially inadequate. As a result, little effort is thus put forth by graduates to venture into any self-paid engagement because they lack the skills (Okoye & Okwelle, 2014). In this dimension, many schools of thought have made strong cases that TVET and entrepreneurship education and practices provide answer to the situation. Entrepreneurship education (National

Council for graduate entrepreneurship, 2007; Onstenk, 2003), broadens the horizon for business exploration; and educates on how to utilize the skills acquired for profitable earning (Ohaewerei & Nwosu, 2009). On the other hand, TVET nurtures, develops, and practically orientate the individual for the purpose of transforming ideas into reality (Okoye & Okwelle, 2013). TVET gives a purpose oriented knowledge and skills that help individual to become focused and initiative.

TVET: Andragogical Strategy against Depressed Economy
With mind cast on a possible situation that the world economy could be submerged into catastrophic social vices, TVET has been acclaimed a system that could circumvent the eventual odd. TVET is the education for those who need it, those who want it, and those who want to progress by it (Okoye & Okwelle, 2013d). As it applies to the individuals, so it does apply to a country. It is the education for the country that needs it, want it, and want to progress by it.

Countries in the East and West of the world embraced TVET and have achieved progress in technology and also attained improved economy. For instance, in 1986, British government established university for industry to focus strategically and strictly on TVET (Butterfield, 2000); Australia in 1995 introduced Australian quality training framework (AQTF) and Australian qualifications framework (AQF) in their public training scheme specifically for vocational skills, referred to as public, technical and further education (TAFE) (Okoye & Okwelle, 2014); New Zealand runs national qualifications framework in TVET since 1990 (European Commission, 2012); Brazil runs dual system of education and training system. Students are streamed into specialized vocations and skills acquisition under the country's national service for industrial apprenticeship (NSIA) (Okoye & Okwelle, 2013). It may interest us to acknowledge that Brazil has arisen from third world background to become exporter of technology ware; most of the luxurious buses in Nigeria are imported from Brazil. For decades, United States of America (USA) had established university of technical education in New York, and introduced industrial art education from primary to tertiary education levels. According to a report by US Census Bureau (2002), due to functional education (i.e. education for skills and knowledge acquisition), self-employed individuals who have no paid employees operate three-quarters (3/4) of US businesses; nearly 80% of would-be entrepreneurs in the US are between ages of 18 and 34, who were encouraged to believe they can be successful in the areas of technical and vocational training (Office of Disability Employment Policy, USA, 2014). Currently, USA assumes champion in technology know-how and also classified among first class economy world over. China, Malaysia, Thailand, Japan and Germany have all embraced TVET on a very serious note and in different grand-styles for clearly articulated progression of learning in TVET.

Let us remind ourselves that, the vision of good tomorrow begins with a review of the wrong past. To join in the bandwagon of improved economy, stakeholders in Nigerian education must not neglect TVET education. TVET allows more relevant practical oriented curriculum necessary for industry, agriculture, business and other technical services (Okoye & Okwelle, 2014), and ensures that graduates of every level (primary, post-primary and tertiary) have some scientific and practical knowledge for either self-empowerment, paid employment, or further training (McLean & Kamau, 1999). Philosophers maintain that TVET activities are explicit about what the society needs and also integrated in vocational state of art in that community (country), creates relevance and makes links to learning in other key learning occupations good for the economy of the country. It is not only about manipulative skills

(manual work skills), it also has contents in cognitive curricular (knowledge focused). For instance, Chong Kim in 2010 had this to say in Okoye (2013b);

…if one is to merely sustain something that has been brought in from the outside, even if it was brought with good intentions, and a fair amount of dialogue between outsiders and insiders, it is not going to last…if creativity is empowered and is woven into building godly deoxyribo nuclei acid (DNA) in individuals and into the larger society, then it has a better chance to survive and be sustained…

The deduction is that people become more creative and innovative if education is delivered in a manner that the people could comprehend their environment and would be capable to act upon it; that is, to explore and exploit the economic dividends that accrue from the environment to their advantage.

Philosophical Proof for Enhancing creativity and Innovation Indigenously
Research findings show that individuals (craftsmen & artisans) drafted from indigenous background and exposed to andragogical training techniques (competency-based instruction; i.e. learner focused training) in vocations identified in their immediate environment most often express quick mastery and fast advancement in creativity and innovation (Bukit, 2006). In other words, if education is meant to bear on the people's cultural background and traditional manner of doing things, remarkable academic achievement would be recorded.

According to Okoye (2013b), in Denmark, there is an innovative organisation called DANIDA (Denmark Development Agency). Danida is responsible for standardization and integrating the local system of education in TVET; the agency introduced what is called bottom-up training technique, involving the native informal sector economy. Germany introduced a program called Berufskultur. In the program, the local people are granted the opportunity to formal schooling and later streamed into 2 – 3 years technical vocational education (Okoye, 2013c).

The integration of local and informal sector economy into formal TVET (education) for enhanced creativity and innovation is given a philosophical proof by Lev Vygotsky in 1978; a concept he called "Zone of proximal development (ZPD)". ZPD advocates learning experience associated to reality, which corroborates UNESCO (2001), that preparation for specific occupational skills to possibly enhance creativity and innovation should be closely related to the local environment. A Venn of sociological learning environment explains Vygotsky's ZPD in relation to TVET propagation in given environment (figure 1).
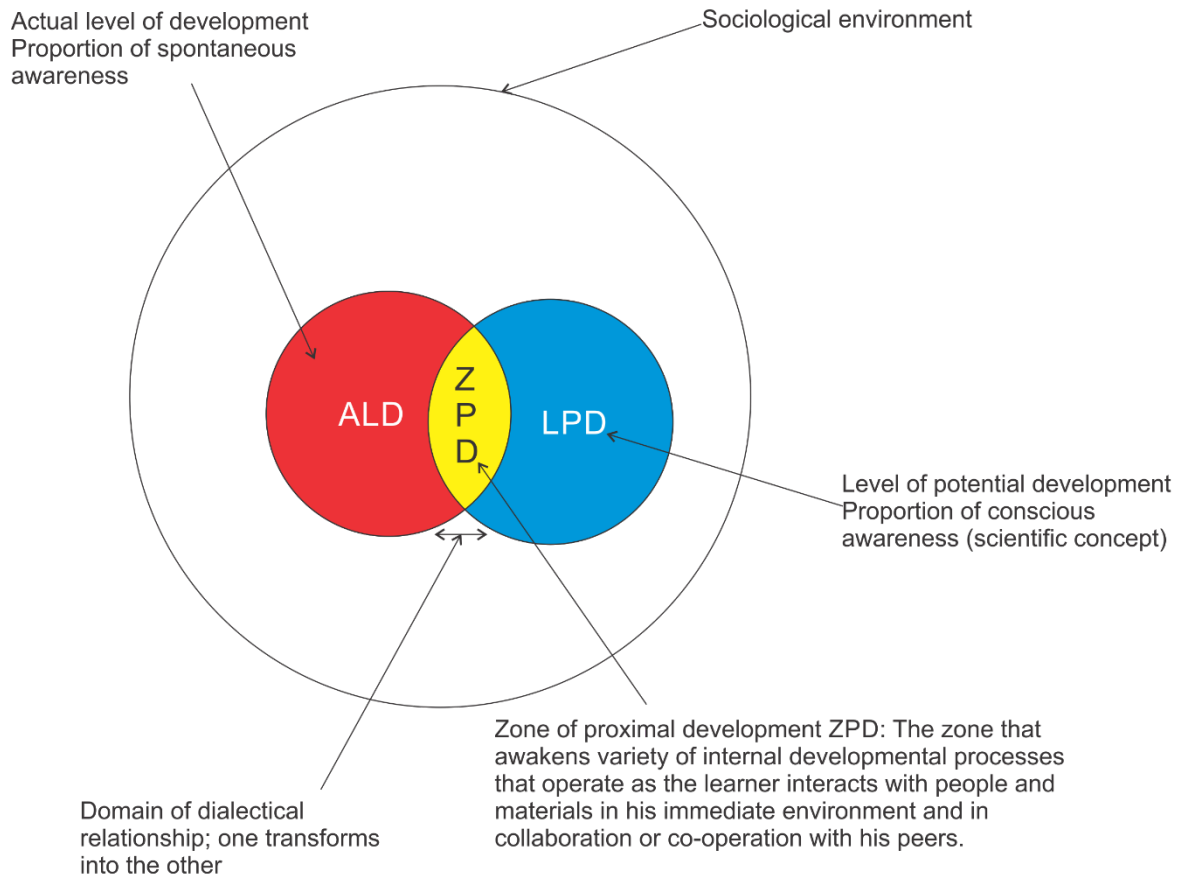
Figure 1: Venn of sociological Learning Environment

Adopted from Okoye (2013a): TVET as intervention mechanism for global competitiveness and wealth generation.

Curricula Separation: Import for Enhanced Entrepreneurship

Most Nigerian graduates cannot engage in entrepreneurial activities (to explore and exploit their environment) because they were not trained to acquire the skills necessary. They were in most contents streamed through the basic and general education curricula; the curricula which in great proportion favours literally knowledge. Little or no emphasis is made on creative problems solving skills. In the long run, students graduate almost with the same skills level at the inception of their studies. Under this condition, most of the graduates seek for few available paid jobs in both private and public sectors of the economy, and in most cases without success.

If students were groomed to acquire the self-sustainable skills, it is possible they engage in entrepreneurial and self-employed activities. The skills acquired through the general and non-specific (basic) curricula contents appear to be irrelevant in the present day job arena and labour market; it is not practically oriented (Dike, 2009); it is not competency-based curricula (Uzoagulu, 2012); it lacks entrepreneurial competencies (Anyakoha, 2012). Deductively, one concludes that the current operating curricula in Nigeria are deficient in entrepreneurship competencies needed by learners to engender self-confidence and independent thought for creativity and innovation. Therefore, if curriculum does not encourage mental, physical, social abilities and innate competencies, then it is not for entrepreneurship.

Entrepreneurship curricula should be such that prepares students or individuals for entrepreneurial activities involving inter-personal and organisational skill; it should equip students to become entrepreneurs, through acquisition of self-confidence to operate

independently. One who explores the immediate environment and makes a living from what others neglected as worthless could be ascribed an entrepreneur. The courage to explore, in most cases, comes from entrepreneurship mentorship (education). Education (mentorship) offered to encourage innate abilities inspires one to realise his potentials to venture.

In this disposition, curriculum that should emphasize entrepreneurship education should not be the same with the curriculum that is meant for paid employment. The curriculum for entrepreneurial activities vis-à-vis, TVET education, which emphasizes skills acquisition, should be unique; it should emphasize autonomy and independence, innovation and creativity (Uzoagulu, 2012). It should bother on issues relating to risk taking for successful enterprise. Though emphasis would be on specific vocations, the entrepreneurial curricula must not be stigmatic on particular basic skills, but open to versatility of occupations. Scholars through the system should be able to choose from a score of occupations with specific andragogical processes (learning by practice).

CONCLUSION

Entrepreneurship education vis-à-vis TVET encourages skills acquisition, creativity, confidence and high level thinking knowledge necessary for creativity and innovation. When school system is enhanced through TVET and/or entrepreneurship education, both the healthy individuals and those with disabilities are favoured. It is an employment strategy that can lead to economic self-sufficiency for different categories of people; hence it should engage students on active methods that enable them release their creativity and innovation. Implicatively, entrepreneurial competency and skills should be built or acquired through hands-on, real life learning experiences. It is all about to develop the entrepreneurial attitude, skills, and knowledge which should enable students turn ideas into action.

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The demagogical limits of the political discourse

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Abstract

Starting from the rising mass violence potential and increased terrorism în Europe, a short analysis from a scientific point of view of the consequences of increased emigration to Europe was made. The officials refuse any sincere dialogue on the topic due to political corectness obedience. The conclusion is that only free debate at all levels of society can lead to just conclusions which în turn can help avoid blood shed în the future of Europe.

Keywords: immigration, immigration consequences, violence, scientific data.

INTRODUCTION

The shock behind these thoughts was the horrible murder committed by Breivik. It was clear for me, as a psychiatrist that this was no ordinary murder. It was actually a butchery, and such cruelty and indiference for the life of others, of so many people who you do not even know, is not part of normal behaviour. The butchery was a psychopathological act, and psychopathology deals with the limits of human pathology in relation with itself and with the others or with the non-human reality. This psychopathology tells us that no matter how absurd the idea of a psychiatric patient is, it is rooted in his peristatics. The psychiatric patient feeds on the surrounding reality, which he alters to the point of delirious absurdity. Thus, Breivik's twist of mind originated in a reality. And he is not the only one trapped in the bitterness of homicide. Before him, somebody else in Scandinavia stabbed a minister for the same reasons. The bitter taste was not just for the possible cirminality but for society's refusal to discuss fairly and dispassionately, but with all the strength of reason, the realities which determined two disturbed minds to get into the trap of crime. Society acted just as insanely as Breivik had done. Since then, the multiple murder in Paris occurred, but for now let's be limited to what concernes us, Europeans. And then I remembered what Unamuno [1] said: …"for me the most hideous thing is the tyrany of ideas. There is no creation which i resent more than ideocracy which brings about, as a compulsory consequence, idoephobia, persecution in the name of an idea, of a different idea being as wothy or unworthy of respect as the original idea". From this persective, I feel that the western society had the same attitude towards the Talibans, with a different manner of approach: „those whose opinions differ have no right to speak". I am not and nor do I want to be the advocate of those who created Breivik, but reason tells me that unless one knows the phenomenon, one cannot control it. I also know what we all know, that the mad man tries to stop the furious torrent, thus creating more damage, while the wise man directs the torrent in a direction in which the harmful monster turns into a blessing angel. In order to know the phenomenon, it must be discussed publicly, by all minds. Justice lies at the foundation of western civilisation, which positively differentiates it from other civilisations. European justice is based on Roman law, whose basic principle is the inalienable right of the parties to present their arguments. Moreover, 2300 years ago, Aristotle [2] referred to Solon's contribution and highllighted his merits, insisting on the following: „as the laws have not always been written in the most clear and simple language (...) it is only natural that divergences should occur while interpreting them and if this is the

case, only the people's court has the right to give an (compulsory) interpretation". This is the verdict of reason that dates two millenia back. We seem to continually forget what we knew yesterday. This is what John Stuart Mill said în 1858 [3]: „we could suppose that today we need no argument to prove why we should not allow any legislative or executive power, which does not identify with the interests of the people, to impose its opinions on that very people, or to decide which doctrines the people is allowed to learn about". J.S. Mill's remark is extremely important because, no matter how briefly one analyzes this sentence, one will notice that it refers to the the future state of a nation, which is more dangerous than the humility of present dictatorship. In addition, public debate conditions and enables what Descartes [4] noticed a few centuries ago „the things we perceive extremely clearly and precisely are all true" because „the things that are not certain and not entirely undoubtful" are related to „the ones that are manifestly false". And doubtful things are defined as such starting form the first „sign of doubt". Therefore, as the western society refuses to publicly debate in a sensible and dispassionate way the realities generating pathological reactions of the Breivik type, it disavowed the wisdom that stands at the base of its culture and civilisation. „Political correctness" is, as an expression of the cultural communism dominating the world today, the capitalist version of ideological communism, of bolsevic ideological intolerance and of its thematic tabus.

The essential problem
The reason for horrible murders and slaughters of the Breivik type was territorial invasion by „extra-domestic", „out-of-the-pack" or, simply, outsiders threatening the masters of the territory. The reaction is natural, present in all species on the zoological scale. It does not differ from guarding dogs which ptrotect their territory. It might look like we are going too low on the evolution scale and offending human race, but, looking at things from the cultural and cultural philosophical perspective, Lucian Blaga [5] asserts that the first mode of human existence refers to „the human existence within the given environment and its preservation". The fact that a cultural philosophical reasoning reaches a conclusion converging with the conclusion of evolutionary Darwinism means that the conclusive synthesis is correct due to the fact that nature is unitary. Therefore, at the most profound level of the existence of life, the problem at hand is the undeniable and vitally important reality. We have established that at the root of the criminal reaction of the Breivik type lies a real social cause and that it expresses a fundamental law on life, beyond human consideration. What is the dimension of this problem swept under the carpet by political corectness? We might be tempted, at first, to think that an image of this dimension is given by the rising popularity of right wing political parties from France to Austria. But we shall leave these aside as they feed on the same social reality that nurtured Breivik. The real dimension of the problem is revealed by the following two discourses of the collective mind. None of them has anything to do with right or left wing politics. They express the extra-political collective mind. More than a year ago, the following speech attributed to the Prime Minister of Australia became viral on the internet and it was repeated over coniderable periods of time. It does not even matter if it truly belongs to the Prime Minister, not for the collective mind; the fairy tale is more convincing than reality in most cases. If it reached Romania all the way from Australia, it must have travel vast geagraphical spaces. I did not keep it but I remember its main idea as it impressed me. It was the first time în history when something like this was expressed. The idea was something along the following lines (I will use my own words) „we have built this society and this civilisation. We demand that those who come to our country should integrate by adapting to our world and not the other way around, us adapting to their ways, as they are the ones who need us and feed on our work".

The second signal, a bit less direct, comes from Germany, at the end of 2014. Regular people, without any political engagements used to shout publicly" This is our country. Let them build their own country back home". And this type of discourse occurs for the first time în history. The three behaviours- the Breivik type reactions, the Australian speech and the German discourse- are in fact a development of the attitudinal state of the collective mind, spread on three continents.

If emigration had the same scale in Japan, or China, or anywhere else in the world, reaction and development would be the same. This is a natural reaction belonging to the very nature of life. Immigration has reached its highest and there are consequences that question the social, behavioural, cultural status quo, as well as who represents the power in this emigration geography. This generates anxiety about the future among the peoples receiving immigrants. Does this anxiety have any scientific base? Eduard O. Wilson, probably the most competent biologist on the matter, in his analysis of Social Conquering of the Earth [6], of species (not just humans) which conquered the entire planet, observes: „ By its force and universality, the tendency of forming groups and then favouring the members of a certain group bears distinctive signs of instinct". The phenomenon stems form what phychologists call, refering to humans, „prefigurative learning", starting with the upbringing of children within a group. Therefore, this collective western anxiety has a biological foundation on the vitae scale, continued in humans. Actually, human history confirms the biological research. Take the history of the Americas for instance, in a totally different moment in time and with totally different motivational springs, it represents an extreme variant of the case stated above. At the base of the European and Australian anxiety lies the instinctive question: „will we ever die out or survive în reservations like the Amerindians?". History takes measurements in generations and centuries. And one must not forget what Arthur Schopenhauer [7] demonstrated about the „principium rationis sufficientis frendi" as the law of causality. He thus demonstrates the the chain of events has a cascading causality. According to him, any becoming is the phenomenologic expression of a cascade emerging from strict reasonings of the „this is the way and not the other" type. Whatever tomorrow brings is justified by what we have today. It all seems abstract, at an ideatic level, but let us remember what Unamuno said [1]: „Ideas rule the world? I tend to imagine that there is not a more propelling idea as the idea of human". This means that we are driven towards the future by the human vector, about which Rudolf Steiner [8] used to say: „the concept by which the human being is considered a free entity, relying totally on itself, is apparently challenged by the fact that the human being appears as a member of a natural unit (race, clan, nation, family, gender etc.) and acts in a unit (state, church etc.)". In other words individuals cannot deny their origins and will always act in the direction imposed on the subconsious by their origin. The origin print is final. Therefore, the theme causing the collective debates in discussion poses real reason for anxiety when it is projected in the future. One of the thinkers who meditated at the fate of western type civilisations was Oswald Spengler [9], who asserted: „ the fact that human thinking unleashed cannot understand its own consequences is part of the drama of this time". The fact that for almost 100 years Spengler's words were not taken into consideration means nothing due to two arguments. First of all, he analyzed the future of western civilisation from a completely different perspective at a time when the problem in discussion today had not occurred yet. Second of all, we do not measure history in momentary centuries.

Characteristics of the Immigrant theme
Throughout history, the first population migrations that took place from one geographical area to another were made with the aid of warrior force and in compact groups. Then, the

colonization of the new world followed, forcefully, insidiously, but always with force at disposal when necessary. This initially happened in small groups, then individually. Now, population migrations are done individually and under the protection of law. But neither laws nor constitutions can foresee the number of people that can emigrate from one country to another. Until now, no such problem was taken into consideration. Mathematically speaking, the continuation of emigration together with the huge birth rate differences between the occidental population and the emigrants make the change of demographic ratios a sure reality in the foreseeable future. The present state of affairs will generate within 2-3 generations, at the most, a situation of minority of European peoples in their own countries. Does anybody have the right to dictate this? Do European peoples have the right to disinherit their grandchildren or great grandchildren in their own countries? Where does the right of a people over a territory come from? There are three sources of this right. The first is historic. The people that settled and grew in a territory are more legitimate owners of that particular territory than any other newcomer. The second is the political right, which is related to state organizations, obtained through sacrifices and which also gives the present state organization frame. The third one is the demographic right, the Wilsonian right, which allowed the reconstruction of the Central European states after the Habsburg period. For the time being, European peoples have in their state organization all three rights, but demographic evolution in the present direction, will lead to the disappearance of the demographic right of peoples now inhabiting a territory and the majority of the future will feel entitled to make claims to own the territory. One has to consider that between the European peoples and the American people, where the present demographic norms come from, there are essential differences. They cannot be compared. European peoples were formed where they are as a continuation of the ancestral populations on those territories (with two exceptions only). The American people is still developing from seeds coming from all over the world, through emigration from the very beginning. Americans have no bonds with their past. Their past was yesterday. European peoples have generations and generations that have shed their blood for their country. Can the sponge of demagogy erase the blood of predecessors? Another characteristic of the present diffused immigration is that integration is also made though granting the right to vote, a fundamental right of a citizen. But voting, under the circumstances of progressive immigrant growth, until becoming a majority, will mean the takeover of the power of decision, with all its subsequent consequences. The fact that immigrants remain linked to their origin, in terms of religion, culture, traditions, etc, is a proven reality and a consequence of some natural, biological data. The question that arises here is how can such an evolution be possible starting from the most generous democracy premises? But reality, including human reality, is the synthetic sum of contradictions; and culture (one expression of which is democracy) is formed from "contradicting values", which tend to suppress one another. According to Stéphane Lupasco [10] a "contradiction of pure logic" is possible as well. The logic of the socio-cultural field contains therefore an intrinsic contradiction as it administers extremely vast complexities. Moreover, the history of societies reveals the fact that what was logical and extremely necessary for progress at one time became an obstacle or a danger for evolution at the next level. And the presently diffused emigration happens on the background of a "mass culture" [11], which is the germination environment of the ideas of the collective mind. What is more, there is an occidental/oriental antinomy that manifested itself peacefully or violently during history, but continues and will continue, as oil cannot mingle with water. This also has something to do with the touch of eternal in humanity, which has independent variants and for which, until now, there is no social or historical proof in the sense of reducing one to the other. These variants of humanity evolve independently, no matter how convergent the image projected by globalization is. Even more, globalization with all its merits blocks perception only at the surface of the water, at the waves, drawing the attention away from the deep

currents that really dictate the future of the waters. It is time for us to turn from the waves to study the deep current, with a view to avoiding future violent or even bloody conflicts. To achieve this, we have to give up the demagogy of political correctness. The present political principles raise questions of maximum gravity in need of a rational response, which is not simple at all and cannot be given by politicians only. These questions are of the following pattern: Are English people the owners of England? Or their rights over England equal the rights of the immigrants who, through demographic evolution, will, at one time, represent the majority? Are the Germans the owners of Germany? What about the French? and so on and so forth for all European peoples. These peoples and their relationship with their land are not to be compared to the American people and their relationship with the land of America, which did not belong to them historically from the very beginning. These questions need stringent answers considering the present situation and the fact that political ideas and discourses are in contradiction with scientific data. Ignoring scientific data and conclusions is nothing but a road leading to failure.

What can be done?
Four premises lie at the base of our conclusion.
The first premise is represented by the right to speak the truth, which is a fundamental right, it is the right of not being a liar by complaisance. In its absence, humans lose their right to be themselves. Every person has the basic right to think on their own and to discuss their conclusions with others. If somebody denies one's right to say what one sees and believes, is one not forcefully silenced? And is one not then the slave of the most hideous dictatorship hidden under the blanket of democracy? Does one or does one not have the right to be ourselves?

The second premise comes from another fundamental level. An unattented garden eventually ceases to be a garden and turns into a wild field or a meadow. Do we or do we not have the right of „gardening" our society? Do we need to have this right granted by anybody? By who? Or do we have the duty to garden our society? Does anybody have the right to stand in our way?

The third premise targets the essence of democracy in its unspoiled sense. It is not the governments that have the right to impose norms, beliefs or regulations on the people but the people have the right to demand support and assistance to the needs of the population. Otherwise democracy becomes a mere demagogical slogan which endorses dubious interests and manipulates and violates peoples. Has anybody ever become the sole owner of basic human rights or of the basis of democracy?

The fourth premise is the one stating that nobody is the sole possessor of truth, and that includes me. I merely exhibited scientific and philosophical research în order to describe a present reality that can lead to tragedies if overlooked. We were fed beautiful fairy tales about the disappearance of nations, ethnicities by international communist idologies. The Soviet Union or Yugoslavia had bloody ends, rekindling hatred and intolerance for centuries onward (crowds hardly forget, though appearances may be misleading). Therefore we have the duty to seriously approach the theme of the future of emigration. But the social human truth is not always reasonable and logical as expressed by science. It has affective resorts (beliefs included) at least as deeply rooted as the scientific ones. That is the reason why political demagogy about the future of emigration must be abolished and replaced by an honest and argumented dialogue of all points of view from all layers of society and all geographical areas

on the topic în discussion here. The dialogue must not be only for the elites or – at the very least – politicians. It must involve the masses, and the current technological and globalisation tools enable such dialogue. In a fairly short amount of time, if the dialogue is firm, honest, uneditted and not censored, we will have a clear idea of the peoples' future intention; this will have to be imposed to goverments. This approach will save our future of dark and dangerous moments.

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