Aims and Scope
European Journal of Social Sciences is an international peer-reviewed academic research journal, which has a particular interest in policy-relevant questions and interdisciplinary approaches. The journal serves as a forum for review, reflection and discussion informed by the results of recent and ongoing research. It adopts a broad-ranging view of social studies, charting new questions and new research, and mapping the transformation of social studies in the years to come. The principal purpose of European Journal of Social Sciences is to publish scholarly work in the social sciences defined in the classical sense, that is in the social sciences, the humanities, and the natural sciences. The research that is published may take a theoretical or speculative model as well as statistical and mathematical. Contributions are welcome from all fields which have relevant and insightful comments to make about the social sciences.

European Journal of Social Sciences also aims at providing a unique forum for discussing the fundamental challenges for policy, politics, citizenship, culture and democracy that European integration and enlargement pose. The journal emphasizes the publication of work that engages with issues of major public interest and concern across the world, and highlights the implications of that work for policy and professional practice. It particularly welcomes articles on all aspects of European developments that contribute to the improvement of social science knowledge and to the setting of a policy-focused European research agenda. Examples of typical subject areas covered include: Policy-Making and Agenda-Setting; Multilevel Governance; The Role of Institutions Democracy and Civil Society; Social Structures and Integration; Sustainability and Ecological Modernization; Science, Research, Technology and Society; Scenarios and Strategic Planning; and Public Policy Analysis.

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European Journal of Social Sciences realizes the meaning of fast publication to researchers, particularly to those working in competitive and dynamic fields. Hence, it offers an exceptionally fast publication schedule including prompt peer-review by the experts in the field and immediate publication upon acceptance. The editorial board aims at reviewing the submitted articles as fast as possible and promptly include them in the forthcoming issues should they pass the evaluation process. The journal is published in both print and online formats.

Submissions
All papers are subjected to a blind peer-review process. Articles for consideration are to be directed to the editor through the online submission system.
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Customer Perception on Service Quality in India’s Post Office Savings Banking Sector - An empirical study using SERVQUAL

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Abstract

Now-a-days, customers demand, and expectation are escalating due to global challenge and appraising of service quality with novel techniques is predestined for every organisation for their uninterrupted endurance in the market. Provocation, if any will make them switching to alternate channels. Since marketing of services plays a significant role in money market encompassing entire banking sector in the country, evaluating quality of services in those sectors is more significant in today’s competitive scenario. The purpose of this study to evaluate the customer perception on service quality in Indian Post office Savings banking sector with 250 respondents selected on convenience sampling. The result revealed that there is a significant difference found between the perception and expectation of customers on service quality along with large service quality gap found in Competence dimension. In addition, all the service quality factors are highlighted as significant indicators for overall service quality and there is no autocorrelation and serving error found since the Durbin-Watson values were found within the limit. Also, Independent sample ‘t’ test showed that there is no significant association found between the demographic variables and the Overall service quality in India’s Post Office savings banking sector.

Keywords: Post Office Savings Banking sector, SERVQUAL, Confirmatory Factor Analysis, Service Quality Gap, AMOS 18.0

Introduction

Now-a-days, the size of the service sector is increasing almost in every bit of economies around the world and moving to innovative change along with effective services management and marketing strategies. Quality in fiscal services sector has gained principal value by the increasing marketing contour of bank branch operations over time. Financial sectors in India are functioning with large number of segments and contributing an extensive range of products and services, which includes both tangible and non-tangible service and facilitating greatest development in Indian economy.

In the cluster of Indian Banking sector, the most primeval and extensive network based sector is Post Office savings banking sector, a significant function of Indian postal service. It was during 1860,
the Government initiated steps for empowering the post offices to embark on savings bank operations in India, and it commenced banking operations since 01.01.1882. The aim of establishing savings bank in Post Office was to broaden banking facilities to millions of poor and middle class people living in the extreme corners of the country and to accrue and invest their savings, for utilising in the economic development of the country through 1, 55,000 post office operating in every urban and rural areas of the nation as customers and their experiences have become the foundation for important corporate strategies, actions and activities.(Valarie A Zeithaml, Dwayne D Gremler, Mary jo Bitner and Ajay Pandit, 2008).

The composition of the paper started with significance of the study, Literature Review, Conceptual Frame work, Research Methodology, Presentation of empirical results, Results and Discussions and concluded with Limitations and scope for future research.

**Significance of the Study**
Service is an economic activity that creates value and provides benefits for customers at specific time. In an increasingly competitive environment, service quality and customer satisfaction take on paramount importance as the main drivers of customer loyalty. In line with predominance of service industries, the constructs of service quality, customer satisfaction and loyalty, their nature, determinants and relationships, have gained the attention of researchers in various B2C and B2B service settings (Jaroslav Dado, Janka Taborecka Petrovicova, Sreten Cuzovic and Tamara Rajic, 2012)

Now-a-days, customers are constantly evaluating the products and services against those of its competitors and the nature of customer involvement often varies sharply among the service process. They are whispered to have an intention of maximising value, the difference between the benefits conferred in relation to the cost of acquisition, including costs of decision making, relative to alternative products or suppliers (Li-Wei Mai and Mitchell R. Ness, 2006) by constantly evaluating products and services against those of its competitors to conclude provision of greatest value and judging the quality of services. Deprived service qualities practiced if any, can pave a way to competitive disadvantage to the organization.

In view of this competition prevailing amongst various sectors, continual service improvement for product quality and delivery should be evaluated by all the service sectors with key performance Indicators. This will substantiate their performance metrics identical and thereby evaluating the impact on customer satisfaction and loyalty since withholding of customers represent actually improves the base line in the entire sector.

Hence financial services organisation should ensure that the task of product management maintains a strong consumer focus at all times by understanding today’s customer desires and market place offering as well as future innovations together with improved service quality for fulfilling their long-term objectives.

In case of India’s Post Office Savings Banking sector, there is no direct study in connection with analysing the service quality gap from the customer perception and expectation. Some of the earlier studies (Sakthi Srinivasan and Devi Lakshmi, 2006) in this context were based on explaining and analysing the salient features of the schemes available in the post office savings banking sector. Hence this research work is carried out in India’s Post Office Savings Bank sector so as to fulfil the existing research gap and consequently customers of the above sector is considered for this study.

**Literature Review**
Arun Kumar, Tamilmani, Mahalingam, and Vanjikovan (2010) pointed out that service quality dimensions like responsiveness, reliability determined customer satisfaction more than the assurance, empathy, and tangibles aspects, and improving service quality can increase favourable behavioural
intentions. Monica Bedi (2010) examined that service quality is a significant determinant of customer satisfaction in Indian banking industry irrespective of public and private sector banks. Service offered by Private Banks has a more favourable influence on actual perceptions of Service quality received than Public Sector Banks. Banks should be looking carefully at each one of the dimensions where customers perceive at different service than expected and consider the extend to which they should work on influencing expectations or both. Premraj and Sankaralingam (2012) pointed out that service quality dimensions like Reliability and Competitiveness have the maximum impact on customer satisfaction. Banks need to be more innovative and endeavour to provide more value added services to boost the satisfaction level of customers. Balaji, Madhavi, and Jayakrishnan (2011) informed that factors like Communications, competence, and Courtesy are observed to be significantly and negatively differ in their mean scores. Expectation levels of these dimensions are significantly higher. It is seen that only 60% of the expectations are almost met by the banks. Customer focused service and continuous improvement are important considerations in service industry.

Vickie Lamb (2006) pointed out that post Office is embarking on one of its biggest marketing campaigns to date to promote its new savings product and boost its number of account holders.

Rama Mohana Rao and Tekeste Berhanu lakew (2011) conducted research in service quality and revealed that reliability and assurance dimensions are the two that scored the highest value while the tangibles as a dimension of service quality got the lowest value. In the case of the public sector banks, the Reliability dimension of service quality scored the highest rating while the Responsiveness dimension got the lowest value. On the other hand, the Assurance dimension of service quality relatively got highest score for the private sector banks while the Tangibles dimension scored the lowest rating. It also revealed a strong dissimilarity of profile in the customers’ service quality perceptions. private sector banks need to focus more on tangibles, empathy and responsiveness to enhance quality perceptions of the customers

Lawrence O. Hamer (2006) advocated that service quality perceptions result from a process of confirmation which suggest that under-promising will result in lower quality perceptions; moreover, high expectations of service performance will be associated with high perceptions of service quality. Thus, rather than trying to maximize the delivered service expectations gap, practitioners who seek to maximize their clients’ perceptions of quality should attempt to eliminate this gap through the raising of expectations. consumer expectations are positive predictors of perceived service quality (i.e. higher expectations lead to higher perceptions of quality). Another finding is that the relationship between expectations and perceived service quality is much stronger

Mushtaq A. Bhat (2005) pointed out that due to intangibility, heterogeneity, perishability, inseparability of production and consumption, service quality becomes difficult to conceptualize, and measure and it is the most important anxiety of business managers in controlling the symbols and tangible clues used by the customer in evaluating the service. He also advised that delivering high service quality is one of the best ways, a company can respond to competition.

Conceptual Frame Work

The conceptualisation and dimension of service quality have been the principally debated and large numbers of controversial topics are found in the services marketing stories. Regarding measurement of Service Quality, Parasuraman, Zeithaml and Berry (1985, 1988, 1991) positioned and measured the service quality as a difference between consumer expectations and Perception and they proposed a unique model “SERVQUAL” which had been broadly used for measuring quality in services in various type of organisations.

Initially, it was designed with ten dimensions and later it refined to five variables like Tangibility, Reliability, Responsiveness, Assurance, and Empathy. Now-a-days, the size of the service sector is increasing almost in every bit of economies around the world and moving to innovative change along with effective services management and marketing strategies. Quality in fiscal services
sector has gained principal value by the increasing marketing contour of bank branch operations over time. In view of this competition prevailing amongst various banking sector, continual service improvement for product quality and delivery should be evaluated with key performance indicators. As India’s post Office Savings Banking Sector is one of the prevailing sector since 1882, the quality in services delivering by the sector should be evaluated in such away whether it is fulfilling the customers’ expectation and it is having compatible services on par with other Indian banking sector. Taken into consideration, this empirical paper was designed with an additional dimension called “COMPETENCE” which was already included in SERVQUAL (Parasuraman et al., 1985) to measure the competency level of the organisation in view of today’s intensive competition scenario and challenges due to external and internal factors in its business environment.

**Figure 1: Proposed Model: Conceptual Framework**

Research Objectives
1. To Exhibit the Profile of the Customers.
2. To analyse the association between the SERVQUAL dimensions and the overall service quality.
3. To analyse the difference between the perception and expection of customers through service quality gap.
4. To analyse the association between the demographic variables of the customers and the overall service quality.
Formulation of Hypothesis

H₁: There is a significant difference found between the Perception and expectation of the customers in connection with service quality in India’s Post Office savings banking sector.

H₂: There is a significant effect of SERVQUAL dimensions on overall service quality in India’s Post office savings banking sector.

H₃: There is a significance association found between the demographic variables of the customers with the overall service quality in India’s Post Office savings banking sector.

Research Methodology

This study is based on descriptive method and primarily designed using quantitative research techniques. In connection with this study, development of scale with additional dimension ‘Competence” generated with large group of items premeditated to measure the present proficient level of India’s Post office savings banking sector. In order to fulfil the proposed research objectives, primary data were collected through a well-designed questionnaire consists of two parts. The first part contains the demographic details like Status of area, age, gender, Marital status, Educational qualification, Type of the family, occupation, income and frequency of visit etc. and the second part contains twenty seven items compiled with service quality dimensions. Reliability of the variables included in each dimension of SERVQUAL was measured by Cronbach Alpha test using SPSS 16.0 version.

Convenient sampling was carried out and the questionnaire was personally distributed to 250 customers in India’s Post office savings banking sector of Salem District in Tamilnadu by explaining the purpose of the survey. Respondents evaluated the expected and perceived performance of SERVQUAL item on a five-point scale ranging from 1 (strongly disagree) to 5- (Strongly agree). In order to understand better, questionnaire was framed in English and in the respective local language so that customers can acquire clear information about its content.

Demographic Characteristic of the Respondents

As the demographic characters of the sample respondents plays a significant role in measuring the service quality in India’s Post Office savings banking sector, Percentage analysis was carried out to find the active participation of the customers. The results are detailed below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Demographic Variables</th>
<th>Total number of Respondents (n=250)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Status of the Residential Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Rural</td>
<td>134</td>
<td>53.60%</td>
</tr>
<tr>
<td></td>
<td>2) Urban</td>
<td>95</td>
<td>38.00%</td>
</tr>
<tr>
<td></td>
<td>3) Semi Urban</td>
<td>21</td>
<td>8.40%</td>
</tr>
<tr>
<td>02.</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Upto 20 years</td>
<td>4</td>
<td>1.60%</td>
</tr>
<tr>
<td></td>
<td>2) From 21 – 40 years</td>
<td>100</td>
<td>40.00%</td>
</tr>
<tr>
<td></td>
<td>3) From 41-60 years</td>
<td>121</td>
<td>48.40%</td>
</tr>
<tr>
<td></td>
<td>4) Above 60 years</td>
<td>25</td>
<td>10.00%</td>
</tr>
<tr>
<td>03.</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Male</td>
<td>160</td>
<td>64.00%</td>
</tr>
<tr>
<td></td>
<td>2) Female</td>
<td>90</td>
<td>36.00%</td>
</tr>
<tr>
<td>04.</td>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Married</td>
<td>219</td>
<td>87.60%</td>
</tr>
<tr>
<td></td>
<td>2) Unmarried</td>
<td>31</td>
<td>12.40%</td>
</tr>
<tr>
<td>05.</td>
<td>Educational Qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Uneducated</td>
<td>10</td>
<td>4.00%</td>
</tr>
<tr>
<td></td>
<td>2) 1- 12th standard</td>
<td>151</td>
<td>60.40%</td>
</tr>
<tr>
<td></td>
<td>3) Degree</td>
<td>61</td>
<td>24.40%</td>
</tr>
<tr>
<td></td>
<td>4) Post Graduate Degree</td>
<td>28</td>
<td>11.20%</td>
</tr>
</tbody>
</table>
Based on the results obtained, it was found that the majority of the respondents (48.40%) were found between 41-60 years of age. The results also indicated that 160 respondents (64.0%) were males and 90 respondents (36.0%) were found females. Martial status indicates that (87.60%) were found married. Regarding type of family, 60.00% of respondents (150) were lived singly and not in joint family.

It is also found that most of the respondents were involved in business activities(30.00%) rather than any other occupation and regarding income level, maximum respondents are having the salary range of Rs.5000-10000/= (35.60%).

As the frequency of visit created the basis of perception of service quality, while considering the visiting nature of customers to post office savings banking sector, it is seen that a maximum of 69 customers with 27.60% were visiting the bank 1-2 times in a month.

**Presentation of Empirical Results**

To verify the Reliability Statistics, Cronbach’s alpha, one of the popular statistics to assess the reliability of the variables considered in the questionnaire of this study was considered and the result of the above test is given below:

<table>
<thead>
<tr>
<th>Overall Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectation</strong></td>
</tr>
<tr>
<td>Number of Items</td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td><strong>Perception</strong></td>
</tr>
<tr>
<td>Number of Items</td>
</tr>
<tr>
<td>27</td>
</tr>
</tbody>
</table>
Individual Reliability Coefficient of SERVQUAL Dimensions for Expectation and Perception

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Dimensions of SERVQUAL</th>
<th>Expectation</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Variables</td>
<td>Cronbach’s Alpha Value</td>
<td>No. of Variables</td>
</tr>
<tr>
<td>01. Tangibility</td>
<td>4</td>
<td>0.827</td>
<td>4</td>
</tr>
<tr>
<td>02. Reliability</td>
<td>5</td>
<td>0.893</td>
<td>5</td>
</tr>
<tr>
<td>03. Responsiveness</td>
<td>4</td>
<td>0.816</td>
<td>4</td>
</tr>
<tr>
<td>04. Assurance</td>
<td>4</td>
<td>0.901</td>
<td>4</td>
</tr>
<tr>
<td>05. Empathy</td>
<td>5</td>
<td>0.889</td>
<td>5</td>
</tr>
<tr>
<td>06. Competence</td>
<td>5</td>
<td>0.804</td>
<td>5</td>
</tr>
</tbody>
</table>

KMO test of sampling adequacy: 0.932
Bartlett’s test of Sphericity: App. Chi square: 5.059E3, Sig.: 0.000

From the above table, it is seen that the average of Cronbach’s alpha for the twenty seven variables of expectation and perception of the customers was found to be 0.953 and 0.942 respectively which are more than the acceptable mean alpha. It reflected that the variables considered in the scale are highly reliable (Joseph, F. Hair, Jr., William, C. Black, Barry, J., Babin, Rolph, E., Anderson and Ronald, L.Tatham, 2008)

It is also seen that the reliability coefficient of individual SERVQUAL factors were also found in the acceptable range. From the value of KMO test and Bartletts test of sphericity, it is seen that factor analysis is appropriate and justifiable as the chi square value is significant at 5% level of significance.

Comparison of Mean and t-Values of Expectations and Perceptions in India’s Post Office Savings Bank Sector

Using SERVQUAL scale, the service quality gap (P-E) was analyzed from the data collected for expectation and Perception from the customers. In addition, paired sample ‘t’ test was applied to identify the significant difference between the customers expectation and perception in connection with service quality of India’s Post office savings banking sector. The result of the analysis is given below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Service quality Dimensions</th>
<th>Mean Score</th>
<th>Service Quality Gap (P-E)</th>
<th>‘t’ value</th>
<th>Ranking (Based on least service quality gap)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Expectation</td>
<td>Perception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. Tangibility</td>
<td>16.8560</td>
<td>15.0320</td>
<td>-1.824</td>
<td>6.976*</td>
<td>5</td>
</tr>
<tr>
<td>02. Reliability</td>
<td>21.4560</td>
<td>20.2880</td>
<td>-1.168</td>
<td>4.115*</td>
<td>2</td>
</tr>
<tr>
<td>03. Responsiveness</td>
<td>16.8120</td>
<td>15.7800</td>
<td>-1.032</td>
<td>4.203*</td>
<td>1</td>
</tr>
<tr>
<td>04. Assurance</td>
<td>17.5640</td>
<td>16.3600</td>
<td>-1.204</td>
<td>5.177*</td>
<td>3</td>
</tr>
<tr>
<td>05. Empathy</td>
<td>20.7000</td>
<td>19.0120</td>
<td>-1.688</td>
<td>4.907*</td>
<td>4</td>
</tr>
<tr>
<td>06. Competence</td>
<td>20.1000</td>
<td>17.5600</td>
<td>-2.540</td>
<td>7.409*</td>
<td>6</td>
</tr>
</tbody>
</table>

From the above table, it is revealed that there is a significant difference found between the expectation and perception on service quality in India’s Post office savings banking sector by the customers for all the service quality dimensions considered in this study. While analyzing the least service quality gap among the service quality constructs, Responsiveness is having a least service quality gap (-1.032) and Competence is having a large service quality gap (-2.540) based on the customer expectations and perceptions of service quality.
**Antecedents of Overall Service Quality by SERVQUAL Dimensions by Step Wise Regression**

**Analysis Results**

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Independent Variables</th>
<th>Std Regression Coefficients (B-Beta)</th>
<th>Std. error of estimate</th>
<th>t-value</th>
<th>p-value</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>F statistics</th>
<th>Durbin Watson Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Service Quality</td>
<td>Tangibility</td>
<td>0.786</td>
<td>0.217</td>
<td>20.039</td>
<td>0.000</td>
<td>0.618</td>
<td>0.617</td>
<td>401.570</td>
<td>1.764</td>
</tr>
<tr>
<td></td>
<td>Reliability</td>
<td>0.858</td>
<td>0.157</td>
<td>26.265</td>
<td>0.000</td>
<td>0.736</td>
<td>0.734</td>
<td>689.829</td>
<td>1.674</td>
</tr>
<tr>
<td></td>
<td>Responsiveness</td>
<td>0.839</td>
<td>0.214</td>
<td>24.252</td>
<td>0.000</td>
<td>0.703</td>
<td>0.702</td>
<td>588.146</td>
<td>1.500</td>
</tr>
<tr>
<td></td>
<td>Assurance</td>
<td>0.820</td>
<td>0.227</td>
<td>22.547</td>
<td>0.000</td>
<td>0.672</td>
<td>0.671</td>
<td>508.375</td>
<td>1.615</td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
<td>0.858</td>
<td>0.136</td>
<td>26.275</td>
<td>0.000</td>
<td>0.736</td>
<td>0.735</td>
<td>690.369</td>
<td>1.583</td>
</tr>
<tr>
<td></td>
<td>Competence</td>
<td>0.820</td>
<td>0.14</td>
<td>22.599</td>
<td>0.000</td>
<td>0.673</td>
<td>0.672</td>
<td>510.729</td>
<td>1.500</td>
</tr>
</tbody>
</table>

Sample Size (n=250)

The above table illustrates the impact of SERVQUAL dimensions on Overall service quality in India’s Post Office Savings Banking sector bank under consideration. All the construct of SERVQUAL are significantly influencing the overall service quality as the ‘t’ value is statistically significant at 0.05% level of significance. A unit increase in the SERVQUAL factors increases the Overall service quality in the above sector by 0.618, 0.736, 0.703, 0.672, 0.736 and 0.673 and the change in these independent variables (i.e) Tangibility, Reliability, Responsiveness, Assurance, Empathy and Competence explains the change in the dependent variable (i.e) Overall service quality to the extent of 61.8%, 73.6%, 70.3%, 67.2%, 73.6% and 67.3% respectively.

In order to verify the auto correlation among the variables considered, Durbin Watson indicator test was conducted and the result is shown in the above table. From the result, it is seen that all the values are within the limit of 1.5 to 2.0 as pointed out in the previous research and confirmed that there is no auto correlation and standard error found among the variables considered in this study and there by showed that there is a significant effect of SERVQUAL dimensions on Overall Service Quality at 5% level of significance by accepting the alternate hypothesis (Montgomery et al., 2001)

**Association Between the Demographic Variables and the Overall Service Quality through SERVQUAL Dimensions**

In order to test whether the overall Service quality were perceived to be similar by their customers with respect to each of the SERVQUAL dimensions of the service quality, independent sample ‘t’ test was conducted with the demographic variables like status of the residential area, Gender, Marital status, Type of family and Earning members in the family and the results were given in the table

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Demographic Variables</th>
<th>Type of attributes considered</th>
<th>‘t’ value (sig.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Status of residential area</td>
<td>Urban Vs Rural</td>
<td>-0.301 (0.763)</td>
</tr>
<tr>
<td>02.</td>
<td>Gender</td>
<td>Urban Vs Semi urban</td>
<td>-0.272 (0.786)</td>
</tr>
<tr>
<td>03.</td>
<td>Marital status</td>
<td>Rural Vs Semi Urban</td>
<td>-0.072 (0.942)</td>
</tr>
<tr>
<td>04.</td>
<td>Type of family</td>
<td>Male Vs Female</td>
<td>0.718 (0.473)</td>
</tr>
<tr>
<td>05.</td>
<td>Earning members</td>
<td>Married Vs Unmarried</td>
<td>-0.165 (0.869)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nuclear Vs joint category</td>
<td>-0.592 (0.554)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One Vs Two</td>
<td>-1.130 (0.260)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One Vs Three</td>
<td>-1.786 (0.076)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two Vs Three</td>
<td>-1.090 (0.278)</td>
</tr>
</tbody>
</table>

From the above table, it may be inferred that customers perceived the overall service quality in India’s Post Office Savings Banking sector are to be different and there is no significant association found between the demographic variables and the Overall service quality through six SERVQUAL dimensions considered in this study,
Results and Discussions

The basic intention of this paper is to assess perception of service quality in India’s Post Office savings banking sector. Earlier research works had identified five-service quality dimension in any organisation as Tangibility, Reliability, Responsiveness, Assurance, and Empathy. Owing to intensive competition across the sectors, conceptualization of delivering expected service quality to the customers who are constantly evaluating the products and services against those of its competitors is inevitable for any organization. Any deprived service qualities experienced may pave way to competitive disadvantage. Taken into consideration, this empirical paper was designed with an additional dimension called “COMPETENCE” which was already included in SERVQUAL (Parasuraman et. al., 1985) along with the existing five refined factors.

Regarding Reliability, as the Cronbach’s alpha value is above the agreed limit (i.e) 0.70, it is concluded that the variables of the factors and the scale selected are highly reliable and reflects positive relationship among them.

While analysing the service quality gap between the expectation and perception, it is seen that there is a significant difference found between the expectation and perception on service quality in India’s Post office savings banking sector by the customers for all the service quality dimensions considered in this study having least service quality gap for Responsiveness (-1.032) and large service quality gap for Competence (-2.540). Linear Regression analysis highlighted that all the SERVQUAL dimensions are significantly influencing factors for overall service quality since they are statistically significant at 5% level.

Durbin Watson indicator analysis results also showed that there was no autocorrelation found among the variables considered as the values are within the limit(1.5 to 2.0). Regarding the association of demographic variables with overall service quality, there is no significant association found as the ‘t’ value is not statistically significant at 0.05% level of significance.

Limitations and Scope for Future Research

Since the sample considered for this study is very small and research has been done for small geographical region, the result obtained may not be appropriate for the country as a whole and further research could be done with more sample size with large geographical area so that reliability and service quality in the aforementioned sector can be measured in depth.

Reference


Customer's Satisfaction and Retail Banking in the Kingdom of Saudi Arabia

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Abstract

Customers’ satisfaction is crucial for banks’ success. This study analyzes the present levels of satisfaction and attempts to identify the factors which could lead to differentiation amongst banks. The purpose of this study is to provide insights that would help the management to evaluate and re-design its current strategies in order to retain and expand its customer’s base in today’s competitive environment. The study identifies that the preference for a particular bank depends on employee behaviour and customer service; services like payment of government fees, bills and traffic fines; quick redress of customer grievances and complaints. Also, nationality, age group and educational levels are the three factors which account for significant difference amongst respondents in terms of the level of satisfaction derived from banking services.

Keywords: Customer Satisfaction, Retail Banking, Saudi Arabia  
JEL Classification Codes: N25, L80, G21

1. Introduction

Saudi Arabia is a fast growing economy. The growth rate which was 0.1% in 2009 increased to 4.1% in the subsequent year that is 2010. The GDP per capita has increased from 5083 riyals in 1971 to 20332 riyals in 2011. According to Saudi Arabian Monetary Agency (SAMA) the impressive growth of Saudi economy is due to “lifted up oil prices, enlarged fiscal spending by the government, boosted domestic demand, accelerated growth in non-oil GDP and facilitating of bank lending to private

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1 This paper is part of the research project funded by the Deanship of Scientific Research, Salman bin Abdulaziz University, K.S.A. and the authors hereby thank them.
sector”. The banking sector is also floundering in Saudi Arabia. The performance of the banking sector in Saudi Arabia during the year 2010 has been termed as good in the 47th Annual report of SAMA whereby it states that the assets of commercial banks have increased by 3.3% and also bank deposits have increased by 4.7% in 2010. With the increase in interest rates during the period of 2005-2008, the time deposits increased at a very high rate of 30.5 percent and demand deposit increased at a compound rate of 16 percent per annum. After the interest rate declined to below 1 percent since 2009, time deposit recorded a negative growth; however demand deposit grew at very high rate of 23.4 percent per annum. The number of bank branches in Saudi Arabia increased from 1224 in 2005 to 1646 in 2008. Al-Rajhi Bank has maximum number of branches (455 in 2011) in Saudi Arabia. This is followed by National Commercial Bank with 245 branches, then Riyadh Bank with 248 branches.

Along with its economic indicators the demography of Saudi Arabia is also changing fast. According to the statistics compiled by Assad and Fahimi (2007) the total youth population in Saudi Arabia has increased from 2492000 in 1985 to 4548000 in 2005 and is projected to be 6475000 in 2025. Youth is referred commonly to age group of 15-24. In 2011 the population of Saudi Arabia was 28376355. As the ratio of dependent population of age below 15 and more than 65 to the working age group which is called ‘demographic bonus’ the country needs to adapt its economic institutions to these changes. As this huge population of youth enters into their careers they will be requiring banking services.

Now this youth populace is different from the old populace in many ways. The level of education is growing tremendously. They have graduated from Saudi universities and many from foreign universities. The number of graduates has increased from 41937 in 1994-95 to 136553 in 2009-10. They have grown up with computers and mobiles. They have travelled abroad. They have high use of internet and are techno friendly. This tech-savvy and more aware socialization process will be more demanding for all types of services especially for banking services. Few of the probable demands could be increased usage of debit and credit cards, increased usage of mobile and internet banking, increased demand for consumer loans. In such environment, banks have to comprehend the needs, attitudes, satisfactions and behavioral patterns of the market (Kaynak and Kucukemiroglu, 1992).

2. Previous Research
The key to business performance requires drawing, establishing and retaining a customer base by satisfying them. This influences them to repurchase and grow together (Lee et al., 2004). This increase in the level of satisfaction leads to customer loyalty which finally results in decreased cost for future interactions, (Reicheld and Sasser, 1990) reduced price elasticities, (Anderson, 1996) an overall positive outcome for the business (Colgate, 1999) and finally affect stock prices and company valuations (Fornell et al., 2006). Also as per Grossman (1998) this loyalty leads to an increase in sales, lowering of costs and more predictable profit streams.

Also, service quality is being increasingly accepted as a vital aspect for the successful operation business (Parasuraman et al., 1988), particularly in the banking sector (Hossain & Leo, 2009) and is being widely used to assess the performance of banks (Cowling & Newman, 1995). The importance of customer satisfaction is that if the customers are not satisfied then they would defect. Retaining old customers is more economical than to acquire new ones. (Reichheld and Kenny, 1990; Liswood, 1992; Cohen et al., 2006). Not only that satisfied older customers tend to buy more, do word-of-mouth promotion, takes less time and are relatively insensitive to price changes (Healy, 1999). In today’s competitive business environment, for retaining customers, it is important to reduce and eliminate defection of customers (Fisher, 2001; Marple and Zimmerman, 1999; Page, Pitt, and Berthon, 1996).

Rust and Zahorik (1993) opined that investments in customer satisfaction, customer relationships and service quality leads to profitability and market share. Taylor and Baker (1994) emphasized the importance of customer satisfaction in the formulation of a consumers future purchase intent. Furthermore, Hallowell (1996) pointed out that customer satisfaction leads to customer loyalty...
leading to profitability as when customers are satisfied with the service quality then it may be expected that there would be repeated purchase leading to an increase in market share. Similarly, Levesque and McDougall (1996) found that low customer satisfaction will lead to lessening of the willingness to recommend the service. This is important as Reichheld and Sasser, (1990) proved that the cost of customer retention is much lower than the costs of new customer acquisition. Profitability of banks depends on as to how they position themselves compared to their competitors within specific market (Davies et al., 1995). Moreover as Reichheld (1996) showed that customers once satisfied are more likely to concentrate their business with one bank. In the same line Winstanley, (1997) opined that customer satisfaction is not only associated with loyalty, but also with revenue generation. To summarize for retention of existing customer satisfaction is very important as it is a parameter to identify how much the bank has been successful in the delivery of its product and service.

3. Research Objective
Customer satisfaction, which is the evaluation of customer after purchasing the good/service, is one of the most significant factors for the profitability of banking. As banking is a customer-oriented services industry, customer is the centre of attention and customer service has to be the distinguishing factor. The challenge for banks is to lower costs, increase efficiency, while improving the quality of their service, and increase customer satisfaction. In today's highly competitive, increasingly consolidated world, offering personalized and differentiating services can be critical to a bank's success. It calls for the retention of customers for the long term, which is more economical than attracting new customers. In the current circumstances of retail banking in Saudi Arabia particularly with banks becoming larger, widespread use of internet banking, the issue arises whether the customers are satisfied or not and what are the rudiments of banking which lead to the satisfaction or dissatisfaction of its customers.

Customers’ satisfaction is influenced by not only perceptions of service quality but also by perceptions of product quality, and pricing factors as well as situational and personal factors. Literature on studying customers' perception regarding banks in Saudi Arabia is missing. This present study aims to fill up this void by studying the elements of customer's satisfaction with the banking sector. The main concern of the study is to provide information that would help the management of the bank to evaluate and re-design its current strategies in order to retain its existing customers and to attract new ones in today's competitive environment. The objectives of this study is to measure satisfaction level amongst the sample population and identify the factors which leads to the satisfaction of customer in the banking sector of Saudi Arabia.

4. Methodology
4.1. Questionnaire and Data Collection
A survey questionnaire meant to measure the relationships between the variables of this study and collect demographic characteristics of the respondents was designed and administered to a sample population. These selected respondents represent a balanced mix of various demographic factors (age, gender, marital status, education levels, and employment status and income groups). In the next section, respondents were asked to respond to certain statements regarding their bank’s services.

4.2. Hypothesis Testing
Regarding the methodology to test for differences between means of different groups’ statistical tools such as t-test and Analysis of Variance (ANOVA) will be used. t-test will be used to test the hypothesis as to whether there is any significant difference in the overall satisfaction from banks measured in a likert scale format banks and nationality, marital status and gender.
The calculated value is given by:

\[ t = \frac{\bar{x} - \mu}{\sigma / \sqrt{n}} \]

where \( \bar{x} \) = sample mean; \( \mu \) = hypothesized value for population mean, \( s \) = sample standard deviation; \( n \) = sample size and degrees of freedom = \( n - 1 \).

Generally, the null hypothesis is formulated as if there is no significant difference between the variables and the alternate hypothesis is that there is a significant difference between the variables. It is normally tested under 5% level of significance. If the p value is greater than 0.05 we fail to reject the null hypothesis and if the p value is less than 0.05 we accept the alternate hypothesis.

When there are more than two groups to test for, then ANOVA is used which is based on a comparison of two estimates of the population variance. Here we have a statistics named F ratio which is a ratio of variance among sample means and variance within samples. If the calculated F-ratio value is less than the critical value or table value at the particular degrees of freedoms and significance level, then we accept the null hypothesis or else we reject it. In this study ANOVA has been used to test the hypotheses as to whether there is a significant difference regarding overall satisfaction from banks and age, educational status, employment status, income and the bank.

The F ratio is given by:

\[ F = \frac{MSB}{MSW} \]

where MSB = mean square between; MSW = mean square within

\[ MSB = \frac{SSB}{k-1} \]

where SSB = sum of squares between samples; \( k \) = number of populations

\[ MSW = \frac{SSW}{n_T - k} \]

where SSW = sum of squares within samples; \( n_T \) = sum of the sample sizes from all population; \( k \) = number of populations

\[ SSB = \sum_{i=1}^{k} n_i \left( \bar{x}_i - \bar{x} \right)^2 \]

where \( k \) = number of populations, \( n_i \) = sample size of population \( i \); \( \bar{x}_i = \) sample mean from population \( i \); \( \bar{x} = \) grand mean

\[ SSW = \sum_{i=1}^{k} \sum_{j=1}^{n_i} \left( x_{ij} - \bar{x}_i \right)^2 \]

where \( k \) = number of populations, \( n_i \) = sample size of population \( i \); \( \bar{x}_i = \) sample mean from population \( i \); \( x_{ij} = \) jth measurement from population \( i \)

Chi square \((\chi^2)\) test would be applied to study the difference between proportions and independence between attributes for categorical responses in terms of yes/no responses to the 10 questions of section II of the questionnaire. Here cross tabulation is used to describe two or more variables simultaneously. Basically, cross tabulation is the merging of frequency distribution of two or more variables in a single table with categories of one variable being cross-classified with categories of one or more than one variables. To determine the statistical significance of the observed association in a cross tabulation chi-square statistic is used.

\[ \chi^2 \text{ Square} = \sum \frac{(fo - fe)^2}{fe} \]

where, \( fo = \) frequency observed; \( fe = \) frequency expected; and

\[ fe = \frac{Row total \times Column total}{Grand total} \]

Here the null hypothesis is that there is no association between the variables and the alternate hypothesis is that there is a significant association between the variables. For this, we first compute the expected frequency of each cell which is compared with the observed frequency and the larger is this difference, greater is the value of the chi square. Finally the null hypothesis of no association between the variables is accepted when the calculated chi square value is less than the table value of chi square with \((row-1)*(column-1)\) degrees of freedom.
5. Analysis
In total we have selected 123 filled questionnaires, out of which 51 respondents were of Al Rajhi, 53 of SAMBA and 19 of other banks. Out of the total respondents 66 were not satisfied with their banks while only 27 were satisfied with their banks, while 28 were of the neutral viewpoint. An analysis as to why such a large number of respondents were not satisfied with their banks would provide an opportunity to develop the customer base.

5.1. Demographic Profiling of Respondents

<table>
<thead>
<tr>
<th>S.No</th>
<th>Demographics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nationality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saudi</td>
<td>95</td>
<td>81.90</td>
</tr>
<tr>
<td></td>
<td>Non-Saudi</td>
<td>21</td>
<td>18.10</td>
</tr>
<tr>
<td>2</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 25 years</td>
<td>46</td>
<td>38.02</td>
</tr>
<tr>
<td></td>
<td>25-49 years</td>
<td>57</td>
<td>47.11</td>
</tr>
<tr>
<td></td>
<td>50 years &amp; above</td>
<td>18</td>
<td>14.88</td>
</tr>
<tr>
<td>3</td>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>69</td>
<td>57.02</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>52</td>
<td>42.98</td>
</tr>
<tr>
<td>4</td>
<td>Gender</td>
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<tr>
<td></td>
<td>Male</td>
<td>104</td>
<td>88.89</td>
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<td></td>
<td>Female</td>
<td>13</td>
<td>11.11</td>
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<td>5</td>
<td>Educational Status</td>
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<tr>
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<td>High school &amp; below</td>
<td>18</td>
<td>14.88</td>
</tr>
<tr>
<td></td>
<td>Bachelors/ Diploma</td>
<td>62</td>
<td>51.24</td>
</tr>
<tr>
<td></td>
<td>Masters &amp; above</td>
<td>41</td>
<td>33.88</td>
</tr>
<tr>
<td>6</td>
<td>Employment Status</td>
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<tr>
<td></td>
<td>Government Employee</td>
<td>54</td>
<td>44.63</td>
</tr>
<tr>
<td></td>
<td>Own business</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Employee in a private company</td>
<td>17</td>
<td>14.05</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>41</td>
<td>33.88</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>9</td>
<td>7.44</td>
</tr>
<tr>
<td>7</td>
<td>Monthly Income (SAR)</td>
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</tr>
<tr>
<td></td>
<td>Below 3000</td>
<td>47</td>
<td>38.84</td>
</tr>
<tr>
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<td>3001-6000</td>
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<td></td>
<td>9001-12000</td>
<td>19</td>
<td>15.70</td>
</tr>
<tr>
<td></td>
<td>12000&amp;above</td>
<td>20</td>
<td>16.53</td>
</tr>
</tbody>
</table>

5.2. Hypothesis Testing
5.2.1. Student t-test and ANOVA
Hypothesis 1: There is no significant difference between nationality of respondents and satisfaction from banks.

Hypothesis 2: There is no significant difference between different age groups of respondents and satisfaction from banks.

Hypothesis 3: There is no significant difference between marital status of respondents and satisfaction from banks.

Hypothesis 4: There is no significant difference between gender of respondents and satisfaction from banks.

Hypothesis 5: There is no significant difference between educational level of respondents and satisfaction from banks.

Hypothesis 6: There is no significant difference between employment status of respondents and satisfaction from banks.
Hypothesis 7: There is no significant difference between income level of respondents with and satisfaction from banks.

Hypotheses 1, 2, 5, 7 are rejected while 3, 4, 6 are accepted. For differences based on nationality the mean value for non Saudi (3.42) is higher than Saudis (2.42). This implies that the level of satisfaction is more amongst expatriates than Saudi nationals. The mean value for age group between 25-49 (2.94) is more than 50 and above (2.33) which is more than age group below 25 (2.16). This implies that the adult population is more satisfied than the younger and the older population. A plausible explanation for this could be that the both the younger and the generation may not be either aware of facilities and services or not be convenient with the modern day banking processes. The mean value of respondents with educational qualification of masters and above (2.90) is more than bachelors/diploma (2.46) is also more than high school and below (2.33). This indicates that people with higher educational levels are more satisfied with the banking services. A possible explanation for this could be that banks are making successful attempts at understanding the needs to the more aware population. In fact here we go by the assumption that more educated a person is, more aware and demanding he would be. Also we would expect a customer who is not aware of internet banking to be a more frequent visitor to the bank for teller services. Now he has to experience a range of factors like employee behavior, waiting time, location, ambience etc. to satisfy him the bank has to put in a lot more effort than satisfying a person through a user friendly website for internet banking.

5.2.2. Contingency Analysis using Chi Square Test

Hypothesis 1: Preference for a bank is independent of employee behavior & customer service.
Hypothesis 2: Preference for a bank is independent of fund transfer facility.
Hypothesis 3: Preference for a bank is independent of ATM, online & mobile banking services.
Hypothesis 4: Preference for a bank is independent of features like of personal, car & home loan.
Hypothesis 5: Preference for a bank is independent of services like ATM renewal & cheque book reissue.
Hypothesis 6: Preference for a bank is independent in terms of brokerage, investment, tawalul & takaful services.
Hypothesis 7: Preference for a bank is independent in terms of Services like government fees, bills & traffic fines payment.
Hypothesis 8: Preference for a bank is independent in terms of service charge/interest rate structure.
Hypothesis 9: Preference for a bank is independent in terms of quick redress of customer grievances & complaints.
Hypothesis 10: Preference for a bank is independent in terms of Services provided

Hypotheses 1, 7 and 9 are rejected while 2, 3, 4, 5, 6, 8 and 10 are accepted. This very well go along with our review of literature which suggests that employee behavior and customer service are very essentials for the banking service industry. Normally all the banks are having similar services like ATM, mobile banking, internet banking, same working hours but this facility whereby a person is able to make payment for government fees, bills and traffic payments is very crucial for customers and banks not being able to provide for these services are in the loser’s end. To cite an example SAMBA doesn’t have this facility. This again hints at the importance of customer satisfaction. One of the very annoying and difficult elements of banking service is when a customer falls in a problem. It may be of any type say, renewal of account, renewal ATM, cheque bouncing, problem in transfers etc. Now a day’s people are having a fast paced life. No one wants to stay long hours in queue to resolve matters, hence a quick and effective redress of customer grievance and complaints happens to be an attractive feature for a bank.
7. Conclusion

The above analysis identifies that the preference for a particular bank depends on employee behavior and customer service; services like payment of government fees, bills and traffic fines; quick redress of customer grievances and complaints. The managerial policy implication which arises from this analysis is that the differences amongst the respondents over preference for bank is mainly due to the above three factors. These three factors were the significant performance factors with respect to the expectations of the factors. The above analysis also points out that nationality, age group and educational levels are the three factors which accounts for significant difference amongst respondents in terms of the level of satisfaction derived from banking services. The managerial policy implication which arises out of this analysis is that those banks which want to increase their customer base should try to go for tailor made services with respect to more importantly on nationality, age group and educational status, besides other things.

References


Appendices

Appendix 1. t-Test: Two-Sample Assuming Equal Variances

<table>
<thead>
<tr>
<th></th>
<th>saudi</th>
<th>non saudi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.421053</td>
<td>3.428571</td>
</tr>
<tr>
<td>Variance</td>
<td>0.863382</td>
<td>1.757143</td>
</tr>
<tr>
<td>Observations</td>
<td>95</td>
<td>21</td>
</tr>
<tr>
<td>Pooled Variance</td>
<td>1.020182</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
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<td></td>
</tr>
<tr>
<td>Df</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-4.13673</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>3.38E-05</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.65833</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>6.77E-05</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>1.980992</td>
<td></td>
</tr>
</tbody>
</table>

Appendix 2. Anova: Single Factor

Summary

<table>
<thead>
<tr>
<th>Groups</th>
<th>Count</th>
<th>Sum</th>
<th>Average</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 25</td>
<td>46</td>
<td>104</td>
<td>2.26087</td>
<td>0.730435</td>
</tr>
<tr>
<td>25-49</td>
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### Appendix 3. t-Test: Two-Sample Assuming Equal Variances

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### Appendix 4. t-Test: Two-Sample Assuming Equal Variances

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### Appendix 5 Anova: Single Factor

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### Appendix 6. Anova: Single Factor Employee

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Appendix 7. Anova: Single Factor income

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Appendix 8.

Summary

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Appendix 9.

1. The Employee Behavior & Customer Service is Good

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2. The Employee Behavior & Customer Service is Good

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4. The Employee Behavior & Customer Service is Good

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2. Funds Transfer is Easy

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3. The ATM, Online & Mobile Banking Services is Good

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4. The Personal, Car and Home Loan Features are Good

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5. Services Like ATM Renewal & Cheque Book Reissue is Instant

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6. Brokerage, Investment, Ttadawul & Takaful Services are Good

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The Dynamics of Academic Teasing and Academic Peer Pressure in a Fiji Secondary School

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Tel: 989-774-3160

Abstract

This article provides a situated analysis of the dynamics of academic teasing in a working-class, predominantly Fijian secondary school in the island nation of Fiji. Ethnographic research revealed systematic patterns of teasing as a feature of daily life in the student peer culture of the school. While certain teasing patterns were extraneous to academic performance, much of the teasing, particularly in classroom settings, was indirect or direct responses to the academic performance of peers. Forms of teasing were patterned based on context and the categories of students involved. Teasing behaviors culminated in a form of academic peer pressure. This article identifies the varied forms and contexts of academic-related teasing, including the informal protocols students enlisted in teasing patterns, gendered patterns of teasing, the immediate response to academic related teasing, and the potential academic implications for students. Academic related teasing provided a window into the values of peer groups and a broader peer culture, while relevant values and behaviors that extend to a wider Fijian culture for Fijian students in this predominantly Fijian secondary school were also explored.

Keywords: Academic performance, Academic Teasing, Academic Peer Pressure, Peer Culture, Fiji

1. Introduction

Schools have become globally ubiquitous as institutions with students as the most multitudinous constituents. Yet, even as the primary stakeholders, students in primary and secondary schools have limited resources at their disposal to make their mark on official school cultures with formal rules and pedagogy structured, imposed and enforced from the top down. Student agency remains expressed primarily in a social arena where staff has the least direct contact, awareness, and control over student behavior—the peer culture itself, or the forms of interaction structured through the informal associations of peer groups and wider peer networks. Yet, the expression of student agency is a complicated one. Because school peer cultures bring together young people in compulsory collectives as students and not exclusively as friends who convene for purely voluntary associations based on common interests and compatibilities, school peer cultures come with complex forms of social negotiation that can yield solidarity but also tensions and social hierarchies among students that impact the quality of their social experiences and even their level of engagement with schooling (See Eisenberg et al. 2003).
A compounding variable in the interactions of peer groups peculiar to schooling is academic performance. Patterned forms of teasing among peers tied directly and indirectly to academic performance are one social dynamic in schools that reside in the shadows of official school cultures. Ethnographic research provides a unique window into teasing and peer social dynamics and student interaction more broadly as a form of observation of mundane in situ interaction. There is an extensive volume of ethnographic research on peer networks in schools, but few such studies have addressed the intersections of peer culture and academic-related behaviors. Meanwhile, while studies that deal directly with issues of teasing behaviors in schools have provided critical insights into non-academic areas of teasing derived from interviews and survey data (e.g. Kanter et al. 2007), very little research on school teasing has focused on its academic forms and fewer still have enlisted ethnographic research to provide a situated analysis of the actual patterns, forms, content and dynamics of teasing. While conducting ethnographic research in youthful peer cultures can present status inconsistencies for adult researchers that can pose challenges of acceptance into, and therefore, access to the world of peer cultures in schools, ethnographic research provides an essential path to identifying and understanding not only patterns of academic-related teasing, but its immediate effects on students.

This research provides an ethnographic study of patterns of academic teasing in Ciwa Secondary School [pseudonym], an urban, predominantly Fijian school serving a largely working-class community in the multiracial, multiethnic island nation of Fiji. While occasionally exploring teasing that is tangentially related to academic performance, this article focuses on academic-related teasing in order to identify the varied forms and contexts of academic-related teasing, including the informal protocols students enlisted in teasing patterns, gendered patterns of teasing, the immediate response to academic related teasing, and the potential academic implications for students. Academic related teasing will be approached and considered as providing a window into the values of peer groups and a broader peer culture, while relevant values and behaviors that extend to a wider Fijian culture for Fijian students in this predominantly Fijian secondary school will also be addressed.

2. Research Methods
Data for this research were obtained in the course of the author’s dissertation research, which focused on identifying factors contributing to lower rates of academic performance and educational attainment among the indigenous Fijian population of multiracial Fiji. Participant observation research was conducted in Fiji for roughly three-and-a-half years, involving visits to 15 secondary schools and 2 primary schools, both urban and rural, throughout the country. For one-and-a-half of those years, research was conducted in Ciwa Secondary where I followed the same cohort of students from the middle of their academic year in Form 2 (i.e. 13 and 14 year old 8th graders) throughout the end of their following year as Form 3 students (i.e. 15 and 16 year old 9th graders). During this 16-month period of participant observation in and outside of the classroom, I attended all subject classes for both Form 2 classroom streams and, in the following academic year, all three Form 3 classroom streams, sitting amidst the students at a desk and chair at the back of the classroom for all lessons throughout a given school day. While I purchased my own set of textbooks for all subjects to follow along during class lessons, I also took notes during classroom observations. I observed, and often was a part of, student interaction during recess and lunch and walked home with students who lived within the vicinity of the school. This research method, which made the author a seamless presence over time, facilitated establishing rapport with students who might have otherwise been distracted and inhibited by the presence of an adult researcher, particularly in the classroom.

I also engaged teachers through regular visits to the school’s staff room, attended staff meetings, weekly school assemblies, end-of-year “prize-giving days” and participated in other school events and activities. I used the same research methods in truncated form in eleven other secondary schools and two primary schools visited for durations of from four to two weeks each. During the three-and-a-half years of dissertation research conducted in Fiji, structured and semi-structured
interviews were conducted with numerous individuals from all walks of life—including government administrators, university professors, parents of primary and secondary school students and the students themselves. I also analyzed the academic records of visited schools. Pseudonyms are used for all individuals and institutions named throughout this article.

3. Teasing, Hierarchy, and Schooling in a Broader Fijian Cultural Context

Forms of academic teasing among Fijian students at Ciwa Secondary School must be placed within a broader Fijian cultural context regarding notions of hierarchy and egalitarianism, as well as changes in the very meanings and significance attached to formal schooling itself. In Fijian culture, notions of rank and seniority, most pronouncedly expressed in Fijian chiefly systems, provide significant bases for the organization of hierarchal relations, coincident with, or an extension of, a kinship system where primogeniture confers power and authority and commands deference, reserve and respect from others. From the relationships between elder and younger siblings to the differences in age and rank position in work settings, age confers an authority that follows directly from an emphasis placed on seniority. The power and authority that accompanies seniority is magnified in relations between school staff and students, coalescent with the power differentials that define relationships between children and adults and between students and school staff as authority figures by formal title. In a Fijian cultural context, then, teachers command significant authority over students.

Hierarchies linked to relative degrees of seniority also reinforce a contrastive egalitarianism among people of the same age, most pronounced in youthful Fijian peer groups. Egalitarian relations are defined by an informality and camaraderie that contrasts with the formality and reserve of hierarchical relations. Such egalitarianism is symbolized in relations between patri-lateral cross-cousins, or tavale. Relations between cross-cousins who are age-mates are characterized by a joking-relationship (Toren 1990). In this type of teasing, egalitarian relations ensure a mutual, playful and relaxed familiarity and in the case of cousins of the opposite sex, even suggestively daring banter that would be unacceptable for other categories of relationships (See Toren 1990). A social mandate of informality extends to all relationships between people of equal status. Striving to better or surpass one’s equals, or even unwittingly giving the impression of doing so, is a violation of the norms that emphasize cooperation and sharing; this can generate teasing as a type of leveling mechanism as peers use a combination of cajolery and social pressure to maintain status parity. In schools, the camaraderie and solidarity requisite to peer relations can foster its own special dynamics of peer pressure and teasing.

The pedagogy and epistemology of formal schooling have both accommodated and strafed against local forms of enculturation and knowledge in Fiji ever since the first mission schools were established by European Christian missionaries in Fijian villages by the mid-1800s. Elders continue to formally and informally instruct and initiate children into a range of skills and knowledge relevant to life in rural and urban Fijian communities. Yet, the regimented, standardized formalism of contemporary schooling renders it a form of transmission of information and skills often removed from forms of enculturation that occur in homes. Learning at home and at school entails risks. In many Fijian homes, children may learn about the consequences of errors that reflect a high degree of carelessness or indifference in the execution of a task through the combination of rebukes and ridicule that may be meted out in response. Children also learn in the context of attaining linguistic competence that while their first words may be an occasion for rejoicing, their errors can become the bases for mild teasing from the older more linguistically proficient persons in their midst. But such teasing is never mutual and, as such, is reflective of hierarchical relations. Learning processes in classrooms always entail risks of their own. In oral lessons, there is the possibility of providing wrong answers when questioned or demonstrating some other display that can be interpreted as incompetence or a lack of proficiency in mastering subject matter. The response to errors from teachers and fellow students sets a critical tone in shaping student regard for their classrooms as safe spaces to make errors that
accompany learning processes. Apprehension occasioned by an anticipated response to academic mistakes can inhibit the performance of students. Moreover, in some cultures, errors are simply not intended for public consumption; here, academic mistakes in the classroom that then can become a source of ridicule can cause significant discomfiture.

In a Fijian cultural context, students must not only contend with concerns about making potentially embarrassing mistakes. There is also the potential that one may be perceived as "showing off" while displaying exceptional academic performance relative to others, exceeding ones past performance or, for some students in some contexts, even while performing up to standards of basic competence, particularly when peers are faltering. In a number of societies where formal schooling was a colonial import, public, competitive displays of the specialized knowledge associated with "book learning" or formal schooling, in some communities, may not only be considered foreign, but boastful and in poor form. Ravuvu (1995) notes that from a Fijian context, it is often considered adorable when a young child is able to recite a verse from the bible or sing a song learned in school. Such a child will be the subject of such praise (e.g. "Vinaka!" [Good!]). Yet, for Fijian students, there is some trepidation in the experience of engaging in individualistically competitive behavior, which encourages standing out and outshining one’s peers while engaging in the display of “book knowledge.” Fijian academic Asesela Ravuvu (personal communication) notes that ostentatious displays of "book knowledge" in former times were viewed with indifference at best and much disapproval at worst. Most books and magazines in Fiji remain imports in the English language despite the promotion of vernacular literacy in the first few years of schooling and Fijian and Hindi language newspapers, while Fiji’s school curriculum is often criticized as having an urban and academic bias in a nation with a large rural population. Hence, book-learning is, indeed, often perceived as of limited practical use beyond its connection to credentials that garner wage employment. And even as an intellectualization associated with this book knowledge has grown in acceptance and prestige, this respectability comes with qualifications when the display of knowledge challenges dictates around humility.

4. Egalitarianism and Sharing at Ciwa Secondary
At Ciwa Secondary, an orientation toward peers was reinforced by features of the official school culture. Students spent their entire school day with the same cohort of classmates in the same classroom block. Teachers were transient figures who arrived and departed with the shrill whining of the school's siren signaling the transition between subject classes. It was classmates with whom students were in regular contact and to whom they would have to answer after each subject teacher left the classroom. This promoted and reinforced peer group solidarity while acclimating students toward working together to solve their problems and resolve their own differences rather than relying on school staff—an expectation congruent with Fijian culture.

Fijian peer groups placed much emphasis upon stability and equality in the academic status of students in the classroom. Students looked to their peer groups and their peer network, or Form classroom, as a frame of reference for assessing their academic performance and determining what was average; for often they knew little about the performance of students outside of their own Form classroom.

The sharing of school supplies was an integral part of the peer culture. Students passed around pens, pencils, erasers, "Twink" (i.e. liquid correction fluid), compasses and rulers with regularity. During in-class projects, students hurriedly borrowed and reclaimed school utensils, occasionally throwing them to each other across the rows of seats when the teacher was not looking. In classes in which there were an insufficient number of textbooks for each student to be issued individual copies, students rarely complained as two or sometimes, three students, assigned to a single textbook, sat huddled close together, shoulder against shoulder, with the book in front of the centrally positioned student.
The significance of sharing among Fijian students in particular was also indicated by the social sanctions that followed from failing to share. The severity of these sanctions varied according to the context and the peer groups involved. As the following will illustrate, the sharing of tangible items is an expression of broader notions of fellowship and egalitarianism that extends to sharing such academic resources as homework answers.

5. Academic-Related Teasing at Ciwa Secondary School: Its Contexts and Forms of Expression

Classroom observations and student interviews at Ciwa Secondary revealed systematic patterns of teasing as a feature of daily life in the student peer culture. While certain teasing patterns were extraneous to academic performance, much of the teasing, particularly in classroom settings, was indirect or direct responses to the academic performance of peers. Forms of teasing were patterned based on context and the categories of students involved. Teasing behaviors culminated in a form of academic peer pressure. It should be noted that academic teasing was a by-product of the participant structures in classrooms, particularly in academic subjects. The organization of most classroom lessons entailed question-answer sessions in rote-learning drills, in which students worked from a similar or identical stock set of answers read from their exercise books and memorized for examinations. On rare occasions, teachers asked students who used wording derived directly from textbooks to “put that in your own words.” More often, however, rote-style answers were accepted because of their technical correctness. Rote-learning is conducive to one important feature of the egalitarian peer culture—the sharing of answers among students. One requirement of membership in most peer groups was the willingness to share one's homework answers and to contribute to the body of academic knowledge (i.e. homework preparation) of one's peer group whenever possible—a convenient arrangement particularly for those students who arrived at school occasionally or regularly without completed homework. Students shared or conferred over homework answers in between class periods and passed around their exercise books to each other, a demand that often fell heavily upon high-achieving students. Students who reneged on sharing homework answers upon request before class were subjected to the same social sanctions as those who failed to share food, school supplies, money for the tuckshop and other coveted items, especially those items which were in short supply. In one surreptitious form of sharing, students called out answers in repetition of oral answers provided by their classmates. Once again, in concert with an egalitarianism among peers, receiving individual credit was not a concern for many students and, in some contexts, would even be undesirable. While teachers explicitly discouraged the copying and sharing of homework answers in written or oral form, repeatedly reminding students to "Do your own work!" and "Don't whisper to your neighbor!", the dictates of the peer culture emphasizing sharing academic work tended to hold sway.

Given the general emphasis upon sharing, any peer group member who provided an answer in class during oral review sessions that was not shared with others could become suspect for having held out on his or her peers and could be subjected to negative social sanctions. While students placed considerably more pressure upon friends who belonged to their peer groups to share answers, high-achieving students, who generally tended to engage in less sharing and copying among themselves, were often asked by students with whom they normally had minimal interaction to assist by providing them with homework answers.

Students who excelled in academic subjects were also to do their part by occasionally sharing their homework answers or providing other forms of academic assistance upon request. Those with a greater number of academic rewards—in the form of high marks on homework assignments, quizzes and examinations—were expected to share their rewards in the only way feasible; they could not literally "share" their marks, but could share homework assignments in between classes or provide other forms of academic assistance. Several high-achieving students shared homework answers with no qualms, whether verbally through offering answers to a classmate struggling to perform during oral
lessons or through allowing copying of written homework answers. A few students who were approached by classmates for homework answers were apparently more moved by the regular invocations from teachers to "Do your own work" and not to "cheat" as part of the official school culture than by the prescription in the peer culture to share. When these students shared homework, they did so with considerable stress and strain and, as in the case of one high performing Fijian male student, Timoci, only after repeated pleas or veiled threats of reprisal. Such high achieving students who occasionally refused such requests could be on the receiving end of pranks typically waged by a group of males with more average academic records, who might hide book bags, exercise books and other items of the recalcitrant classmate.

Yet, another significant context for teasing at Ciwa Secondary School was the response to missteps or academic errors during lessons. For example, when teachers called on Fijian males to answer a question and the response was a blatant error, a typical reaction particularly among other Fijian males was a darting glare or pronounced scowl in the direction of the student and an invective sucking of the teeth accompanied by a sharply worded exclamation of dismay, "So!!" This is pronounced with the s sound hissed sharply through the lips followed by a long o sound drawn out through lips opened tightly in a small circle. A more "polite" variant is "sal!" This exclamation is generally used to express shock in response to something said or done considered highly inappropriate. Another more sedate exclamation used in the same contexts was "seti!" pronounced "se'-chee." The use of these invectives in the classroom was sufficient to inform students of their mistake even before the teacher could respond. It should be stressed that this was usually a sanction employed by students when their classmates erred in particularly marked ways. For example, in an English lesson where students took turns reading excerpts from their textbook, if a student began reading in the wrong place, students often reacted with such verbal sanctions. That students registered disapproval of a classmate’s apparent display of inattentiveness during a lesson suggests that while students valued orientation toward peers, students also valued the ability to juggle maintaining a sufficient degree of attentiveness and vigilance during classroom lessons to follow along in the event that a teacher called upon them while still socially engaging one's peers in the classroom.

An equally common response to academic errors was laughter with varying degrees of openness and enthusiasm. While teachers often castigated laughing students, often such laughter occurred unabated with no intervention. Some giggling and laughter might be followed by a calling out or repetition of the verbal error in mocking tones. This was a typical response to answers that were recognized by the majority of students as blatantly incorrect and considered particularly absurd, in which case such reactions were immediate. Often when students made glaring errors while working out math problems in front of the class on the chalkboard, laughter was a common response. This typically involved a student with a low record of academic achievement working out a problem that he or she may not have conferred over with, or copied directly from other low-achieving students before going to the board. As the student begins to write on the board and makes major errors, and students burst into laughter or giggles in response, the student might stop immediately, and erase the problem. If the student had not understood the problem and was, therefore, unable to recognize the mistake in order to correct it, the student might simply stand in front of the board for several seconds, silently staring at the problem, before writing another error followed by more laughter or giggling from classmates, until the teacher finally berates the struggling student or asks him or her to take his seat. Some students simply hurriedly scribbled an error-ridden math problem on the board and immediately resumed their seat, resigned to either the rebukes of the teacher or the teasing from classmates that were likely to follow.

When questions were particularly challenging, or when students were not in the position to assess the veracity of another student's answer, or if the answer was a mistake that did not deviate markedly from a correct answer, students might offer no commentary, instead, immediately raising their own hands at the chance to answer correctly. Students who were less proficient in English than their classmates—who were thus prone to making blatant grammatical errors, routine mispronunciation of English words and other linguistic-related mistakes and who tended toward generally lower or
below average academic performance relative to their peers—were also laughed at, mocked and chastised in variable ways by classmates with greater English proficiency, knowledgeable enough to note the magnitude of their errors.

The response of the errant Fijian male student was usually one of visible embarrassment. With bowed head and a strained facial expression of apparent uneasiness, male students reacted by smoothing back their hair or rubbing the nape of their neck, glancing furtively at his vocal peers while smiling nervously or with strain. These were the same expressions of humility exhibited by young Fijian males when approaching an adult, prior to making a request, for example, or when being reprimanded by an adult. Fijian females responded to the laughter and exclamations of their classmates in response to their errors with laughter or giggles of their own. Both boys and girls might also suck their teeth defensively, darting around to glare and scowl at the offending peers that responded to their errors with laughter and chiding remarks. These counter-reactions were usually the most immediate response to the most vocal expressions of classmates that followed academic errors.

Teasing was generally confined to academic subjects. Those who distinguished themselves or faltered in such hands-on practical or vocational classes as metalwork, woodwork, technical drawing or home-economics more rarely had their performance the focus of regular public display or assessment. The organization of such classes was one in which the talents and knowledge of students were not regularly the subject of the type of scrutiny characteristic of the question-answer sessions in academic subjects. Particularly for males, teasing in such non-academic subjects was confined to playful, physicality, such as if a student, immediately after receiving praise from a woodwork or metalwork teacher for the quality of their work, found himself evading being tripped or jovially punched by a classmate in reaction.


Students who participated in the most vocal teasing in response to academic errors of peers were not those who distinguished themselves academically. These were typically students with average or only slightly above average records of academic performance. High-achieving students and/or students with exceptional proficiency in English—in other words, students who were in the best position to recognize the most blatant of errors—did engage in teasing of a more muted form, laughing or chuckling mildly at responses considered starkly absurd. Although there were imbalances in teasing relations, particularly for the lowest achieving students, as will be noted, persons who teased other students in one instance for their academic errors could well find themselves on the receiving end of teasing behaviors in response to their own mistakes later.

Teasing patterns in Ciwa Secondary School tended to coincide with clique organization. That is, teasing activities were generally confined to groups of students of the same sex and, even in this predominantly Fijian secondary school, the same racial background. While cross-sex teasing among Fijian students did occur, same-sex teasing was the norm. Teasing of Indian students by Fijian students and vice versa, tended to be confined to generalized classroom laughter or repetition of mistakes in response to major errors, but was generally muted compared with intra-racial teasing. One Indian male in the most multiracial Form 3 classroom stream was part of a peer group that was otherwise comprised of Fijian males; because he not only spoke Fijian but confined much of his social interaction with them, he was incorporated into the teasing protocols of this Fijian group. While the pattern of teasing among the few Indian students at Ciwa Secondary was relatively muted, there was some rivalry between the highest achieving Indian male, Rajesh, and a comparably high-achieving Indian female, Anjila, in the multiracial Form 3 class, which generated some teasing behaviors. Rajesh often taunted Anjila, grimacing, smirking, chuckling and commenting sarcastically in low tones in response to her answers from across the room, and deriving visible pleasure from her occasional academic errors. Anjila, for her part, gave no indication of being affected by, or even noticing these behaviors. That Rajesh singled out Anjila for such behaviors suggested not only patterned dynamics in intra-ethnic
teasing among Indians as a numerical minority in the school, but also at least one case of targeted cross-sex teasing.

Fijian males and females who consistently distinguished themselves academically were generally spared error-related teasing, largely because they rarely made the kinds of errors that generated such reactions. Generally, Fijian girls did not participate as actively in the types of more vocal teasing behavior of the Fijian males in class; nor were they teased as often by male students. This was due, in part, to the fact that Fijian girls were more reticent in class compared with boys, volunteering less frequently in the classroom and selected less often by teachers to answer questions, in conjunction with cultural standards that promote greater female reticence. From the boys side of the room, there tended to be more animated flailing of hands and louder vocalizations of “ma’am” or “sir” to garner the attention of teachers.

Students who consistently performed at an exceptionally high level were rarely the target of teasing in the face of their academic performance, as long as they did not "make a show" of their academic achievements or were seen to be "boastful" about their achievements. The highest achieving students generally operated on the margins of teasing, as either recipients or perpetrators. While they were rarely engaged as participants and even more rarely as initiators of any forms of teasing—academic or non-academic in nature—the highest achievers could potentially be teased if they made a conspicuous display of their academic performance by, for example, regularly raising their hand to be selected to answer questions and doing so enthusiastically or with an assertive tone, volunteering regularly to go to the blackboard to work out problems, or to be so audacious as to raise their hand to ask teachers questions during lessons. There was only one Fijian student who fit this profile.

Students not identified by their peers as overall high achievers but who excelled in subjects considered particularly difficult, such as accounting, shorthand, and economics were negatively sanctioned for behaviors that drew attention to their comparably higher level of performance. When such "immodest" high-achieving students made mistakes, others would deride them with sarcastic irony by, for example, calling them "brainbox" or "dux"—the latter being the formal title in Fiji schools, including a trophy, awarded to the student adjudged as the highest achieving student of their entire Form 6 class. When giving correct answers they would also be accused of being boastful. However, most high-achieving Fijian students, particularly those with high levels of performance across a number of subjects, downplayed their achievements, rarely volunteering but, rather, assuming a status of social invisibility.

In the case of a few students, their position in student teasing protocols was reflective of their relative social status in the class. These students were the lowest achieving students, struggling in all academic subjects and with the lowest scores on examinations. They leaned toward quiet, unassuming demeanors similar to that of high-achieving students, most markedly in the classroom. But unlike the highest-achievers—who had the cachet of academic competence that gave them an underlying confidence in the classroom—the lowest achievers were the epitome of an obsequiousness that bore all the markers of stress, in some cases literally wincing during lessons. For in the case of these lowest achievers, their efforts to be inconspicuous during lessons were an apparent attempt to avoid drawing attention to their dramatically lower academic performance, either from teasing classmates or from teachers incensed by their non-performance. Such students were also on the receiving end of academic-related teasing far more often than they teased others. These were typically students with the most limited English proficiency—which not only compromised their level of engagement toward an English-language curriculum, but their social competence among peers. Although, Fijian students at Ciwa Secondary expected their peers to communicate in Fijian in informal interaction both inside and outside of the classroom, the official school culture’s formal policy requiring the speaking of English during school hours ensured that students spoke English often and as their English was regularly “tested,” both figuratively and literally, any dramatic deficiencies were observed and noted by peers, always a potential source of embarrassment. Hence, low achievers with limited English proficiency were teased both in response to academic errors as well as their gaffes in English that could also
generate the wrath of teachers, creating confounding variables of humiliation. When Joveci, one of the lowest-achieving students in his Form 2 class, provided an answer during an English class exercise on agreement between personal pronouns and antecedents that included the choppy, soft-spoken recitation, “She...was...a...blue-eyed...boy....” the outbursts of laughter from students compounded the teacher’s assumption that Joveci was making a mockery of the exercise, and she soundly berated him in response. In general, the verbal responses to the academic performance of students like Joveci—whether in response to errors or even in response to correct answers—tended to be exceptionally expressive, loud and enthusiastic, making such students at times even reluctant to repeat answers whispered to them by classmates attempting to assist them when called upon by the teacher.

Still, there were no students in any of the classroom streams who stood out definitively as class leaders, given the emphasis upon egalitarianism among peer groups and the dispersed nature of peer groups within a given classroom. But there were a few male students who occupied a slightly higher position in the social hierarchy of average students as well as slightly higher levels of academic performance among average-performing students, and who tended to engage in more teasing while subjected to less teasing themselves, which gave them more leeway to both make errors and excel in the classroom with less academic peer pressure. One such student, Nemani, was a Fijian male who participated avidly during classroom lessons but also generally engaged in clowning, attention-seeking behaviors while the other student, Sitiveni, was more reserved during classroom lessons, offering sarcastic answers to questions or remarks under his breath. Both males subjected students to inordinately more teasing than they received themselves. This suggests that perhaps the teasing to which they subjected other average students was an attempt to maintain their own relatively high academic status among their average peers.

7. Gendered Teasing
Gendered patterns of teasing at Ciwa Secondary followed from broader patterns of sex segregation in Fijian culture. Peer groups in schools tended to be sex-segregated, a pattern also tacitly reinforced in the official school culture through such practices as seating girls and boys on opposite sides of the classroom. Males and females rarely interacted in a sustained fashion and most cross-sex interaction occurred in the context of sporadic play. This translated into qualitatively and quantitatively different experiences of academic-related teasing for male and female students as they implemented their gender-specific teasing protocols. Male students were more open, confrontational and direct in delivering social sanctions than female students. Hence, boys resorted to teasing, chastising, pranks, or even engaging in mild physical threats toward other male students immediately in response to refusals to provide answers or other forms of academic assistance. Girls used more indirect and subtle means of expressing their displeasure, such as sulking, or briefly ostracizing the student. Both males and females also casted aspersions on the character of persons who refused to share, calling them "bad" or "ca.

Fijian girls' experienced and engaged in markedly less overt academic teasing compared with Fijian males. When Fijian girls experienced more overt academic-related teasing in the classroom, it was usually from Fijian boys in those more rare instances of cross-sex teasing. There was generally more variability in the responses of Fijian females to each other's academic performance. Fijian females were more inclined to engage in helping behavior when they observed other students struggling with answers or remaining silent in the face of questioning from the teacher. The phenomenon of being scolded with "viavia" by other Fijian students in the classroom setting was apparently not experienced by Fijian girls to the same degree. Just as is the case for Fijian males with high academic achievement, "viavia" was rarely directed toward high-achieving Fijian girls in the context of academic performance since they rarely engaged in behavior that called attention to themselves.

As is the case with Fijian males, peer group organization among Fijian girls also incorporated features of academic performance. Several Fijian girls indicated that the highest achieving girls did not
interact with average and lower achieving students. High-achieving girls were not included in the lively gaiety of veitalanoa, i.e. storytelling sessions among groups of Fijian girls on the school lawn during recess and lunch. Rajieli—a Fijian girl in Form 3Y with average overall academic performance but who was one of the top mathematics students in her class—indicated that girls of average achievement were hostile toward girls identified as the highest achievers. She giggled, shrugged, then stated in a matter-of-fact tone that "They hate them." When asked whether the feeling was mutual, Rajieli stated that such high-achieving girls generally were indifferent to those with lower achievement records.

Observations of student interaction both within and outside of the classroom confirmed a pattern whereby the highest achieving Fijian girls interacted very minimally with Fijian girls with less distinguished records of academic performance. High-achieving Fijian girls generally appeared to invest more school time discussing academic matters, engaged in academic tasks, including discussing assignments and doing homework together, while more readily providing networks of mutual support and encouragement toward academic excellence rather than the forms of academic peer pressure demonstrated by their peers.

Classroom observations during lessons revealed that what patterns of academic peer pressure that did occur among Fijian females contrasted with that of Fijian males. For example, in some instances when a Fijian female student gave an exceptionally well-crafted answer during a question-answer session, her friends seated beside or next to her might suddenly turn to glare at her silently with a look of suspicion or skepticism before inquiring with some harshness of tone, "How did you get that answer?!" Fijian female students who received open praise from their teachers could also be on the receiving end of jealous resentment from their female peers. Students generally tended to exhibit visible discomfort in response to being singled out for commendation for their performance, either responding with a subdued verbal explanation or merely smiling or giggling uneasily. Some of the negative reactions, which are usually a combination of surprise and resentment, and a sense of having been caught completely unaware, are generated by the fact that the student did not share her answer. As noted, groups of friends conferred over answers prior to classroom lessons or even during classroom lessons, particularly while completing in-class exercises. Yet, also as pointed out, students cannot always share answers ahead of lessons. Thus, when a Fijian female student provided a well-written answer that was not reviewed by, or shared with her friends, peers often interpreted something of value having been withheld from them. When I specifically inquired of Rajieli how her friends responded when she received her high marks in math, she laughed mildly then stated that initially her friends "hate me. They won't talk to me." She indicated that this did not bother her since they would eventually become friends again, perhaps because she maintained an overall average academic performance. Other Fijian girls with average academic performance indicated similar experiences in response to their episodic academic achievements. "They start to hate me. I just go and eat lunch by myself," related Salote forlornly. This act of exclusion would be of considerable significance to Fijian students since the lunch period is one of the most pleasantly relaxing periods of the school day during which students sit together sharing food, absorbed in intense discussions and generally enjoying each other's company. Being shut out from this fellowship and being forced to eat alone is a highly painful sanction.

Thus, Fijian girls with average academic performance did not use vocal teasing in the classroom in the same manner as did males with average academic performance. Fijian girls more often employed more silent, relatively more invisible or less conspicuous sanctions, such as steely glares, or, outside of the classroom, the withdrawal of friendship and fellowship during recess, lunch and general free time. Such social ostracism would last for a couple of days at most. A truce would be declared when others approached the one who was temporarily exiled from the group and initiate her into a conversation. According to several girls, no formal apology is typically offered in these instances. This sanctioning device used by average Fijian girls had variable effects. Many indicated that, ultimately, they did not let it deter them from attempting to excel academically and that they rode the wave of hostility until it passed and were accepted back into the group.
Fijian females with very high academic achievement, on the other hand, tended to engage in academic assistance. They were more likely to help other students, including males, who struggled to answer questions when called upon in class. Two of the highest achieving Fijian female students in one Form 2 class had an established pattern of whispering answers to other students when the latter were silent after being selected by the teacher to answer a question during a lesson. The two highest achieving Fijian boys in the class rarely did this. In fact, the top student in the class, Timoci, a Fijian male, indicated to me that he made it a point not to provide students with specific answers. When approached for math homework, for example, he preferred to demonstrate the steps or illustrate concepts through sample problems rather than giving away actual answers—at times much to the disappointment of classmates lobbying for written answers.

8. The Verbal Repertoire for Teasing Behaviors
One of the more common taunting remarks students delivered to each other in the context of classroom performance was \textit{viavialevu}. Fijian students provided a variety of definitions for this term during interviews. As most students indicated, the general translation of \textit{viavialevu}, or often \textit{viavia} for short, is "want to be big." Coming from the verb \textit{via}, "to want," in its duplicated form, and with \textit{levu} meaning "big," "great" or "large," it is a verbal invective employed to sanction those who are perceived to be aspiring to appear "bigger" or "more important" or to be "more than what they are." English synonyms for the word \textit{viavia} provided by students included "fancy" and "too much," with the English terms themselves occasionally enlisted as well by students.

\textit{Viavia} and the above English equivalents were noted as being used in a variety of contexts in and out of school. For example, it could be used to admonish a child for disobeying an adult, in which case it is a specific commentary on the child's attempt to act as if he or she is older than his or her chronological age and is, thus, overstepping his or her bounds as a child. In the context of peer group usage in schools related to academic performance, \textit{viavia} could be used both in the context of errors and in response to correct answers. In either context it was usually a response to the academic performance of students who had no pattern of academic distinction, or students that classmates deemed academically "average." Another term students used in response to errors was \textit{siosio}. \textit{Siosio} is also used in academic contexts but primarily in the context of errors. This was a scolding term that some adults directed toward children as a critical statement on what was considered a child’s presumptuousness reflected in a tendency to question or to show excessive curiosity or inquisitiveness. Among students, as a response to errors, it was a way of communicating to average students that they would have been better off remaining silent if they could not muster a correct answer or an appropriate response and that they were foolish and presumptuous to speak. When average students are taunted with \textit{viavia} for offering correct answers, it is usually when their answers are in response to questions that are considered difficult or when an answer is particularly well-crafted. They are, in effect, being told that they are "showing off." Moreover, because such students were not recognized as having a pattern of high academic achievement, they were considered upstarts who did not actually know as much as their exceptional answers would suggest. As Timoci, a high-achieving Form 2 Fijian male explained it, the term is directed toward students who "want to act like they know everything but actually they don't." Timoci was puzzled when I asked if the term was directed at high-achieving students such as himself, offering a quizzical denial. However, Timoci was also a quiet, unassuming student who downplayed his academic performance and deliberately avoided drawing attention to himself. This was considered the proper protocol for a high-achieving student in this school and one which, as will be described, most high-achieving Fijian males adopted. Had Timoci behaved in ways that made his higher academic standing conspicuous, he would have faced the same charge, but obviously from a different context from that of an average student perceived by others as aspiring toward greatness.
The verbal repertoire that students enlisted in response to academic errors included a variety of other terms. These included *ulukau*, or "blockhead" (literal translation: "wood head" with *ulu* meaning "head" and *kau* meaning "wood") and a more recent variant—*natikau* with *nati* literally meaning "nuts." Another term used was *lialia* meaning "crazy" or "mad." These terms were usually reserved for the most illogical answers. Students also bluntly called out "calacala!" ("wrong!") or shouted "sega!" ("no!") in Fijian. At times, they channeled or imitated the rebukes and directives of teachers, telling classmates that they were giving "foolish" answers, that they needed to concentrate, that they should think before speaking, that they should pay attention, or that they should "try again." However, students who were the subject of such reprimands could, in turn, call out "viavia!" to the commenting student for assuming a position of critical authority toward a peer. Occasionally students responded to the errors of classmates by correcting them out loud, often in a collective chorus. Teachers often tacitly accepted corrections offered collectively by the class in response to a student’s errors even if such corrections had not been solicited.

Teasing in response to academic performance and non-performance took other forms as well. Some slightly above average students indicated that when they gave "good answers" in class, particularly in response to difficult questions and when they were selected after raising their hand, other students would taunt them by remarking on some personal physical characteristic of the student who provided the impressive answer. For example, a boy with a short-cropped haircut would be called "monk!" by his peers immediately after providing an exceptional answer during a classroom lesson, or a student with slightly pronounced ears might be called "big ears!".

Another term indirectly tied to the actual academic behavior of students was *soli maka*, a charge leveled against students perceived as seeking to attain high marks by currying favor with a teacher and appealing to the latter’s good nature. The literal English translation is "give marks"—from *soli* meaning "to give" and *maka*, being a Fijian corruption of the English word "marks" or points and grades. As the general equivalent of the concept of “brown nosing,” the term is confined to calling out students for seeking to stand out among their peers in the eyes of a teacher, particularly through being of special assistance, for example, helping the teacher distribute or collect textbooks during a lesson. If the student is selected to perform an errand or task, his or her performance of said task will go relatively unnoticed. However, if a student volunteers to perform such helping tasks, and especially if he or she exhibits enthusiasm in doing so—immediately hopping to his or her feet and dashing over hurriedly from his or her seat to assist a teacher struggling to post a map on the board or to carry a heavy stack of books or other supplies—the term would be directed to the student by one or two classmates. The notion is that the student is attempting to win high marks from the teacher or to work for them through non-academic endeavors or to have a teacher who is pleased by a student’s actions “give marks” away rather than having the student earn them legitimately through their academic performance.

Quite apart from being perceived as devious, this was negatively evaluated behavior for two reasons. First, peer groups place emphasis upon orientation toward other peers. In a society where relations between teacher and student, and youth and adults in general are characterized by well-defined social boundaries and minimal substantive social interaction—compounded in contexts where adults are in special positions of authority—peer group solidarity is strong, while initiating a one-on-one encounter with an adult is generally assessed unfavorably by youthful peers as presumptuous behavior. Such behavior as volunteering to be of service to a teacher, especially when no assistance has been called for, involves initiating a one-on-one encounter with an adult and authority figure and implicitly involves tuning out one’s peers—behavior in conflict with a peer-centered orientation. Second, it involves acting as an individual to win the favor of someone in the position to give rewards. Thus, it is perceived as an attempt to surpass other students and is, therefore, an example of individualistically competitive behavior. Any student could have the term directed at them for exhibiting the described behaviors. It was not reserved for average students or below average students who would be perceived as needing a means to boost their marks by attempting to garner the approval
of teachers. The highest-achieving students tended not to have such charges leveled against them only because such students tended to make efforts to remain as inconspicuous as possible. However, when such students did engage in certain helping behaviors toward teachers, classmates were just as willing to direct the term to them.

Not all Fijian peer groups engaged in these types of teasing behaviors. As noted, particularly among the few high-achieving and slightly above average students at Ciwa Secondary, there was very little, if any, academic peer pressure. For these groups, academic-related teasing tended to be confined to contexts of playful competition and good-humored challenges of exceeding the other person's marks on the next assignment or examination. The teasing patterns described above were reserved primarily for average and below average students, particularly males, who attempted to assume the role of a "smart person" by performing well in class. One average student who experienced this type of teasing indicated that the term was used for someone who "wants to be a smart person" as distinguished from a high-achieving student who is considered to be genuinely smart. In other words, this teasing is not only an attempt to humble all students, including high-achieving students for displaying their knowledge, but is a way of informing average students that they have stepped out of the bounds of behavior expected of them based on their record of performance. In this sense, this form of teasing potentially perpetuated the average performance of students with average levels of academic achievement. Students appeared resistant to academic mobility, apparently disapproving of students' attempts to move beyond their academic status as average achievers. Some average-performing students who attempted to challenge their academic standing, which their classmates assumed was a fixed status, received the most jeers and sneers from their peers, particularly in the face of academic errors. Such students were also accused of cheating or copying their answers from other students or have others contend that the teacher made a mistake or favored the student, giving more marks than they deserved. These were charges that were made after students received test papers or quizzes back and were avidly inspecting each others' papers and comparing answers and points.

9. Some Effects of Academic Teasing at Ciwa Secondary School

The strongest support for a claim that academic teasing may have been affecting academic performance at Ciwa Secondary, particularly in perpetuating average or below average academic performance for some students, was in the statements from students themselves. Some indicated an occasional inclination to deliberately under-perform to avoid outperforming their peers and so avoid any resultant teasing. Classroom observations also revealed a strategy developed by some average students in anticipation of teasing at the hands of students for their mistakes and possibly in response to their correct answers during oral lessons: silence. Several students had a pattern of sitting silently and staring vacantly at their teacher when called upon to answer a question. This often precipitated sharp castigations from teachers before they moved on to another student. Students, for their part, usually gazed expectantly at the silent student—who was often the epitome of humility in their silence. While for the lowest-achieving students, silence was often a function of not having an answer because homework had not been completed, or they had not been following along or were challenged in understanding the lesson and so were not clear as to what was expected of them. Guessing in response to questions from teachers was not considered an option by these students when a major mistake would likely evoke laughter and other reactions from classmates or a verbal dressing down from the teacher. In other instances in which students responded with silence when called upon, students remained silent even when they had an answer to the question. There were instances, for example, when other students, usually a high-achieving Fijian girl sitting nearby, whispered an answer to a Fijian male who remained reluctant to repeat the answer. In most such instances, students received the answers offered without taking their gaze from the teacher and repeated such donated answers solemnly. The students who received such academic support were typically among the lowest-achieving students who other students were aware were in need of assistance.
Silence was a strategy with the least social costs in terms of ones standing among peers, even if it readily invited rebukes from teachers. Students rarely reacted strongly to the silence of their peers. In contrast to other behaviors associated with classroom performance, there were no specific words students used in response to the silence of another student; he or she may generate some titters and curious glances in his or her direction. Still, because silence is an acceptable response, particularly for young people in various social contexts and particularly as a mark of deference in the presence of adults within Fijian culture, it exacted fewer negative sanctions from students in the classroom.

Then there were the instances where non-performance was a form of playful mocking of hand-raising as classroom ritual. Several students, who acknowledged during interviews that they often raised their hands despite not knowing answers to questions posed by teachers, explained that when they saw their friends raising their hands that they did the same in order not to feel left out. The opposite also occurred. Students often scanned the room with sideways glances before raising their hands. Occasionally, a lone student, upon finding that he or she was the only one raising their hand in response to a question or after a teacher had asked "a show of hands," might bring his or her hand down quickly. Or a student might extend his or her hand in the air, obviously starting to raise his or her hand, then after scanning the room for less than a second and finding themselves the only one raising their hand, sliding their hand down the back of the neck and around the collar as if to give the impression of merely stretching. As a result, at any given point in time, there was a sea of hands raised or none raised at all. Rarely were one or two hands raised alone. When teachers would follow a question with directions to "Raise your hands!" or "Hands up!" several hands would fly up without hesitation. Often as soon as the teacher selected one of the flailing hands, instead of answering the question, the chosen student would break into a fit of giggles. This was particularly the case in the class of a teacher where hand-raising was invoked to the point of promoting a virtual trained incapacity in students. In this class, students were regularly visually ushered into raising their hands by the teacher, who often responded to the collective silence of students with hands at their sides by walking around the room, shouting "Put those hands up! You know the answer!" while flailing her own hand in the air for emphasis. In many instances, students would stare blankly at her. In other instances, one hand would gradually rise, then, immediately, other hands would fly up one after another. As soon as she selected a student, he or she might stare silently at her or laugh without providing an answer.

10. Conclusion: Teasing and Academic Peer Pressure
Teasing behaviors figured prominently among student concerns about school life. When I inquired of students during interviews about what they liked least about school, many were quick to mention teasing, including academic-related teasing. It was apparent in the case of some students that teasing was detracting from the learning process, contributing to minimal volunteering and outright silence in the face of questioning from teachers in the classroom. The risks associated with making mistakes as well as to "show-off" one's knowledge, or to pretend to have knowledge that one was presumed by other students not to have, presented conditions that modified the extent to which some Fijian students felt comfortable engaging in the types of academic displays encouraged in formal classroom lessons. The result in some instances was silence or other forms of non-performance.

Yet, teasing behaviors and other forms of academic peer pressure were not necessarily the pervading response to academic performance for all students at Ciwa Secondary School. Peer groups varied in the extent to which they harnessed teasing as a sanction and leveling mechanism. Students of average and below average academic performance described a schooling experience marked more by teasing and other forms of academic peer pressure than the highest-achieving students. The latter groups tended to occupy the margins of Ciwa’s peer culture as relatively inconspicuous and invisible students rarely participating in classroom teasing protocols and academic peer pressure, and more inclined to offer mutual praise for academic achievement and encouragement in the face of academic difficulties.
Nor was teasing and academic peer pressure constantly on display. There were lulls in the teasing phenomenon in which students were able to answer questions devoid of any notable reactions and lessons proceeded smoothly enough. In effect, there were many occasions when Fijian males with records of average academic performance answered questions with interest and without commentary from their peers in the face of mistakes or correct answers, or when Fijian females with a record of average performance were able to focus on performing academically in the absence of concerns about the potential social rejection of their female peers. It was these moments devoid of any meting out of negative sanctions toward academic performance that created the openings for average students to take the risk of performing. Yet, in many such instances, the willingness of students to volunteer answers hinged on the fact that they were answering from a stock set of answers derived from conferring with peers sharing homework answers or doing homework assignments together before, or during class. Or else the questions were particularly basic ones to which almost all students could respond. As students called out answers, they became inconspicuous in a chorus of voices. In some instances, fellow students would repeat the answers offered by one or more high-achieving students who volunteered the lead in calling out answers to a question, in a free-loading effect. Thus, performance was less complicated in contexts where there was no evident or conspicuous surpassing of each other. Yet, students were not always positioned to confer over homework answers before a lesson. Nor were the questions posed by teachers always easy for them. It was the novel answers suggesting imagination or originality, correct answers in response to difficult questions that had been left unshared with others, or relatively high marks on examinations or papers, that became the source of forms of academic peer pressure outside of the teasing in response to errors.

Teasing in relation to academic performance, particularly among males, served a variety of functions in the classroom. The most apparent function was as a commentary on the academic incompetence of the student being teased. As noted, mistakes that earned a student teasing were usually major gaffes that were considered reckless, absurd, showed that one was not paying attention in class, or any mistakes that were particularly obvious to the majority of the class. Overt teasing associated with high academic performance among male students was often an indirect sanction directed toward average students about overstepping their academic bounds. Consistently high-achieving Fijian male students and Fijian females were generally spared this teasing not only because their peer groups did not employ academic-related teasing, but because their peer groups did not place limits on their academic achievement. With reference to gendered differences in academic-related teasing, Fijian girls did not engage in academic peer pressure in the same manner nor to the same degree as did males. Fijian females engaged in less overt teasing in the classroom than did males. Fijian girls also expressed a higher degree of personal independence from their peer groups as potential sources of academic peer pressure. During interviews, more girls than boys, for example, suggested that they could ignore the opinions and jealousies of their peers concerning their academic performance. Still, Fijian girls of average academic performance exerted more subtle forms of academic peer pressure both inside and outside of the classroom.

Teasing as a sanctioning device was part of a general peer group orientation in this predominantly Fijian secondary school that fostered average academic performance. The sharing or pooling of answers and information appeared to play a role in eventuating in a certain stability in examination scores within peer groups for certain academic subjects, such as social science, as students memorized the same answers, in some cases word-for-word, when studying together and preparing for their examinations. Students of a given peer group often had roughly comparable scores on examinations in such subjects.

Other variables contributed to patterns of average academic performance. Many Fijian students at Ciwa Secondary faced a number of other challenges that led to average academic performance. These conditions included limited financial resources with which to purchase school supplies and minimal to non-existent encouragement toward academic excellence in a school already defined by staff and the wider community as a working-class “low-achieving school.” Sharing homework, and the
peer pressure associated with it, would preoccupy students less at a school where most students were in a more auspicious position to complete their homework on a regular basis and where high academic expectations of students were expressed among school staff as part of the collective ethos of the school. Ultimately, academic related teasing and peer pressure that constituted academic leveling mechanisms at Ciwa Secondary must be considered as compounded by such factors.

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Abstract

The Study aimed to identify the commitment level of Special Education programs in Jordan by person- centered Planning. The sample of study consisted of (62) centers and institutions of special Education, from them (25) with intellectual disability, (15) with hearing impairment, (10) with visual impairment and (12) with motor disability. To achieve the aim of the study, the person- centered planning scale was constructed, and then it was validated, then it was administrated on special education programs, then the results were analyzed. The results had indicated that the level of commitment of the special education programs with the person- centered planning in total score and in all domains was very low. The study recommended a number of field and research recommendations.

Keywords: Person-centered planning, person with disability, self-determination, special education programs, Jordan.

Introduction

The term self-determination and the similar terms, such as: Autonomy, Empowerment, and Consumer–Direction appeared since (1975) as central terms and concepts in the services of disability. Depending on supposition that all adult individuals- including people with disability can control their life, and they have to be given that right. The researches assured this supposition, and also assured the necessary benefits from saving shaped of different supports of self- determination, including the increasing participation in support services, improving the community status and quality of life of children and youths with disability (O'Brien, Revell & West, 2003).

The successful individuals are distinguished in their life that evaluate their needs and choose their objectives, and lay practical steps to achieve them and execute them, then they watch their performance, and lastly they modify their objectives (Powers, 2010), and we can support achieving that by applied person-centered planning.

Recent literature also assure the strong relationship between person- centered planning and self determination, as self determination is considered the corner stone of Person - Centered Planning and the basic feature that distinguished it and built on (Kaehne, 2009; Sprague & Hayes, 200; Gills, 2011). In addition to its assurance of the importance of person – centered planning, where the usage of this approach leads to empowerment of the person with disability to participate in laying his educational, vocational and transitional plan. This approach serves as a means of acquainting individuals with disabilities and their families with service of the vocational qualification and connecting them with that. And may also assist in developing individual awareness with his strength, weakness and feeling
with self efficiency. And achieving a the quality of life (King, Baldwin, Carrie & Evans, 2005; Hasanain & Ghiloni, 2003).

In other hand, the person-centered planning appeared as an independent approach in the Northern America in the terminations of eighties. Its development was affected by a number of factors, including inconvenience with the use of the individual educational program plans, consequence of the social developments and mainstreaming movements (O’Brien & O’Brien, 2000).

Some references use this term to indicate to the approach in which the person with disability is the director of the rehabilitation program, or the approach which concentrates on the family, and it is a whole model build on the individual strength, and on his empowerment (King, et al., 2005), and there is a number of person- centered planning models, and from these models there are the Essential Life Planning (ELP), Planning Alternative Tomorrows with Hope (PATH) and Making Action Plans (MAPs) (O’Brien & O’Brien, 2000), and all of these models provide to the individual an opportunity to Co-Determination and participation in responsibility and control his life (Karlsson, 2007).

The person- centered planning approach became a widespread in the field of individuals with disability rehabilitation (Hasanin & Ghiloni, 2003). This approach concentrates on the importance of individual intervention to fulfill the individual's own needs (King, et al, 2005) and it is considered an approach to develop shapes of support and individual service of adults with disabilities. Builds on his strengths, and concentrates on self – determination (Gervey & Dickel, 2009), through presenting a group of alternatives to choose from them depending on his wishes (Kaehne, 2009). And this approach adopts the following basic beliefs: The individual is the center of planning and close persons to him are the basic dominators on the trend of his life, This type of planning urges the community participation in presenting support to the individual (Amado and McBride, 2001), And it indicates that it must to take in consideration the establishing the Person - Centered Profile PCP. And designing a cover for the Personal Profile, so that it includes a special feature of the individual, and this feature may be a picture, a drawing, or a song (Smull, 2002)

One of the examples of person – centered approaches is the approach of person future planning (PFP) which is an operation assists individuals on describing their life now, and what do they hope to achieve in the future. This operation is done by using a series of maps, and developed visual registers from the person and important individuals in his life (Graham & Mascia, 2005).

The usage of this approach leads to empower the person with disability to participate in laying his vocational and transitional plan, and this approach also serves as a means to identify the individuals with disability and their families with the vocational qualification services and connecting them with it (Hasanin & Ghiloni, 2003), moreover it may lead to the individual's awareness with points of his strength and weakness and feeling with self competence (King, el al., 2005).

Fullerton & Coyne (1999) found that students suffering from autism were more able to perform the necessary procedures of planning for (62% of participants) were able to achieve their objectives, and they initiated with bigger discussion for their objectives at home. And some students participated in person- centered behavior towards their objectives, and faced four challenges: time of understanding, integration of information, organization, and planning for what is unexpected in the world.

And Powers, et al. (2001) investigated the effect of a developed program in increasing participation of the individuals with disability in planning for transition, awareness of the plan, empowerment, and participation in the transitional plan. Results indicate that the students who receive training show significant differences in participation in the educational planning and in empowerment level.

Trainor's (2005) study aimed at identifying the perceptions of students with learning disabilities related to self- determination and their behavior during transition planning operation. The results indicated that students from different groups indicated that they are the main persons in transition services, and not their teachers or fathers, and the planning operation takes their wishes and preferences in consideration.
In another study, Martin, et al. (2006), had aimed at identifying the effectiveness of person – centered educational plan, which insisted to increase participation of students with disability in the meetings of person- centered educational plan. The sample consisted of (130) students in the secondary stage, who were randomly selected. And the results indicated that after the termination of the program, students showed an increase, in the time, in which they talked during the plan meetings, and they also participated effectively, and led the meetings of the person- centered educational plan.

Also Wehmeyer, palmer, Soukup, Garner & Lawrence (2007) conducted a study, aimed at specifying the role of self – determination in the effective participation of students in the person-centered transition plan. The results indicated that self- determination is a strong predictor with realization and skills connected with person- centered planning for transition, and the success of transition planning connects with realizations and practical skills, which the team of person – centered educational program follows, and with objectives and decision – making, in addition to the most abundant constituents of self – determination and relation with realizations and transition planning skills are self- regulation, self- awareness / self – realization.

In spite of the modern educational literature presentation of scientific evidences on the positive effect of the person- centered planning, and self- determination in improving quality of life, and improving results of transition to the stage of adulthood, there are no Arab or local studies studied that. And there are no information related to practices of person – centered planning in the special education programs in Jordan.

The suffering of persons with disability leads from clear decrease in opportunities and services offered to them, as a result of their suffering from partiality and invisibility, to decrease of their opportunities in participation in planning for their special programs and self- determination, and taking their personal decisions and choice. Therefore, it is a must to concentration on this class of the community: because making them participate in planning for their special programs and self-determination will make them more effective and stronger in the community, and this will improve the quality of their life through developing independence of behavior and self – reliance, and so changing the negative community trends represented in the prevailing normalizing outlook for persons with disability, that they are of less value and effectiveness.

Due to what was formerly said, and in harmony with the present local trends represented in the concern with the individuals with disability, which was crowned with issuing the rule of persons with disability, which included plenty of items bidding respect of persons with disability rights, dignity, freedom of their choice, respect of their special life, their right in participation in setting plans, programs and making their special decisions. The emergence of person- centered planning as the best practice for the students with disabilities necessitates conducting study to penetrate into the interiors of a significant issue, it is the person centered planning to the special education programs in Jordan, which concerns about persons with disabilities, for they are need to depend this type of planning, aiming at improving their self- determination, their state and position in the community, and also improving the quality of their life.

This study aimed to identify the commitment level of Special Education programs in Jordan by person- centered Planning, and that will be through answering the following research question:

1. What is the commitment level of the special education programs in Jordan with the person-centered planning?

Method
Population and Participants

The population of study consists of all centers and Institutions of special Education in Jordan, which offers educational services to the individuals with disability, and their number is (110) centers and institutions (The Higher Council for Persons with Disability, 2012). The sample consisted out of (62) centers and institutions from the centers of special education and its institutions. Ten of them for
persons with visual impairment, fifteen for persons with hearing impairment, twenty five for persons with intellectual disability, and twelve for persons with motor disability, and it selected in a purposeful way. Table (1) clarifies the disability variable.

Table (1): Distribution of individuals sample centers and institutions of special education due to type of disability variable.

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual disability</td>
<td>25</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>15</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>10</td>
</tr>
<tr>
<td>Motor disability</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
</tr>
</tbody>
</table>

**Instrumentation**

Person – centered planning scale was developed to identify the extent of applying programs of special education for persons – centered planning. This scale, in its final form, consisted of four dimensions, covering (forty one) items. These dimensions are: preparations and readiness for person-centered planning (items: 1-15), executing the sessions of person-centered planning (items: 16-29), following up the person – centered plan (items: 30-34), and planning with drawings and personal profile (items: 35-41); then an individual meeting is made with the special education institute director, and the items are recited to him he chooses the answer, which corresponds his institute, at a 5 point Likert -type scale (1=always, 2=almost always, 3=usually, 4=almost never, 5=never).

To establish the content validity of the instrument, eleven arbitrators were asked to review the items and provide feedback to authors. item were revised until there was 100 % agreement among the arbitrators on both the content validity and the wording of each item. And also the method of building the scale, its procedures, and the sources from which the items were derived, are considered an additional evidence of the validity of the scale.

The reliability of the scale was determined by using two methods: first, Reliability by test-retest; for it was a administered on ten of special education institutions, then it was a administered once again after ten days, deduction of stability quotient of scale dimensions and the total scale. Second, Reliability of internal consistency by using Cronbach’s alpha to the individuals of the sample of study. Table (2) illustrates the reliability of scale dimensions and its total scale.

Table (2): Reliability results of the person – centered planning scale and its whole

<table>
<thead>
<tr>
<th>Scale Dimensions</th>
<th>Stability Quotient</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation &amp; readiness for person- centered planning</td>
<td>0.97</td>
<td>0.80</td>
</tr>
<tr>
<td>Executing sessions of person – centered planning</td>
<td>0.91</td>
<td>0.86</td>
</tr>
<tr>
<td>Follow up of person – centered planning</td>
<td>0.98</td>
<td>0.83</td>
</tr>
<tr>
<td>Planning with drawings, and personal profile</td>
<td>0.78</td>
<td>0.92</td>
</tr>
<tr>
<td><strong>The total scale</strong></td>
<td><strong>0.94</strong></td>
<td><strong>0.92</strong></td>
</tr>
</tbody>
</table>

It is noticed from table (2) that reliability of scale dimensions and its whole extent are fit for the study purposes and reflecting good levels of consistency.

**Procedures**

To achieve the aim of the present study and answer its question, the following procedures were taken:

- The researchers prepared the study scale to collect data from the sample of study.
• The researchers administered the scale of study on an exploratory sample; to be sure of clarity of seals and their fitness, on five of the special education programs, and the scale of study was amended due to the experiment.

• Three persons, holding the master degree in special education were chosen, and trained on the scale of study and the machinery of administrating it, for assistance in administrating the scale of study.

• The scale of study was administrated on the sample of study, and the application was done by the method of individual meeting with the institutes of special education directors.

• After the termination of administrating the scale, the sample individuals data was evacuated, and statistical analysis was done to it, through using the statistical packages of the social science (SPSS), to do the descriptive analysis, and answering the enquiries of study.

Results
To achieve the aim of study formerly indicated, means and the standard deviations were calculated to the extent of commitment of the special education programs with the person – centered planning as a total scale, and to every dimension of the person – centered planning scale dimension. And they were regulated due to their relative importance depending on the mean of grades. And to specify the level of commitment of the special education programs with the person – centered planning. The following scales were adopted: The averages which decrease from 1.8 indicate to a very low level of commitment, the averages amounting from 1.8 to less than 2.5 indicate to low level of commitment, the averages amounting from 2.6 to less than 3.4 indicate to a medium level of commitment, the averages amounting from 3.5 to less than 4.2 indicate to high level of commitment and, finally the averages amounting from 4.3 to 5 indicate to a very high level of commitment.

Table (3): The means and standard deviations for the person – centered planning scale dimensions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning with drawings &amp; personal profile</td>
<td>1.13</td>
<td>0.21</td>
<td>Very low</td>
</tr>
<tr>
<td>Following up the person – centered plan</td>
<td>1.2</td>
<td>0.22</td>
<td>Very low</td>
</tr>
<tr>
<td>Preparation and readiness for the person- centered Planning</td>
<td>1.48</td>
<td>0.30</td>
<td>Very low</td>
</tr>
<tr>
<td>Person – Centered Planning sessions execution</td>
<td>1.59</td>
<td>0.34</td>
<td>Very low</td>
</tr>
<tr>
<td>Total</td>
<td>1.429</td>
<td>0.25</td>
<td>Very low</td>
</tr>
</tbody>
</table>

It is clear from table (3) that the commitment level of the special education programs with the person – centered planning as a total scale, and in all its dimensions was very low for the whole grades average amounted to (1.429). And also the averages of dimensions had amounted between (1.13) and (1.59), and it expresses about a very low level of commitment with the person – centered planning.

Discussion and Recommendations
The study aimed to identify the level of commitment of the special education programs in Jordan by the person centered planning.

Results revealed that the level of commitment of the special education programs with the person – centered planning as whole extent, and in all its dimensions was very low, for the average of the whole grades amounted to (1.429). And also the averages of the dimensions had amounted to (1.13) and (1.59), and it expresses about a very low level from the part of commitment with the person – centered planning. This result differs with what Mason et al, (2002) study deduced by the effective participation of students and their families in the person – centered planning, and differs with Trach, et al. (2000) study, which indicated that (64%) of students with the disability attend the meetings of the
individual educational program. And also differs with what Trainer's (2005) study deduced, and indicated that persons with disability are primary in planning for their services, and planning takes their wished and preferring in consideration.

From other side the present study agrees with Williams & O'leary's (2004) study, which indicated that students do not effectively participate in the planning process, and also agrees with what Hassanain (2003) indicated to low applying of person – centered planning, for the unavailability of enough awareness and understanding with his concept. And the present study also agrees with Thoma’s (2001) study, which indicated not to support student's preferring and concerns during planning to the individual educational program, and Trainor's study (2007), which indicated not to make students with disability participate in the individual plan.

This result is considered logical because we are not in Jordan preparing teachers with skills to apply this type of planning and in all its dimensions, specially that this concept is new to special education programs in Jordan, in addition to the negative attitudes towards individuals with disability and low expectation about their ability to participate in the planning at all its stages beside to what LeRoy, et al. (2007) indicated of the difficulty of applying the person – centered planning, and availability of difficulties facing the team of person – centered planning in running the discussion, in addition to the cultural difficulties, opposing the person – centered planning.

Depending on the results of this study, There is an urgent need to Jordanian policy makers, practitioners in the field and teacher trainers to consider the topic of person-centered planning. And should seriously pay attention for this vital domain include the need for more teachers training in person-centered planning skills. We also recommend further research to explore obstacles of applying person-centered planning and conducted qualitative research to achieve in-depth knowledge regarding person-centered planning.

Reference


Tongue Root Harmony in North Jordanian Arabic: An Optimal Domains Theory (ODT) Analysis

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Abstract

Tongue root harmony in Arabic has been discussed by many scholars over the years. Kenstowicz (1981) tried to account for tongue root harmony in Palestinian Arabic within autosegmental theory. He suggested a suprasegmental harmonic feature to be represented on a separate tier. Alghazo (1987) proposed a non-linear solution for tongue root harmony in Jordanian Arabic within underspecification theory.

This paper attempts to provide an account of tongue root harmony in North Jordanian Arabic (hence forth NJA), a dialect spoken in the northern parts of Jordan, within the principles of the Optimality Domains Theory (ODT). The innovation presented here is that harmony is discussed through the Optimality Domain Theory (ODT). Besides being a native of NJA himself, the researcher verified the data by asking participants from the region to pronounce the words needed for the study. To explain vowel harmony, the researcher pointed out the constraints of the syllable structure of the same dialect to come to a conclusion about tongue root harmony in this dialect. The analysis concluded that there are several constraints on tongue root harmony that have to be obeyed in order to arrive at the correct outputs of the phenomenon of tongue root harmony.

Introduction

Stemming from Optimality Theory (OT), (Prince & Smolensky, 1993; McCarthy and Prince, 1993, 1994) Cole and Kisseberth (1994) introduced the Optimal Domains Theory (ODT) to account for languages which allow for harmony spread. In addition, this paper uses the generalized alignment model put forth by McCarthy and Prince (1994b). In Optimal Theory, (henceforth OT), (Prince and Smolensky, 1991, 1993) constraints of faithfulness demand that the output be as close as possible to the underlying representation. When Faithfulness is obeyed, according to OT, surface and underlying forms should be identical all the time. However, this is not really the case in any language; in most languages, underlying representations undergo several transformations or rules (to use traditional terminology) and surface in new forms or shapes. In other words, constraints of faithfulness are violated under OT. To solve this problem, OT allows for the ranking of universal constraints above faithfulness to arrive at optimal outputs. Although the generator (GEN) in OT theory allows for the maximum number of possible outputs of the underlying representation, only one of the possible candidates is selected as the optimal output. The selection of this optimal candidate is determined by the constraint ranking within the designated language.

This paper focuses on providing an Optimal Domains Theory (ODT) analysis of tongue root harmony in the North Jordanian Arabic. Traditionally, vowel harmony was treated in the Autosegmental phonology as spreading of the feature to preceding and following vowels that are allowed to receive that feature. In this paper, the discussion adopts the model of harmony in terms of...
harmony domains. Until now, most studies dealing with the vowel harmony in Jordanian Arabic have been through the autosegmental phonology. To the best of the researcher’s knowledge, there has been no published research that use ODT to analyze Arabic dialects in general and NJA in particular. Therefore, the researcher found it important to conduct such a study to add to the current literature about Arabic dialects in general and NJA in particular. As mentioned earlier, the purpose of this study is to provide an optimality domains theory account of tongue root harmony in North Jordanian Arabic spoken in the northern part of Jordan.

Related Literature
Altan (2011) Conducted a study on Turkish speakers to investigate vowel harmony, the results of the study showed that participants can learn both vowel harmony and vowel disharmony conditions that they were trained on. They obeyed the phonological rules of the condition even in their speech errors. The harmony subjects maintained vowel harmony in their errors. Vowel harmony in languages is considered as a method to reduce the muscular effort by speakers, (Lewis, 1967). Pulleyblank (2002) argues that articulatory inertia leads to vowel harmony and vowel harmony arises because languages try to minimize the resetting of articulators. Given these findings, trying to learn if vowel harmony does indeed facilitate speech production is quite justified. It is possible that a facilitative effect derived from vowel harmony can be traced to economy in speech planning.

Moreover, Sofu (2001) asserted that Turkish speakers preserved vowel harmony even in their speech errors (such asbenim-banım), which argues for the facilitative effect of vowel harmony. Also, both Walker (2005) and Kaun (2004) showed that vowel harmony was found to facilitate both production and perception, respectively. The finding that participants trained on vowel harmony made fewer speech errors supports the claim that vowel harmony facilitates language production. As Walker suggested, harmony acts to increase the similarity of nearby phonemes and facilitate speech production.

Stirtz, (2009) in his study of the vowel harmony in Gaahmg (an Eastern Sudanic language spoken in the Upper Blue Nile Province of Sudan near the Ethiopian border) noted that Gaahmg, as a language with a six vowel set, has [ATR] vowel harmony functioning in roots and spreading across morpheme boundaries. He observed several occurrences of rightward and leftward vowel harmony spreading, as well as [+ATR] quality as a distinctive feature of one morpheme. This vowel harmony process spreading left or right to all vowels unspecified for [ATR] commonly occurs in both noun and verb morphology. The [+ATR] quality is always dominant, spreading from root to suffix or from suffix to root.

The Phonological Phenomena
Traditionally known as a process of assimilation, in NJA there are certain vowels that change to back vowels in certain environments. The data in (1) below show that when the stem is (ccuc) and when we have the prefix [yi] that which makes the stem present in tense, the vowel [i] in [yi] becomes [yu] at the surface structure. Here the effect of the [u] in the stem spreads to the high front vowel. The data also shows that the high front vowel changes into [u] only when the vowel in the stem [ccvc] is back high vowel, but that when it is a high front, or a low back vowel as in (1b,c) the assimilation does not take place. Therefore assimilation or what I will refer to soon in this paper as retracted tongue root is triggered by high back vowels and emphatic consonants as will be shown later in the paper.
An interesting phenomenon takes place when the data in (1a-c) is followed by morpheme suffixes that begin with vowels. This phenomenon is exhibited in (2a-b) below.

It is seen in (2a-b) that when the stem is \((c_1c_2uc)\) or \((c_1c_2ic)\) the addition of a vowel initial suffix morpheme causes the metathesis between \(c_2\) and the vowel [u] or [i] to take place to become \((c_1u c_2c)\) \((c_1i c_2c)\). This phonetic phenomenon will be accounted for in the discussion of the syllable in NJA below.

In addition to the assimilation seen in (1a) and (2a), the data in (3) below also shows cases of assimilation (using traditional terminology) triggered by consonants rather than vowels, specifically what are known in Arabic as emphatic consonants (Kensstowicz, 1981, McCarthy 1997). I use underlining to indicate the syllables that are affected by harmony or assimilation.

**The Syllable in NJA**

In Jordanian Arabic the syllable is usually of the following forms: CV, CVV, CVC, CVVC. Every syllable in Jordanian Arabic must begin with a consonant. That is to say onsetless syllables in NJA are not allowed. In order to avoid onsetless syllables in NJA the following constraint is formulated.

\[ \ast_{[V]} \text{ Syllables require onsets} \]

This constraint is a very highly ranked constraint in NJA. As a matter of fact, it is undominated. If a word in its underlying form begins with a vowel the \(\ast_{[V]}\) constraint forces the insertion of some consonant to fill in the onset position of the word. In so doing the language violates another universal constraint within optimality theory which is the \(\ast_{\text{FILL}}\) constraint. This constraint doesn’t allow the insertion of new segments to the underlying form (McCarthy and Prince, 1993). The \(\ast_{\text{FILL}}\) constraint has been reformulated as follows:

\[ \text{DEP I-O: the output is dependent on the input. No segment should be added to the output if it is not present in the input.} \]

The tableau in (6) shows that the constraint \(\ast_{[V]}\) is ranked above \(\text{Dep I-O}\) in NJA.
In (5) above the glottal stop (a consonant) is inserted in order to avoid an onsetless syllable. Optimality theory doesn’t allow for the deletion of the initial vowel in the example in (5) because there is a constraint that bans deviation from the input; that is to say that every segment in the input has to appear in the output as well. This restriction is formulated in the following constraint.

6) Max I-O: Every segment in the input appears in the output.

The Max I-O constraint in NJA is ranked above the Dep I-O constraints allowing the insertion of the glottal stop word initially but disallowing the deletion of the high front vowel to satisfy the $*_{\text{\text{c}}}[V]$ constraint. The tableau in (7) shows this ranking relationship.

7) $*_{\text{\text{c}}}[V] >> \text{Max I-O} >> \text{Dep I-O}$

In addition the syllable in NJA as seen above doesn’t include complex onsets or codas. Hence, constraints banning complex onsets and codas are required. These constraints are as follows:

8) a. $*[\text{\text{c}}-\text{onset}: \text{avoid more than one consonant in onset position.}$
   b. $*[\text{\text{c}}-\text{coda: avoid more than one consonant in coda position.}$

The data in (9) show that in order to satisfy the $*[\text{\text{c}}-\text{coda}$ constraint the language allows for the violation of the Dep I-O constraint.

9) .

Another constraint in NJA syllable is one that allows for unstressed high vowel [i] to delete in open syllable. This constraint is formulated in (11) below.

11) $*[\text{\text{c}}[V_{\text{\text{hi}}}]: \text{High front vowels are not allowed in open syllables.}$

This constraint is ranked above $*[\text{\text{c}}-\text{onset}$ as shown in the tableau in (12).

12) “we drank” $*_{\text{\text{c}}}[V] >> *_{\text{\text{c}}}[V_{\text{\text{hi}}}] >> *[\text{\text{c}}-\text{onset}$

The final constraint in the syllable structure of NJA is a constraint that prevents deletion of any segment if it alters the underlying morphology of the word or phrase. This constraint is stated in (13) below.

13) Max morph I-O: All the morphemes in the underlying representation must surface in the output as well.
The tableau in (14) shows the ranking of the constraints in NJA with respect to Max morph I-O.

<table>
<thead>
<tr>
<th>UR fihim-na</th>
<th>*$_{el}$V</th>
<th>Max I-O</th>
<th>*$<em>{c}$V$</em>{htr}$</th>
<th>*[c-onset]</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. fi. hi’ m.na</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>b. fi’hi’ m.na</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The main purpose of this paper is to discuss the phenomenon of Tongue Root Harmony presented at the beginning of this paper. In the following section, the researcher attempts to provide an ODT analysis of this phenomenon in NJA.

**Tongue Root Harmony**

In Jordanian Arabic, harmony is a process where the emphatic consonants, those that have the feature Retracted Tongue Root (RTR), spread this feature to vowels in the word domain in which they occur. The examples in 15 show that RTR spread on all vowels as a result of the emphatic sound /X/ in Arabic. The underlined syllables have the feature [RTR]

15)

- a) Xaafat “she was scared”
  - Xaafu “they masculine were scared”
  - Xaafin “they feminine were scared”
- b) baaS “bus”
  - baaSak “your masculine bus”
  - baaShin “Their feminine bus”
- c) Saabir “he is patient”
  - Taalib “student”
- d) Darub “way, road”
  - Sabur “patience”

16)

- a) yu-ktub “he writes”
  - yu-drus “he studies”
  - yu-HruS “he guards”
- b) yilbas “he dresses”
  - Yishrab “he drinks”
  - yil9ab “he plays”
- c) yigsim “he divides”
  - Yinzil “he goes down”
  - Yislim “he becomes a Muslim”

Hence, the phenomenon seen in the above examples is that the [RTR] feature is seen on vowels in domains which include and [RTR] consonant except in high front vowels. The solution for this dilemma is found in ODT. This phenomenon is found in most Arabic dialects and has been discussed by linguists throughout the world McCarthy (1997) uses ODT to explain Tongue root harmony in southern Palestinian dialect.

In order to spread the [RTR] feature to the left or right two constraints are in order here. These constraints are:

17) **RTR-Left**
   - Align ([RTR], Left, Word, Left)
   - “Any instance of [RTR] is aligned initially in Word”

18) **RTR-Right**
   - Align ([RTR], Right, Word, Right)
   - “Any instance of [RTR] is aligned finally in Word”
But the faithfulness constraint on input and outputs states that the segment or sound should stay as faithful to the input as possible. That is to say if the segment is [-RTR] in the underlying representation then it should stay so in the output. McCarthy (1997) states these constraints as follows.

19) Stay-ATR

In tableau (20) below RTR-Left is ranked above Stay-ATR. Where the emphatic sound /S/ spreads its feature on the preceding /aa/ sound which underlying is a low front vowel /æ/ but after the spread of the feature [RTR] is pronounced more like a low back round vowel /a/. 

Tableau (20): 
20) RTR-Left >> Stay-ATR

<table>
<thead>
<tr>
<th>/baaS/</th>
<th>RTR-Left</th>
<th>Stay-ATR</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ baaS</td>
<td>✓</td>
<td>*!</td>
</tr>
<tr>
<td>baaS</td>
<td>!</td>
<td>✓</td>
</tr>
</tbody>
</table>

The Tableau in (21) shows that the constraint RTR-Right is also ranked above Stay-ATR.

Tableau (21): 
21) RTR-Right >> Stay-ATR

<table>
<thead>
<tr>
<th>/Xaaf/</th>
<th>RTR-Right</th>
<th>Stay-ATR</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Xaaf</td>
<td>✓</td>
<td>*!</td>
</tr>
<tr>
<td>Xaaf</td>
<td>!</td>
<td>✓</td>
</tr>
</tbody>
</table>

Hence, both tableaux (20,21) show that RTR-Left and RTR-Right are ranked above the Constraint Stay-ATR. That is to say, Harmony spread to the right and left is favored in North Jordanian Arabic.

The data in (15) above however show that spread doesn’t always apply to all vowel sounds. An examination of the data shows that high and front vowel block spreading to use traditional terminology. In the example Saabir the RTR feature is spread to the first syllable /Saa/ only but not to the second syllable /bir/. The same thing is seen in the word /Taalib/ the RTR feature is seen on the syllable /Taa/ but not on the second syllable /lib/. In both instances the syllable that doesn’t allow for RTR to spread to it contains a high front vowel. This calls for a constraint disallowing spread of RTR on high front vowels, where the spread comes from the left spreading on to the right. The constraint is stated below:

22) RTR/Hi & Fr

[=!*high, front, RTR]

This constraint disallows the feature RTR on high front vowels. The table below shows that if the RTR-Right is ranked above RTR/hi&fr the incorrect output is appears. (Note that underlined syllables have the feature [RTR])

Tableau (23): 
23) RTR-Right >> RTR/hi &Fr

<table>
<thead>
<tr>
<th>Saabir</th>
<th>RTR-Right</th>
<th>RTR/hi &amp;Fr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saabir</td>
<td>*!</td>
<td>✓</td>
</tr>
<tr>
<td>* Saabir</td>
<td>✓</td>
<td>*!</td>
</tr>
</tbody>
</table>

The ranking in Tableau (23) predicts that Saabir where the RTR is spread on the entire word. But this is the incorrect output therefore the ranking requires that RTR/hi & Fr should be ranked above RTR-Right. The tableau in (24) below shows the correct output for this ranking.
The high front vowel in Saabir and Taalib is also part of the underlying representation. It is not inserted or added in the output. The data in (25) below show that the high front vowel in the final syllable of the words is not part of the underlying representation but rather inserted as a result of constraints on syllabification in North Jordanian Arabic.

Tableau (25):

<table>
<thead>
<tr>
<th>SR</th>
<th>UR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surit</td>
<td>Sur#t</td>
</tr>
<tr>
<td>Sabarit</td>
<td>Sabar#t</td>
</tr>
<tr>
<td>Darabit</td>
<td>Darab#t</td>
</tr>
<tr>
<td>Talabit</td>
<td>Talab#t</td>
</tr>
</tbody>
</table>

The Tableau in (26) shows that again the ranking on RTR/hi & Fr ranks above RTR-Right, and that harmony of high front vowels is disallowed in such positions.

Tableau (26):

<table>
<thead>
<tr>
<th>Darab #t</th>
<th>RTR/hi &amp;fr</th>
<th>RTR-Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>→Darabit</td>
<td>√</td>
<td>!</td>
</tr>
<tr>
<td>Darabit</td>
<td>!</td>
<td>√</td>
</tr>
</tbody>
</table>

As for the ranking of RTR-Left and RTR/hi & Fr, The data shows that RTR-Left is ranked above RTR/hi & Fr allowing for high front vowels in the initial part of the word to obtain the RTR feature. The tableau in (27) shows the ranking of these two constraints.

Tableau (27):

<table>
<thead>
<tr>
<th>Yi#Drub</th>
<th>RTR-Left</th>
<th>RTR/hi &amp; Fr</th>
</tr>
</thead>
<tbody>
<tr>
<td>→yuDrub</td>
<td>√</td>
<td>!</td>
</tr>
<tr>
<td>YiDrub</td>
<td>!</td>
<td>√</td>
</tr>
</tbody>
</table>

Summary

This paper has shown that tongue root harmony in north Jordanian Arabic is realized as a result of the interaction of a set of constraints of alignment that work together to stay as faithful to the underlying representation as possible. The constraints of alignment are …

- **RTR-Left**
  Align ([RTR], Left, Word, Left)
  “Any instance of [RTR] is aligned initially in Word”

- **RTR-Right**
  Align ([RTR], Right, Word, Right)
  “Any instance of [RTR] is aligned finally in Word”

- **RTR/Hi & Fr**
  [=^[high, front, RTR]
Conclusion
This discussion of ODT to explain vowel harmony in Jordanian Arabic is the first attempt by an Arab linguist to explain vowel harmony in this manner. The constraint and constraint ranking in this paper are unique to NJA. Attempts should be made to rank these constraints for vowel harmony in other Arabic dialects. Then, a comparative study can be done.

References
Knowledge Management Processes and their Impact on Organizational Performance "An Empirical Study in the Mining Companies in Jordan"

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Abstract

This study aimed at investigating the Knowledge Management (KM) processes and their impact on organizational performance within the context of the mining sector in Jordan. KM processes within the context of this study includes creation, acquisition, organizing, usage, archiving and sharing. With respect to the organizational performance, the focus of this study was on the size, quality, speed and the cost of performance. Data was collected using a questionnaire. 200 questionnaires were distributed and 182 were collected and analyzed. Based on the outcomes of multiple regression and stepwise regression, it is revealed that knowledge organizing & sharing have no significant statistical impact on organizational performance within the context of the mining sector in Jordan. On contrast, knowledge usage, creation, archiving and acquisition can significantly influence organizational performance within the context of the mining sector in Jordan. The KM processes proposed and tested in this study explained 63% of the variance in organizational performance which in fact call for more attention to KM implementation as an effective mechanism to improve organizational performance.

Keywords: Knowledge Management, Processes, Organizational Performance, Usage, Creation, Acquisition, Archiving

1. Introduction

The new business environment is mainly driven by technological development and continuous introduction of new management theories and paradigms such as Knowledge Management (KM) which has been recognised as an important tool for the running of businesses more successfully (Lee & Choi, 2003). Some argued that the main competitive advantage of the 21st century’s organizations is its ability to effectively utilize its knowledge resource (Wong and Aspinwall, 2006). This advantage over business rivals will be only gained by the organizations that are able to attain and use new emergent knowledge successfully (Sherif et al, 2006; Davenport and Prusak, 1998). Drucker (2001) pointed out that knowledge is becoming the most significant factor for today’s organizations by replacing some of the traditional elements of economic power such as capital, labor, equipment, machinery and raw materials. Moreover, using the growing individual knowledge is a clear strategy to develop a continuous organizational learning that can lead to better performance (Nonaka, 1998). Wong & Aspinwall (2004) argued that effective KM has become a key strategy for improving organizational
performance since suitable management and application of knowledge can assist organizations to be more creative, intelligent and better able to adapt to an ever changing business environment.

Based on this argument, the concept of "(KM) processes" has emerged as a way to break down and understand the concept of KM, which may involve identifying valuable information and the way to use them in a cost-effective manner. KM processes might be seen as the processes in which individuals, teams and organizational subsystems interact, create, store, share, and effectively use knowledge. Effective organizational environment and KM processes should increase the quality as well as the quantity of both explicit and tacit knowledge of individuals, teams and the whole organization (Sanchez and Palacios, 2008.). KM processes also might be seen as an effective mechanism to continuously transform tacit knowledge into useful and applicable explicit knowledge. However, despite the potential benefits that can be gained from utilizing KM in the workplace, there have been few studies analyzing the way in which organizational performance can be influenced by KM processes. A comprehensive review of these studies revealed the lack of studies within the context of Arab organizations, and here comes the contribution of this research study. Thus, this research will seek to evaluate the perception of employees concerning KM processes and to explore the impact of KM processes on organizational performance.

2. The Importance of the Study

The importance of this study stems from the importance of knowledge as an important organizational component that must be diagnosed and used efficiently and effectively to make decisions and solve problems. Additionally, this study seems significant due to the importance of the theme of KM processes and their potential impact on the performance of organization and it is competitiveness in a rapidly changing knowledge-based business environment.

Moreover, the subject of KM processes is still a recent issue within the context of Arab management literature including Jordan. This study also derives its importance from its potential contribution to draw the attention of decision makers in the Arab organizations about how to activate the processes of KM in order to improve the level of organizational performance. This study, according to the researcher's knowledge, might be one of the few studies that explored the issue of KM processes within the Jordanian environment. Therefore, it might be seen as a starting point for academics to be relied upon in subsequent studies.

3. Problem Statement

Although a lot of non-Arabic studies have pointed out the positive role of KM and its potential impact on organizational performance, Arab management literature is still lacking the academic studies dealing with this subject. A review of the available studies revealed the vagueness of the concept of KM and the level of availability of its various operations, as well as the uncertainty surrounding the impact and the interactive relationship between KM processes and organizational performance. Since today's world is described as a world of knowledge economy, Arab organizations must seek ways to manage their knowledge effectively to fit into today's world. Accordingly, scientific research must contribute to clarify the concept of KM and its processes in order to improve the level of awareness concerning the potential role of KM towards enhancing organizational performance. Therefore, the problem of the current study is mainly to address the following question: What is the level of KM processes and the impact of KM processes on organizational performance.

4. The Study Aim and Objectives

The main aim of the current study is to explore the impact of KM processes on organizational performance. The study also targets the following objectives:
1. Review and provide an appropriate theoretical framework concerning the concept of knowledge and KM processes.

2. Identify the level of employees’ perception regarding KM processes within the context of the mining companies in Jordan.

3. Providing potentially useful recommendations to decision makers to improve the effectiveness of KM processes.

The following section will present a review of the general concepts of KM processes and organizational performance from the literature point of view.

5. Theoretical Background
KM is a new management concept that is surrounded by a lot of confusion. Thus, it is difficult to provide a clear-cut definition for the concept of KM. Different authors interpret KM concept differently, they perceive knowledge by different aspect. Shaw & Edwards (2005) view KM as the sharing, retention, utilization, and acquisition of Knowledge among individuals within, or across, organizations. KM is also seen as “the conscious and active management of creating, disseminating, evolving, and applying knowledge to strategic ends” (Deresky, 2008, p.253). In general, KM is about answering of the question “how to manage the knowledge?”. Accordingly, Tiwana (2000) simply defines knowledge as "management of organizational knowledge for creating business value and generating a competitive advantage."

Within the context of management information systems, KM can be defined as all methods, instruments and tools that contribute to the promotion of core knowledge processes (Jashapara, 2004). Within this context, Bergeron (2003: 8) defined KM as "a deliberate, systematic business optimization strategy that selects, distills stores, organizes, packages, and communicates information essential to the business of a company in a manner that improves employee performance and corporate competitiveness". Moreover, from the strategic management point of view, KM can be defined as “improving the ways in which firms facing highly turbulent environments can mobilize their knowledge base (or leverage their knowledge "assets") in order to ensure continuous innovation” (Jashapara, 2004).

Al-adaileh & Al-Atawi (2011) identified two types of knowledge including 'explicit' and 'tacit' knowledge. Explicit knowledge is the knowledge that can be explained, codified, recorded or documented, easily communicated, transmittable and shared among individuals throughout an organization (Chinowsky & Carrillo, 2007; Pitzer, 2007). It can be conceptualized and memorized in information systems, transmitted formally and systematically in the form of words, numbers, data, specific formula, manuals. Examples of explicit knowledge may include documented organizational procedures, product specifications, or official organizational publications.

Tacit knowledge is an intuitive knowledge, based on experience. It is a personalized knowledge, hard to formalize and communicate, and deeply rooted in action, commitment and involvement in a specific context. It consists technically of know-how and cognitively of schemes, mental models, ideas, ideals, perspectives as conceptions of reality (Chinowsky & Carrillo, 2007; Pitzer, 2007; Buranasin, 2001). According to Al-adaileh & Al-Atawi (2011), effective KM seeks ways to not only utilize the explicit knowledge but also to transform tacit knowledge to explicit knowledge and then create an appropriate environment to share this knowledge and use it effectively to achieve organizational purposes.

5.1. Knowledge Management Processes
In fact, previous researchers have adopted different classification for KM processes. Table 1 below provides a summary of some of the most recent classifications.
Table 1: Classification of KM processes

<table>
<thead>
<tr>
<th>Author</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mills and Smith (2011)</td>
<td>Knowledge creation, knowledge acquisition.</td>
</tr>
<tr>
<td>Mishra and Bhaskar (2011)</td>
<td>Knowledge creation.</td>
</tr>
<tr>
<td>Singh and Soltani (2010)</td>
<td>Knowledge creation, knowledge use, knowledge transfer.</td>
</tr>
<tr>
<td>Fong and Choi (2009)</td>
<td>Knowledge acquisition, knowledge creation, knowledge storage, knowledge</td>
</tr>
<tr>
<td></td>
<td>distribution, knowledge use, knowledge maintaining.</td>
</tr>
<tr>
<td>Lettieri et al (2004)</td>
<td>KM cycle in non-profit organization, storage, retrieval, diffusion and</td>
</tr>
<tr>
<td></td>
<td>presentation, application, creation.</td>
</tr>
</tbody>
</table>

However, it seems that Bergeron (2003) classification is the most comprehensive one describing KM processes. His classification proposed eight KM processes including: creation and acquisition, modification, usage, archiving, transfer, translating, accesses and knowledge disposal.

In the creation or acquisition processes, information is created or acquired internally by knowledge workers or externally through outsourcing, or purchased from an outside source. Creation and acquisition of information will have direct and indirect costs. Direct cost may involve the cost of outsourcing or purchasing of the information which in the case of creating internal information could be avoided. Indirect cost which commonly include the hardware and software infrastructure however, cannot be avoided and is essential all the phases of KM.

In the modification process, the information is modified to suit the immediate and likely future needs of knowledge workers and management. Modification of information should be continuous and KM tools should support this continuation. However, information will lose its value if not used to enhance the organizational performance. The information must be employed for some useful purpose which is based on the situation. The range of potential uses for information is virtually unlimited depending of the needs and activities of knowledge workers and management within the organization.

Archiving, transferring and translation of knowledge are seen as important processes to maximize the value of individual and organizational knowledge. Successful KM system should also provide continuous access for authorized users through the use of query support mechanisms. A parallel access should also be available and supported by the system. However, some information will be of no or low value in the future and therefore should be destroyed to save some space and reduce overhead. Clear and carefully selected procedures should be applied when selecting information for disposal or disposing them.

The current study selects the most important KM processes that are seen as critical for any KM initiative including creation, acquisition, organizing, usage, archiving and sharing.

5.2. KM Processes and Organizational Performance

In an economy that is described as a knowledge-based and technology-led economy, one could argue that knowledge and the ability to manage it effectively is rapidly becoming a very important measure of the organizational performance (Choi & Lee, 2002). Accordingly, it has become crucial to understand the interaction between organizational performance and effective KM. The potential contribution which KM can make is an important issue for research especially with the increasing focus on knowledge workers and knowledge based organization. Moreover, KM has the potential to help organizations to capture, select, organize, distribute, and transfer significant information, knowledge, and expertise which enables improvement of organizational performance.

The overall objectives of a KM strategy may include improving operational efficiencies, enhance organizational learning, intensify innovation, or speed up response to the market (De long, 1997). The effective KM system can improve organizational performance by fostering innovation
through encouraging the free flow of ideas, improving decision making, improving customer service through streamlining response time, boosting revenues by getting products and services to market faster, improve the process of problem-solving, feedback processes and streamline operations and reduce costs by eliminating redundant or unnecessary processes (Wiig, 2004; Davenport & Prusak, 1998).

Accordingly, there would seem to be a strong correlation between KM and organizational performance. To highlight this important research concern, table 2 provides a review of the some recent studies concerning the interrelationship between KM and organizational performance.

Table 2: Review of Previous Studies

- Almudalal (2012) investigated the implementing of KM in The Palestinian Governmental Institutions, and its impact on organizational performance. Based on a descriptive analytical method and the use of a survey questionnaire that was distributed to all (46) technical, administrative and supervisory employees working at the Presidency of Council of Ministers. The study revealed the lack of KM implementation infrastructure within the research context. However, his study revealed a significant relationship between the availability of KM implementation infrastructure and the level of performance.

- Ammar (et al 2012) examined the relationship between the KM processes and educational organization outcome in respect to academic performance. The study was based on a survey design. The survey was conducted on 41 quality improvement adoption colleges in Iraqi higher-education institutions. The study revealed that all processes of KM have significant correlations with academic performance.

- Cho Taejun (2011) attempted to integrate the fragmented KM perspectives into the holistic framework, which includes knowledge infrastructure capability (technology, structure, and culture) and knowledge process capability (acquisition, conversion, application, and protection). He also identified the relationship of organizational performance from the standpoint of the Balanced Scorecard, which includes the customer-related, internal business process, learning & growth, and perceptual financial aspects of organizational performance in the Korean business context. The results of this study indicated that there is a positive relationship between effective KM and organizational performance. However, no empirical evidence was found to suggest that KM capabilities are linked to the objective financial performance, which remains a topic for future review as he revealed.

- Raja and Raja (2010) attempt to highlight the significant role of KM practices and competencies in improving the performance and efficiency of public sector organizations. They revealed that public sector organizations in developing countries have not received much attention in the research literature of KM and competencies. Therefore, they seek to explore the role of KMP and competencies in achieving superior performance among public sector organizations in Malaysia in the broader perspective. Survey questionnaires were distributed to all Administrative and Diplomatic Officers from 28 ministries located in Putrajaya, Malaysia. They also examine preliminary empirical results on the relationship between support for KM practices, competencies, and orientation in Malaysia’s public organizations. They overall support the notion that the practices of KM at the organizational level are a prerequisite for successful organizational performance.

- Daud & Yusoff (2010) Examined KM, social capital and organizational performance through the use of a questionnaire directed to small- and medium-sized enterprises situated within the Multimedia Super Corridor in the Klang Valley of Malaysia. The results based on 289 usable questionnaires revealed that KM processes influence social capital positively and social capital enhances organizational performance. The study emphasized that KM processes and social capital can be integrated to enhance firm performance. The KM processes discussed in this study include acquisition, creation, identification, capturing, collection, organization, application, sharing, transferring and distributing.

- AL. Maani (2009) attempts to identify attitudes of managers at the Central Ministries of Jordan towards applying the concept of KM, and towards its impact on their performance. Also, the study attempted to examine the differences in the attitudes of managers according to their demographic characteristics. This study included (260) managers. The study showed that Ministries adopted KM at a moderate level. The level of managers’ performance was high. There was a significant statistical impact of KM variables: (knowledge creation, knowledge teams, knowledge application, knowledge Sharing, knowledge storage, and KM technology) on managers’ performance. KM interpreted (40.9%) of the variance in managers’ performance.

- Zack (et al, 2009) investigated the organizational impact of KM. 12 KM practices were identified and explored in terms of their impact on organizational performance within the context of business organization in North America and Australia. The study revealed that KM practices were found to be directly related to organizational performance which, in turn, was directly related to financial performance. There was no direct relationship found between KM practices and financial performance.

- Karasneh A and Al-khalili S (2009) explores the actual practice of KM activities at Ministry of Education in Jordan. To achieve the study objectives, a questionnaire was designed and distributed to a sample of (106) participants.
Their study revealed that KM practices were mostly high; except for knowledge storage, Knowledge exchange and publication, and knowledge screening, which were fairly practiced. The study also revealed a positive statistical relationship between KM strategy and practicing degree of such activities as knowledge creation, knowledge own, knowledge filtering, knowledge storage, knowledge validation, knowledge application, knowledge distribution and exchange, knowledge development, and formation community of practice.

Chaminda (et al, 2007) investigated the importance of tacit knowledge in construction and the contribution of tacit knowledge towards the organizational performance based on a review of literature relating to KM and the strategic nature of tacit knowledge. The study revealed that valuable human and knowledge resources will be wasted unless organizations make better use of these prime resources. In addition, the study emphasized that tacit knowledge in particular is still considered to be relatively unexplored and proper understanding and management of this resource are of immense importance for better organizational performance.

Daniel Palacios Marqués, Fernando José Garrigós Simón, (2006) explored the connection between KM practices and firm performance based on an empirical study carried out on 222 Spanish firms in the biotechnology and telecommunications industries. The study shows how the firms that adopt KM practices obtain better results than their competitors.

Zaim (2006) outlined the core processes of KM and figure out the relationship between these processes and the KM performance based on the data collected from IZGAZ in Turkey. Based on the analysis of data that was gathered from 70 employees in IZGAZ, this study revealed that there is a positive relationship between KM processes and KM performance. Furthermore, among the three main processes of KM, knowledge sharing and distribution has more impact on KM performance than knowledge generation and development and knowledge codification and storage.

Lin & Tseng (2005) explored the gaps of KM activities for the enterprise to build a framework that would analyze the corporate knowledge needs, and identifies any inhibitors to success of the implementation activities of the KM system. Based on expert interviews and questionnaire, the study categorized the five management gaps in implementation of KM activities and illustrated the links between KM activities and corporate performance. The results also reveal that corporate performance is significantly influenced by these management gaps.

Darroch (2005) provided an important empirical evidence to support the role of KM capability within organizations. Based on the analysis of data that were collected using a mail survey sent to CEOs representing organizations with 50 or more employees from a cross-section of industries, the study presents KM as a coordinating mechanism. Empirical evidence supports the view that an organization with a KM capability will use resources more efficiently and so will be more innovative and perform better. According to this study, knowledge acquisition positively affected both knowledge dissemination and responsiveness to knowledge. In addition, knowledge dissemination positively affected responsiveness to knowledge. Thus, an organization with access to a greater pool of knowledge is likely to have better developed knowledge dissemination and responsiveness to knowledge behaviors and practices. Similarly, an organization with better-developed knowledge dissemination behaviors and practices is likely to be more responsive to knowledge.

Yang & Wan (2004) Examined the extent to which the four International five-star hotels in Taiwan implement KM practices (acquiring, sharing and storing), the manner in which they are implemented and the impediments they face. The study clearly shows that KM practices, such as programs and cultures that support knowledge acquiring, sharing and storing, can benefit such hotels.

6. Research Model and Hypothesis

Based on the review of the literature and the previous studies, this research proposed the following two main hypotheses:

Hypothesis No.1: employees of JMS perceive KM processes (creation, acquisition, Knowledge usage, archiving, and sharing) positively.

Hypothesis No. 2: KM processes including (creation and acquisition, Knowledge modification, usage, archiving, transfer, translation, user access, and disposal) have a significant statistical impact on organizational performance within the context of JMS.

This hypothesis is divided into the following eight sub-hypotheses:

- H. No 2.1: knowledge creation has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
- H. No. 2.2: Knowledge acquisition has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
• H. No. 2.3: Knowledge organizing has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
• H. No. 2.4: Knowledge usage has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
• H. No. 2.5: Knowledge archiving has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
• H. No. 2.6: Knowledge sharing has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.

The following research model represents the above hypotheses (Figure 1):

Figure 1: Research Model

7. Research Methodology
This researcher can be described as a deductive and descriptive case study research. Three phases were persuaded. The first phase included gathering of secondary data to provide better understanding of the research focus leading to the identification of the research independent variables (KM processes) and dependent variables (organizational performance) as well as the proposed research model. This phase also enabled the development of the research survey which was judged by academic members. The second phase involved collecting of the primary data from the research context using the questionnaire. Cronbach’s alpha as a reliability measure for survey items was used as shown in table 3.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Creation</td>
<td>.70</td>
</tr>
<tr>
<td>Knowledge Acquisition</td>
<td>.87</td>
</tr>
<tr>
<td>Knowledge Organizing</td>
<td>.78</td>
</tr>
<tr>
<td>Knowledge Sharing</td>
<td>.84</td>
</tr>
<tr>
<td>Knowledge Usage</td>
<td>.81</td>
</tr>
<tr>
<td>Knowledge Archiving</td>
<td>.84</td>
</tr>
<tr>
<td>Overall KM processes</td>
<td>94</td>
</tr>
</tbody>
</table>
Table 3: Variables’ Reliability - (continued)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Size</td>
<td>.87</td>
</tr>
<tr>
<td>Performance Quality</td>
<td>.88</td>
</tr>
<tr>
<td>Performance Speed</td>
<td>.73</td>
</tr>
<tr>
<td>Cost</td>
<td>.72</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>.89</td>
</tr>
</tbody>
</table>

The third phase involved the analysis of data and interpretation of the main findings. Quantitative analysis was conducted using aspects of Statistical Package for the Social Sciences (SPSS). This included the use of descriptive statistics and frequencies, correlation analysis, and multiple regression analysis to test the research hypotheses.

A non-probability convenient sampling strategy was used to select the participants. The appropriate sample size was determined based on identification of the research population. 200 questionnaires were personally distributed. 181 questionnaires were collected and analyzed. Table 4 shows the sample characteristics.

Table 4: Sample Characteristics

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>141</td>
<td>77.5</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>22.5</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 30</td>
<td>30</td>
<td>16.5</td>
</tr>
<tr>
<td>30-39</td>
<td>39</td>
<td>21.4</td>
</tr>
<tr>
<td>40-49</td>
<td>95</td>
<td>52.2</td>
</tr>
<tr>
<td>50 or more</td>
<td>18</td>
<td>9.9</td>
</tr>
<tr>
<td>Education level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>50</td>
<td>27.5</td>
</tr>
<tr>
<td>Diploma</td>
<td>75</td>
<td>41.2</td>
</tr>
<tr>
<td>Bachelor</td>
<td>49</td>
<td>26.9</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
<td>4.4</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1</td>
<td>28</td>
<td>15.4</td>
</tr>
<tr>
<td>1-4</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>5-8</td>
<td>33</td>
<td>18.1</td>
</tr>
<tr>
<td>More than 8</td>
<td>119</td>
<td>65.4</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>100</td>
</tr>
</tbody>
</table>

8. Hypotheses Testing

Hypothesis No.1: employees of JMS perceive KM processes (creation, acquisition, Knowledge, usage, archiving, and sharing) positively.

In order to test this Hypothesis, one-sample T test was used with (Test Value = 3) as shown in table 5.

Table 5: The Result of One-Sample T Test, employees perception of KM processes

<table>
<thead>
<tr>
<th>In. Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>df</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation</td>
<td>3.38</td>
<td>.74</td>
<td>182</td>
<td>6.988</td>
<td>.000</td>
</tr>
<tr>
<td>Acquisition</td>
<td>3.31</td>
<td>.96</td>
<td></td>
<td>4.331</td>
<td>.000</td>
</tr>
<tr>
<td>Organizing</td>
<td>3.31</td>
<td>.77</td>
<td></td>
<td>5.319</td>
<td>.000</td>
</tr>
<tr>
<td>Usage</td>
<td>3.40</td>
<td>.84</td>
<td></td>
<td>6.504</td>
<td>.000</td>
</tr>
<tr>
<td>Archiving</td>
<td>3.71</td>
<td>.75</td>
<td></td>
<td>12.807</td>
<td>.000</td>
</tr>
<tr>
<td>Sharing</td>
<td>3.52</td>
<td>.92</td>
<td></td>
<td>7.674</td>
<td>.000</td>
</tr>
</tbody>
</table>

As shown in the table (5), the employees of JMS perceived KM processes (creation, acquisition, knowledge, usage, archiving, and sharing) positively. Since the value of calculated (t) was
greater than the value of the critical (t) which is equal to (1.96) at the significance level ($\alpha \leq 0.05$), hypothesis No 1 was accepted.

**Hypothesis No. 2:** KM processes including (creation and acquisition, Knowledge modification, usage, archiving, transfer, translation, user access, and disposal) have a significant statistical impact on organizational performance within the context of JMS.

In order to test the main hypothesis No. 2, Multiple Regression was used. Table 6 shows the test of the validity of the model. As shown in the table 6 the value of (f) calculated = 49.596, and its greater than value of the critical (f) which indicates that the model is valid to Test the Hypothesis, also as shown in the table, the six dimensions of KM processes together explained (63%) of the total variance of organizational performance.

Table 6: Test the validity of the model

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig. *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>54.887</td>
<td>6</td>
<td>9.148</td>
<td>49.596</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>32.278</td>
<td>175</td>
<td>.184</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87.164</td>
<td>181</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Predictors: (Constant), K.archive, K.usage, K.creation, K.acquiring, K.organizing, K.sharing, R Square = .63

Table 7 shows the findings of the multiple regression, as shown in the table 7 there is no significant statistical impact for the two dimensions (Knowledge organizing & sharing) on organizational performance within the context of JMS, where the value of the calculated (t) = (1.102, -0.660) Respectively. While there is a significant statistical impact for the variables (creation, acquisition, usage & archiving) on organizational performance within the context of JMS, where the value of the calculated (t) = (5.677, -2.280, 5.485, 3.855) Respectively.

Table 7: Multiple Regression

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>K.creation</td>
<td>.338</td>
<td>.059</td>
<td>.360</td>
<td>5.677</td>
</tr>
<tr>
<td>K.acquiring</td>
<td>-.137</td>
<td>.060</td>
<td>-.190</td>
<td>-2.280</td>
</tr>
<tr>
<td>K.organizing</td>
<td>.070</td>
<td>.063</td>
<td>.078</td>
<td>1.102</td>
</tr>
<tr>
<td>K.sharing</td>
<td>-.054</td>
<td>.082</td>
<td>-.065</td>
<td>-.660</td>
</tr>
<tr>
<td>K.usage</td>
<td>.378</td>
<td>.069</td>
<td>.407</td>
<td>5.485</td>
</tr>
<tr>
<td>K.archiving</td>
<td>.210</td>
<td>.054</td>
<td>.278</td>
<td>3.855</td>
</tr>
</tbody>
</table>

The Stepwise Multiple Regression was also used to test the main hypothesis No. 2 and to determine the importance of each independent variable and its contribution to the mathematical model (table 8).

Table 8: The Stepwise Multiple Regression

<table>
<thead>
<tr>
<th>The Order of Independent Variables</th>
<th>R Square Change</th>
<th>F Change</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.usage</td>
<td>.479*</td>
<td>165.712</td>
<td>.000</td>
</tr>
<tr>
<td>K.creation</td>
<td>.103</td>
<td>44.169</td>
<td>.000</td>
</tr>
<tr>
<td>K. Archiving</td>
<td>.018</td>
<td>8.168</td>
<td>.005</td>
</tr>
<tr>
<td>K.Acquiring</td>
<td>.026</td>
<td>12.097</td>
<td>.001</td>
</tr>
</tbody>
</table>

Independent. V: Organizational Performance
From table (8), which shows the order of entry of independent variables in the regression equation, it is revealed that the variable knowledge usage entered first and explained (47.9%) of the variance of overall organizational performance within the context of JMS. Then, knowledge creation entered second and explained (10.3%) of the variance of the overall organizational performance. The third variable entered the model was knowledge archiving and explained (1.8%) of the variance of the overall organizational performance within the context of JMS. The final variable entered the model was knowledge acquisition and explained (2.6%) of the variance of the overall organizational performance within the context of JMS. Accordingly, these four dimension together accounted for (63%) of the variance of the overall organizational performance.

Based on the findings of multiple regression and the stepwise multiple regression, the following hypotheses were accepted:

- Hypothesis No.1: employees of JMS perceive KM processes (creation, acquisition, Knowledge usage, archiving, and sharing) positively.
- H. No 2.1: knowledge creation has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
- H. No. 2.2: Knowledge acquisition has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
- H. No. 2.4: Knowledge usage has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
- H. No. 2.5: Knowledge archiving has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.

On contrast, the following hypotheses were rejected:

- H. No. 2.3: Knowledge organizing has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.
- H. No. 2.6: Knowledge sharing has a significant statistical impact on the overall organizational performance dimensions (size, quality, speed, and cost) within the context of JMs.

9. Discussion and Conclusion

Results of this study showed that some KM processes (usage, creation, acquisition, and archiving) have high level of importance from the perspectives of the employees of the mining companies in Jordan. These processes, as revealed from the findings, have a significant statistical impact on the different performance dimensions (size, quality, speed and cost) within these companies. This agrees with most of the previous studies in other contexts (e.g. Claycomb et al 2002; Hasan &Al-Hawari 2003; Marqués & Simón 2006; Moorthy & Polly 2010; Mills & Smith 2011). Overall, this indicates the participants’ recognition to KM processes and their role in improving organizational performance. Although, the researcher’s direct observations and investigation within the researched companies have indicated the absence of well-planned and published KM initiatives, it seems that KM processes are still recognized by participants companies and employees. This in fact agrees with the nature of knowledge and KM processes which as one could argue are existed in any organizational and social setting where people continuously learn from their experiences and interactions with each others. It is our belief that employees attempt to behave in a way that matches their knowledge and make decisions on the basis of the knowledge they have. This study provided an evidence supporting this argument as the findings revealed that the employees within the context of the mining companies in Jordan perceived KM processes (creation, acquisition, Knowledge, usage, archiving, and sharing) positively. Furthermore, analysis of the data revealed that employees can differentiate between the proposed KM processes and clearly where the stressed the importance of some of these processes (usage, creation, acquisition, and
archiving) and excluded some other processes from the proposed model (sharing and organizing). However, proper justification for excluding these processes needs to be based on qualitative data.

This research has contributed to the field of KM in Arab environment in general and in Jordanian environment in particular. Although, the findings of this study are important, they should be considered in the light of its inherent limitations. This study presents only preliminary results from limited data. Additional quantitative and qualitative data are needed to employ more superior statistical analysis and to develop more holistic model. Second, since this study has adopted a case study approach, generalization of the findings might be limited to mining sector in Jordan which has certain characteristics that might be different from other manufacturing and service sectors. However, one could argue that cultural similarities within the context Jordanian as well as Arab world may largely eliminate such differences. Accordingly, the findings presented in this study and the adjusted model that has been verified may provide an indication for the nature of interaction between KM processes and organizational performance within the unique Jordanian and Arab contexts.

This study further opens the debate relating to the importance of KM processes as influential factors that may improve or hinder the performance of an organization. It is a call for management attention and interest to further understand and consider KM projects and initiate such projects as a mechanism to improve the organizational performance.

Based on the findings of this study, the following recommendations are provided:

1. Knowledge usage, creation, acquisition, and archiving are important KM processes that should be considered for successful KM initiative since they have the potential to improve the organizational performance.
2. Proper and well-planned KM initiatives can be seen as of great importance to enhance the employees’ perception as well as to improve their level of awareness concerning KM processes.
3. Arab researchers must provide more attention and efforts to understand the different aspects of KM and the way they interact with the quantitative performance measurements including financial and sales performance. Accordingly, benefits of any proposed KM initiative can be realized and well-justified.
4. More research is essential to explore how other organizational attributes including structure, strategy, culture and processes are likely to support or hinder more effective management of knowledge asset.

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Sources of Stress and Intention to Quit among Sport Officials in Jordan

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Abstract

The main purpose of this study was to examine the major sources of stress among sport officials in Jordan. A second purpose was to examine the relationships between sources of stress and intention to quit officiating. A total of 154 sport officials from five Jordanian sport federations participated in the study. They completed a modified and translated version of the Soccer Official's Stress Survey. Results showed that verbal abuse was the most perceived source of stress followed by fear of physical harm, performance concerns, lack of recognition, and lastly time pressures. Also, the results indicated that verbal abuse was the most significant predictor of officials’ intention to quit officiating and accounted for 17.7% of the variance in officials’ intention to quit officiating followed by fear of physical harm which accounted for 9.1% of the variance in officials’ intention to quit officiating. The two-variable prediction model was statistically significant and accounted for 26.8% of the variance in officials’ intention to quit officiating.

Keywords: Sports, intention to quit, sport officials, referees, stress, Jordan.

1. Introduction

Stress at work is a well-known phenomenon that may convey itself in a different way, and influence workers differently, in different work contexts (Michael, Court, & Petal, 2009). In the context of competitive sport, stress is prevalent and has been viewed as unpleasant and undesirable (Anshel, & Sutarso, 2007). One group of sports participants who often experience a great deal of stress, but have received little attention by researchers, is sports officials (i.e., referees, umpires, judges) (Anshel & Weinberg, 1995; Anshel, Kang, & Jubenville, 2013).
Sports officials are a crucial part in the quality of most sporting contests. Without them on the playing field, competitive sport could not take place. They have a challenging job, because of the many aspects of a game that they must care about, the speed and difficulty of the decisions they have to make, the number of people involved in the game, and often the unfriendly spectators at the sport event. They are required to perform many different tasks, including assessing and judging the actions that occur during the match, making fast decisions, paying attention to various aspects of the game, keeping order, and solving arguments (Guillen & Feltz, 2011). All this not only makes the job very complex, but also makes it very stressful (Guillen & Feltz, 2011). According to Zoller (1985) the stress involved in sports officiating is so great that officials ranked behind only air traffic controllers, inner city teachers, and police officers when it comes to most stressful jobs (p. 48).

The stress of officiating has been shown to negatively affect sports officials’ mental health, focus of attention, awareness, performance, satisfaction with their work, and intention to leave the profession of officiating (Taylor, Daniel, Leith, & Burke, 1990; Goldsmith & Williams, 1992; Rainey, 1995a, 1995b, 1999; Van Yperen, 1998; Rainey & Hardy, 1999; Gencay, 2009).

Due to the significant effects of stress, several researchers have begun to investigate the sources of stress among sport officials (e.g., Taylor & Daniel, 1987; Kaissidis & Anshel, 1993; Tsorbatzoudis, Kaissidis, Partemian & Grouios, 2005; Anshel & Weinberg, 1995; Wolfston & Neave, 2007; Voight, 2009).

In one of the earlier studies on sport officials stress experiences, Taylor and Daniel (1987) identified five sources of stress in a sample of soccer referees via a factor analysis using their Soccer Official Stress Survey (SOSS), which revealed the top stressors as fear of failure, fear of physical harm, interpersonal conflicts, time pressures, and peer conflicts. Kaissidis and Anshel (1993) and Tsorbatzoudis et al. (2005) examined stressors among Australian basketball and Greek handball referees, respectively. The results of both studies indicated evidence of four common stressors: evaluation of performance, fear of injury, interpersonal conflicts, and fear of inefficiency.

Anshel and Weinberg (1995) found that "making a 'wrong' call," "verbal abuse by coaches," "threats of physical abuse," and "being in the 'wrong' location when making a call" were highly intense sources of stress among sport officials, while "making a mistake" rated highly among skilled basketball referees in an investigation by Kaisissidis-Rodafinos, Anshel, and Porter (1997). Rainy (1995) and Stewart and Ellery (1998) identified fear of failure, fear of physical harm, time pressures, and interpersonal conflict as the top stress sources among baseball, softball and high school volleyball officials. Similar results were also found by Constable (1996) who administered the OSOS to 112 hockey officials. He found that interpersonal conflict, fear of physical harm, time pressures, and peer conflicts were the major sources of stress for hockey officials.

More recently, Voight (2009) examined stressful experiences among U.S. soccer officials. The results indicated that the top sources of stress were conflict between officiating and family demands, making a controversial call, and conflict between officiating and work demands. Kruger, Ekmekci, Strydom, and Ellis (2012) used the Ontario Soccer Officials’ Survey (OSOS) with South African soccer referees and found that fitness concerns were rated as the highest contributor to the stress experienced followed by role-culture conflicts, fear of failure, peer conflicts, interpersonal conflict, time pressures and lastly, fear of physical harm.

Mirjamali, Ramzaninezhad, Rahmaninia, and Reihani (2012) examined the sources of stress among international and national referees of soccer, volleyball, basketball and handball in Iran using a modified version of the SOSS. They reported six factors as stress sources: interpersonal conflicts, personal and technical performance, fear of judgment mistake, evaluation of performance, time pressure and personal problems. Among these six stress factors in referees, factor of personal and technical performance, evaluation of performance and fear of judgment mistake had the highest effects on stress of referees.

Anshel, Kang, and Jubenville (2013) developed the Sources of Acute Stress Scale for Sports Officials (SASS-SO) using the Rasch model and examined the major sources of stress among 3300
officials representing 13 sports throughout the United States. The results indicated that the officials’
two most severe sources of acute stress were “I made an incorrect call” and “I was out of position.”
The two least severe sources of acute stress items were “I received verbal abuse from players” and “My
supervisor/evaluator was present.”

In their study of soccer referees, Wolfston and Neave (2007) listed five somewhat different
stressors, which included, having a "bad" game, people who protest decisions when they don't
understand the laws of the game, possible demotion to a lower level of officiating, and verbal abuse by
managers, coaches or spectators. Other sources of stress that have been reported in the empirical
research include crowd noise, sport commentators and journalists, peer competition for the more
prestigious games, being accused of bias, and even social pressures and nationality (Baldwin, 2008;
Casajus & Castagna, 2007; Dawson & Dobson, 2010; Kellett & Shilbury, 2007).

A second focus of this research has been to study the consequences of stress for sport officials,
particularly turnover or intention to terminate, given that high dropout rates attributed to sport
officiating continue to bother sport leagues across all levels (Voight, 2011). According to Van Yperen
(1998) the turnover rate among Dutch volleyball referees was estimated to be about 20%. The picture
in the United States and Canada is just as bleak. Livingston and Forbes (2007) reported that Hokey
Canada, the national governing body of ice hockey in Canada, loses approximately one-third of its
referees every year. In the USA, the National Association of Sport Officials revealed that 85% of high
school sports administrators reported a decline in the number of officiating registrations within their
state (Sabaini, 2001).

Taylor et al. (1990) found some support for the hypothesis that stress factors have indirect
effects on dropout intentions among soccer officials. Rainey and colleagues, have demonstrated that
stress is a predictor of burnout and burnout explains intention to terminate among sport officials

Dorsch and Paskevich (2007) examined stressful experiences among ice hockey officials who
were certified at different levels. The top five rated stressors across certification level were making a
controversial call, difficulty working with a partner official, and confrontation with coaches. When
certification level was considered, however, results indicated that lower level officials experience less
stress than higher level officials. Importantly, the researchers concluded that long-term exposure to
high levels of stress could lead to termination from officiating.

Although the different sources of stress and their eventual consequences are well documented
in western literature, a very few studies has been conducted to provide insight into the stress
experiences of referees in different sports and cultures, particularly the Middle East and Arab
countries. It should be noted that cross-cultural research has begun to demonstrate that while the
concept of psychological stress is important and valued across cultures, the interpretation and effect
may not be. Cross-cultural studies are very important for stress theory development as Duda and
Allison (1990) have recognized the importance of examining cultural differences to understand better
the psychological factors that influence thoughts, emotions, and behavior, with each culture
influencing the types of experiences and perceptions of those sport experiences.

While the present study is not cross-cultural, relatively little is known about stress of Arab sport
officials, in general, and officials form Jordan, in particular. Thus, the main purpose of this study was
to examine the major sources of stress among sports officials in Jordan. A second purpose was to
examine the relationships between sources of stress and intention to quit officiating.

2. Methods
2.1. Participants

A total of 154 sport officials (140 males, 14 females) representing five Jordanian sport federations
(volleyball, badminton, soccer, basketball, and swimming) participated in the study. Given the small
number of female officials in the sample, gender differences were not examined. The officials ranged
in age from 19 – 66 years, with a mean age of 34.84 years ($SD = 8.64$). Their officiating experience ranged from 1 – 35 years, with a mean of 10.05 years ($SD = 6.87$).

2.2. Instruments

The data for this study came from the responses to three sections of a survey designed for this study. The first section explored the demographic information, including age, gender, years of officiating experience, and sport officiated.

The second section included a modified and translated version of the Soccer Official's Stress Survey (SOSS; Taylor & Daniel, 1987; Altahayneh, 2006). Altahayneh (2006) translated the SOSS into Arabic language using a forward-backward translation process. The translated version consisted of 29 items derived from factor analysis. They measured the following five subscales of perceived stress: performance concerns, fear of physical harm, time pressures, lack of recognition, and verbal abuse.

Participants were asked to respond to the question “How much did this source of stress contribute to the amount of stress you felt while officiating a match? Responses ranged from 1(did not contribute) to 5(very strongly contribute).

The Arabic version of the stress survey has demonstrated high internal consistency with Cronbach’s alpha ranging from 0.80 to 0.92 for the five subscales (Altahayneh, 2006). In the current study, Cronbach's alpha coefficient was computed to evaluate the internal consistency of each scale of officials stress. Reliability coefficient for fear of physical harm was (0.85), for performance concerns (0.81), for time pressures (0.80), for lack of recognition (0.79), and for verbal abuse (0.76). All of the reliabilities were judged to be acceptable based upon Nunnally and Bernstein’s (1994) recommendations of alpha being greater than 0.70.

The third section of the survey was a one-item measure assessing respondents’ intentions to continue or quit officiating at the end of the season “are you going to quit officiating after this season?” The officials responded on a 3-point scale (3 = yes, 2 = maybe, and 1= no).

2.3. Procedures

Sport officials from five Jordanian sport federations were invited to participate. Each federation provided the researchers with a list of contact information for all registered officials. Officials were randomly selected and invited via email and telephone to participate in the study. Officials who agreed to participate received the survey via mail or email which was completed and returned to the researchers.

Of the initial 200 questionnaires distributed, and with a follow-up email and phone call, 154 surveys were returned in usable form, resulting in a response rate of 77%.

2.4. Data Analysis

Statistical analysis was conducted using the Statistical Package of Social Sciences (SPSS) version 19 software. Data were analyzed descriptively to determine the basic characteristics of the participants (gender, age, and officiating experience). The means and standard deviations of officials stress sources were calculated and ranked according to their means. Linear regression analysis was also utilized to investigate the effects of sources of stress on officials’ intention to quit officiating. Additionally, the internal consistency of the instruments used in this study was determined by calculating Cronbach alpha coefficients.

3. Results

Results are presented in two sections. In the first section the major sources of stress reported by sports officials in Jordan were identified. The second section presents the results pertaining to the relationships between sources of stress and termination intentions.
3.1. Sources of Stress

The first research question was addressed by calculating means and standard deviations to determine the major sources of stress among sports officials in Jordan.

Results, displayed in Table 1, show that verbal abuse was the most perceived source of stress (M = 3.480), followed by fear of physical harm (M = 3.295), performance concerns (M = 3.157), lack of recognition (M = 3.118), and lastly time pressures (M = 2.938).

<table>
<thead>
<tr>
<th>Sources of Stress</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse</td>
<td>3.480</td>
<td>.806</td>
</tr>
<tr>
<td>Fear of physical harm</td>
<td>3.295</td>
<td>.804</td>
</tr>
<tr>
<td>Performance concerns</td>
<td>3.157</td>
<td>.789</td>
</tr>
<tr>
<td>Lack of recognition</td>
<td>3.118</td>
<td>1.007</td>
</tr>
<tr>
<td>Time pressures</td>
<td>2.938</td>
<td>.885</td>
</tr>
</tbody>
</table>

To answer the second research question, Pearson Product Moment Correlation coefficients were computed to examine the hypothesized relationships among officials stress and their intention to quit officiating. The results presented in Table 2 indicate significant correlations between officials stress and intention to quit.

Table 2: Correlations Between Sources of Stress and Intention to Quit

<table>
<thead>
<tr>
<th></th>
<th>Intention to quit</th>
<th>Fear of physical harm</th>
<th>Performance concerns</th>
<th>Time pressures</th>
<th>Lack of recognition</th>
<th>Verbal abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of physical harm</td>
<td>.396**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance concerns</td>
<td>.232**</td>
<td>.632**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time pressures</td>
<td>.320**</td>
<td>.432**</td>
<td>.665**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of recognition</td>
<td>.127</td>
<td>.260**</td>
<td>.519**</td>
<td>.704**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Verbal abuse</td>
<td>.420**</td>
<td>.244**</td>
<td>.314**</td>
<td>.403**</td>
<td>.325**</td>
<td>1</td>
</tr>
</tbody>
</table>

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

To expand upon these correlational findings and the significant relationships observed between source of stress and referee’ intention to quit officiating, a stepwise regression analysis was conducted using all five sources of stress (performance concerns, fear of physical harm, time pressures, lack of recognition, and verbal abuse) as predictors, and officials’ intention to quit officiating as criterion. The results of these analyses are presented in Table 3.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta (β)</th>
<th>t</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>R² Change</th>
<th>F Change</th>
<th>Overall 1 F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse</td>
<td>.344</td>
<td>4.798**</td>
<td>.420</td>
<td>.177</td>
<td>.171</td>
<td>.177</td>
<td>32.644**</td>
<td>27.680</td>
<td>.000</td>
</tr>
<tr>
<td>Fear of physical harm</td>
<td>.312</td>
<td>4.345**</td>
<td>.518</td>
<td>.268</td>
<td>.259</td>
<td>.091</td>
<td>18.877**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance concerns</td>
<td>-.128</td>
<td>-1.394</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time pressures</td>
<td>.065</td>
<td>.792</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of recognition</td>
<td>-.077</td>
<td>-1.022</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

** p < .01

The results presented in Table 3 indicate that verbal abuse was the most significant predictor of officials’ intention to quit officiating and accounted for 17.7% of the variance in officials’ intention to quit officiating followed by fear of physical harm which accounted for 9.1% of the variance in
officials’ intention to quit officiating. The two-variable prediction model was statistically significant, \( F(2, 151) = 27.680, p < .0001 \), and accounted for 26.8% of the variance in officials’ intention to quit officiating.

Examination of the standardized regression coefficients (\( \beta \)'s), presented in Table 3, revealed that verbal abuse (\( \beta = .344, p < .0001 \)) and fear of physical harm (\( \beta = .312, p < .0001 \)) were the most significant predictors of officials’ intention to quit. Whereas, all other sources of stress (i.e., performance concerns, lack of recognition, and time pressures) were not significant predictors of officials’ intention to quit officiating and failed to add any accounted variance in the regression equation.

4. Discussion

The main purpose of this study was to examine the main sources of stress among sports officials in Jordan. In addition, this study examined the relationships between sources of stress and intention to quit officiating.

Beginning with the sources of stress, the results showed that verbal abuse ranked the top position as the most intense source of stress among Jordanian officials. Verbal abuse from coaches, players, and spectators is reported as highly sever source of stress among sport officials in most studies that were conducted in different sport fields and cultures (Anshel & Weinberg, 1995; Altahayneh, 2006; Wolfston & Neave, 2007; Nazarudin, Omar-Fauzee & Din, 2009; Kruger, et al., 2012; Anshelet al., 2013). This result is consistent with the results of earlier studies. For example, the findings of a cross cultural study by Anshel and Weinberg (1995) comparing Australian and American basketball referees indicated that verbal abuse by players and by spectators were particularly stressful and significantly discriminated between American and Australian basketball referees. Nazarudin et al. (2009) found that verbal misconduct by coaches and spectators in rugby were highly intense sources of stress among Malaysian Rugby Union Referees. In contrast, The result of this study was opposite to findings by Anshel et al. (2013) who found that receiving verbal abuse from players to be the least stress source among sports officials.

The next most frequent source of stress among sport officials was fear of physical harm which includes physical assaults or fear of assaults from players, coaches, or spectators. This factor was reported as an important source of stress among referees in a large amount of previous research (e.g., Taylor & Daniel, 1987; Kaisissidis & Anshel, 1993; Rainy, 1995; Constable, 1996; Stewart & Ellery, 1998; Tsorbatzoudis et al., 2005; Kruger, et al., 2012).

Performance concerns such as taking critical decisions during the game, making a 'bad' call, dealing with over-excited or hostile coaches and abusive players, working with poor officials, and keeping up with play were identified as the third source of stress among Jordanian sport officials. Previous studies on sport officials from different sports found performance concerns to be a significant source of stress (Kruger et al., 2012, Rainey, 1999; Rainey & Hardy, 1999), which confirms the results of the current study.

The fourth source of stress, lack of recognition, was experienced when officials were failed to be selected for important games and confronted competition and jealousy between officials. In support of the findings of this study, various other sport studies also identified lack of recognition and respect as a source of stress among sport officials (Altahayneh, 2006; Wolfston & Neave, 2007; Auger, Fortier, Thibault, Magny, & Gravelle, 2010).

The last source of officials' stress was time pressures. Time pressures are stressors that evolve over a period of time as officials make efforts to cope with officiating, which takes them away from their families, friends and work (Kruger et al., 2012). As in earlier research, time pressures were found to be a source of stress among the soccer officials (Taylor & Daniel, 1987; Rainy, 1995; Constable, 1996; Stewart & Ellery, 1998; Kruger, et al., 2012; Mirjamali, et al., 2012).
In general, and regardless of the difference in order of stressors in the present study in contrast with other studies, the sources of stress identified in this study (verbal abuse, fear of physical harm, performance concerns, lack of recognition, and time pressures) were in line with previous research, and add support to the suggestion that there is a core group of stressors experienced by sport officials across sports (McKay, Niven, Lavallee, & White, 2008). One explanation of differences between studies is that individual differences - as a function of culture, gender, sport type, and skill level - require separate consideration about sources of highly intense stress and the best ways to deal with it (Anshel et al., 2013). The results of this study are also consistent with the earlier research in that the mean ratings for all five stressors were relatively moderate.

The second objective of this study was to examine the relationship between sources of stress and intention to quit officiating. The regression analysis demonstrated unique contributions of sources of stress to the variance explained in officials’ intention to quit. The results from this analysis revealed that verbal abuse was the most significant predictor of officials’ intention to quit and accounted for 17.7% of the variance in officials’ intention to quit officiating. It looks obvious that verbal abuse, which includes using abusive language, or verbally threatening a referee, could affect turnover to a great extent. Results from this study suggest that verbal abuse is prevalent in sport officiating and affects officials' performance, therefore increasing the possibility of their intention to quit officiating.

Fear of physical harm was also identified as a significant predictor of officials’ intention to quit officiating and accounted for 9.1% of the variance in officials’ intention to quit officiating. According to Constable (1996) the factor of fear of physical harm is a life strain which seems to accompany the role of the referee due to the referee’s knowledge that physical assault could occur at any time during the game. However, the actual occurrence of some form of physical harm towards a referee would be classified as a major life event, and therefore would be seen as creating a great deal of stress in the referee involved (Constable, 1996).

Although the two variables accounted for only a small proportion of variance in intentions to quit, there may be other variables that account for the variance shared by the variables measured in this study. The results of this study were in line with previous research (e.g., Taylor, et al., 1990; Rainey & Hardy, 1999; Rainey, 1995a, 1999; Altahayneh, 2006; Livingston & Forbes, 2007; Cuskelly & Hoye, 2013) and confirm the importance of stress in determining officials' intentions to continue or quit.

5. Conclusion and Recommendations for Future Research

The findings of the current add to the growing body of research on stress in sport by empirically exploring the stress sources and their negative consequences in non-Western sport context. They also support the suggestion that there could be a core group of stressors experienced by all sport officials across different sports and cultures. However, some sources of stress were more pronounced in this study than previous studies highlighting that group differences may exist and that, to fully understand the origins of stress, it is important to consider the unique nature of different sports and various levels of competition.

Although the present study did not compare officials from Jordan and other countries, the results of this study enhance our awareness of a culture that has received little attention by researchers. Therefore, comparative studies or cross-cultural studies between officials from different cultural backgrounds should be conducted to determine the similarities and differences of characteristics of officials in different nations.

Furthermore, the application of qualitative research methods in this context may provide additional and valuable insights into the experiences of sports officials, particularly in relation to how they cope with certain types of stressors, and the relative influence of different types of organizational support and their future intentions to officiate (Cuskelly & Hoye, 2013).
References


The Ecological Consciousness in Jawaharlal Nehru’s

*An Autobiography*

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**Abstract**

The main objective of this study is to attempt an ecocritical analysis of Jawaharlal Nehru’s *An Autobiography*. Jawaharlal Nehru (1889-1964) is one of the greatest statesmen and writers of the twentieth century. He has written a number of books of which *An Autobiography* is an outstanding contribution to Indian Literature in English. His autobiography clearly states Nehru’s ideas and policies on India and its environment. As a lover of nature and the father of India’s industrialization, he reveals his paradoxical character and conflicting ideas. Ecocriticism has gained the attention of many scholars over the last three decades throughout the world. It depicts the relationship between human and nature – depiction of nature in literature. This theory has been gaining popularity day by day because of the ecological disaster which the humans witness in everyday life. This study analyses the autobiography of Nehru from an ecocritical point of view by using various elements of ecocriticism like wilderness, pastoral, animals and ecocide for understanding the ecological consciousness of Nehru.

**Keywords:** Ecocriticism, Wilderness, Pastoral, Animals, Pollution, Ecocide, Industrialization, Modernization, Harmony with nature.

1. **Introduction**

Jawaharlal Nehru (14 Nov, 1889 to 27 May, 1964) is the first Prime Minister of India. After his education in England, in 1912, he returned to India and played a key role in India’s politics. As a Prime Minister for seventeen years, he shaped India’s future on technology and he can be rightly called India’s backbone of industrialization and modernization. Among his other books, *An Autobiography* is Nehru’s outstanding contribution to Indian English Literature. It was written entirely in prison (except for the post-script and certain minor changes) from June 1934 to February 1935. The primary object in writing this book was to occupy Nehru with a definite task, so necessary in the long solitudes of prison life and his ‘autobiographical narrative’ (Nehru, 2004) clearly reveals Nehru’s ideas and policies on India and its environment. Nehru loved nature and liked to be in the natural surroundings. He derived pleasure from Nature and his consciousness on ecology is prominently revealed in his autobiography.

2. **Ecocriticism**

Ecocriticism is the study of literature and environment from an interdisciplinary point of view where all sciences come together to analyze the environment and brainstorm possible solutions for the correction of the contemporary environmental situation. Ecology is the study of how living things and
their environment interact with one another (Conrad, 2011). ‘Ecological Consciousness’ refers to one’s individual awareness on ecology and the ability to experience the feeling of natural things and understanding the concept “Nature”.

Greg Garrard, in his book Ecocriticism, discusses wilderness, pastoral, animals, pollution and apocalypse (ecocide) as the elements of Ecocriticism. These can be taken into account to analyze Nehru’s autobiography to describe his ecological consciousness.

3. Wilderness
‘Wilderness’ signifies the state of nature uncontaminated by civilization. According to Greg Garrard, wilderness makes one feel safer and healthier in the polluted city life. Nehru derived pleasure in the company of raw nature. He had a special passion towards the Himalayas and he enjoyed to be in the consortium of lonely mountains and peaks. He experienced trekking in the Himalayan peaks, although it was risky. Once when he was holidaying in the Zoji-la Pass in Kashmir, shortly after his marriage, he stepped on a deceptive snow patch and fell into a crevasse while advancing towards the Amarnath Cave. And, fortunately he was rescued (Nehru, 2004). Also he met with fatal accidents and luckily escaped during his several adventures in different places including Col de Voza and Norway (Frank, 2007). Although he had some bitter experiences, he loved nature as his soul companion.

3.1. Secret Intimacy
Nehru was imprisoned nine times (due to his active participation in India’s freedom struggle) and mostly he spent lonely days in prisons. In Dehra Dun Jail, he had a privilege to walk up and down with a distance of about hundred yards inside the prison walls. This gave him a view of mountains at some distance. He loved these outings and did not give them up even during the monsoon. He loved to walk in ankle-deep water. The sight of the towering Himalayas was an added joy which rejuvenated him. He rejoiced by gazing at the mountains that he loved and ‘a secret intimacy’ (Nehru, 2004) grew between Nehru and the mountains.

3.2. Companionship
In Almora District Jail, Nehru was glad to be in the Almora mountains. He was shifted there in a car. He was exhilarated by the car journey through the winding roads of the mountains in the cold morning air and also by the panoramic view which unfolded on his way. He carefully watched the narrow valley, the peaks hidden in the clouds and the change in the vegetation where the hills were covered by firs and pine trees. When there was a turn in the road, Nehru’s eyes expanded to view the hills and valleys with a small river gurgling in the deep below. He gazed hungrily, storing his memory with it, so that he might revive it in his mind when actual sight denied (Nehru, 2004). He felt friendliness and companionship with the mountains near the Almora District Jail. Thus, wilderness made him happy and optimistic.

Nehru was amazed to see the Rhododendrons which made ‘blood-red patches’ (Nehru, 2004) on the hill-sides. He was keen in watching the ever shape-changing clouds. According to him, the joyous viewing of the clouds made him feel escape from the confinement. The clear sky during the long winter evenings attracted him to look on the stars. He spotted many of them with the help of some charts. During the nights, he would wait for the appearance of the stars and greet them with the satisfaction of seeing ‘old acquaintances’ (Nehru, 2004).

Thus, Nehru derived companionship, satisfaction and aesthetic sense from the savage nature. Contradictory to his temperament, the agrarian revolution alienated him from wilderness.
4. Pastoral

‘Pastoral’ portrays the country life relating to the farming and grazing of cattle. Pastoral is any literature that describes ‘the country with an implicit or explicit contrast to the urban’ (Gifford, 2001).

India is basically an agricultural country. In those days, the agrarian structure was characterized by three types of settlements – ‘Zamindari’, ‘Ryotwari’ and ‘Mahalwari’; in these areas, the absentee landlords were given the right to collect land revenue and they increasingly acquired titles of land; the tenants had hardly any defined rights (Bhalla, 1983). The peasants were ill-treated. Thus, the agrarian movement emerged in most parts of India, especially in the North.

In 1920, Nehru got entangled in the ‘kisan (peasant) movement’ (Nehru, 2004). He met some peasants and spent three days in the villages, near Jamuna Ghats, far from the railways and the ‘pucca’ road (Nehru, 2004). People were in miserable rags – semi-naked sons and daughters of India. A new picture of India rose before Nehru – naked, starving, crushed and utterly miserable. He listened to the peasants’ innumerable tales of sorrow, their crushing and ever-growing burden of rent, illegal exaction, ejection from land and mud hut, beating by Zamindar’s agents, money-lenders and police.

In 1921, the British Government promised the improvement of the peasants and the agrarian movement came to an end. From then, Nehru had interest on the peasants and their upliftment.

4.1. Land Reform

After independence of India in 1947, Nehru supported ‘land reform’, which consisted of government-initiated or government-backed property redistribution, generally of agricultural land (Borras, 2005). Nehru initiated three Five Year Plans in India – 1951 to 1956, 1956 to 1961 and 1961 to 1966 respectively. The Five Year Plans were framed, executed and monitored by the Planning Commission of India. The first Plan gave importance to agriculture, irrigation and power projects to reduce the country’s reliance of food grain imports, and this was a great success (Tradechakra, 2008). Agricultural programmes were formulated to meet the raw material needs of industry. As a result of land reform, the farmers led a better life and had good agricultural yield. Nehru supported Indian agriculture by participating in the agrarian movement by introducing various agricultural programmes and irrigation projects. Although Indians were bound to remain predominantly agricultural, Nehru thought that India might push on industry too.

4.2. Interest in Gardening

Nehru’s home, ‘Anand Bhawan’, was surrounded by garden filled with roses. Nehru loved them and he usually had one of the roses in his coat’s pocket. In Naini Central Prison, Nehru and his brother-in-law, Ranjit Pandit, indulged in gardening. Soon the dismal enclosure of their prison was full of flowers and was gay with colour. He even arranged in that narrow, restricted space a ‘miniature golf course’ (Nehru, 2004).

5. Animals

Nehru liked to observe animals, especially when he was alone in the prisons. In his home, he had his two pandas – Bhimsa and Pashi, whom he visited every day. On his birthday and other festive occasions, children had the run of his garden to see the pandas (Frank, 2007). In his solitude life in prisons, he had a close observation of animals, birds and insects who were his companions there.

Prevented from indulging in normal activities, Nehru became more observant of nature’s way in Dehra Dun Jail. He watched the animals and insects came that way. He grew more observant and he noticed all manners of insects living in his cell and in the little yard outside. Then, he realized that the yard was teeming with life.

All the creeping, crawling and flying insects lived their life without interfering with Nehru in any way. He saw no reason why he should interfere with them; but there was a continuous war
between him and bed-bugs, mosquitoes and flies. He tolerated wasps and hornets which were hundreds of them in his cell. There had been a ‘little tiff’ (Nehru, 2004) between him and wasp when it stung him unintentionally. Out of anger, he tried to exterminate a lot of them, but they put up a brave fight in defense of their temporary home which contained their eggs. And, therefore, he decided to leave those in peace if they did not interfere with him anymore. Afterwards, he lived surrounded by these wasps and hornets which never attacked him. Nehru and they respected each other.

Nehru used to watch the white ants and other insects. He found out that the lizards carefully avoided preying wasps. He disliked bats that flew soundlessly in the evening dusk which seemed to pass within an inch of one’s face. He had a horror of them and called them ‘flying-foxes’ (Nehru, 2004).

In Lucknow Jail, Nehru used to sit reading almost without moving for considerable periods. There were crowds of squirrels, and sometimes a squirrel would climb up his leg and sit on his knee and have a look round. Then it would look into his eyes and realize that he was not a tree and would scamper. Once, he and his cell-mates reared little squirrels which were orphaned and they used to feed them milk with ink-filler.

5.1. Love of Birds

The prisons Nehru went to were abounded with pigeons, except the mountain prison of Almora. There were thousands of them and in the evenings the sky would be thick with them. Mynahs were found everywhere. Nehru stated in his autobiography that in Dehra Dun Jail, a pair of mynah nested over his cell door and he used to feed them. The mynahs grew quite tame, and if there was a delay in their morning or evening meal they would sit quite near Nehru and loudly demand their food. It was amusing for Nehru to watch the signs and listen to their impatient cries. In Naini Central Prison, there were thousands of parrots and large number of them lived in the crevices of Nehru’s barrack wall. Their courtship and love-making was always a fascinating sight for Nehru. Dehra Dun had a variety of birds including koel and ‘Brain-Fever bird’ (Nehru, 2004); Nehru could not see most of these birds, he could only hear them. But he used to watch the eagles and the kites gliding in the air, and often a horde of wild duck that would fly over his head. He had a particular interest in observing the birds and their actions. Just like an ornithologist, he explains the minute details about birds in his autobiography.

5.2. Animal Visitors

There was a large colony of monkey in Bareilly Jail and it was always worth watching their buffoonery for Nehru. He had often ‘animal visitors’ (Nehru, 2004) that were not welcome – including scorpions, snakes and centipedes. He kept particularly a ‘black and poisonous-looking scorpion’ (Nehru, 2004) in a bottle for sometimes feeding it with flies. Snakes did not fill him with terror although he was afraid of their bite. Centipedes horrified him much more.

In Dehra Dun Jail, he saw a new animal carried by an outsider while he was talking to the jailer. As he already had interest in animals, Nehru was curious to know about it. Later he found out that it was pangolin (ant-eater) after reading the book *The Jungle in Sunlight and Shadow* by F.W.Champion.

A little kitten made friends with Nehru that belonged to a prison official. When the official was transferred, he took the kitten with him and Nehru missed it dearly. In Dehra Dun jail, a prison official deserted a female dog when he was transferred. The poor thing became a ‘homeless wanderer’ (Nehru, 2004), living under culvert and usually starving. She used to come to Nehru begging for food. Nehru began to feed her regularly and she gave birth to a litter of puppies. Many of them were taken away but three remained, and Nehru fed them. Among the three, one puppy fell ill with a violent distemper; Nehru nursed it with care. Sometimes he would get up a dozen times in the course of the night to look after her; it survived and Nehru was happy that his nursing had pulled her round.
5.3. Pet Animals

Nehru came in contact with animals far more in prison that he had done outside. In his autobiography, he shares that the Indians do not approve of animals as household pets. The general philosophy of Indians is non-violence to animals, yet they are often careless and unkind to the animals; even the cow, the favoured animal worshiped by many Hindus, is not treated kindly. But, Nehru treated animals, birds and insects with care and compassion giving them an important place in the environment. For him, men should mutually co-exist with the animals in the environment for ecological balance and he executed this idea throughout his life.

6. Ecocide

During the Vietnam War, a group of scientists coined and propagated the term “ecocide” to denounce the environment destruction (Zierler, 2011). The term is a combination of the words ‘ecology’ and ‘suicide’. ‘Ecocide’ explains about the environmental damage caused to the earth. Because of pollution the environment would undergo ecocide and these results in apocalypse. Although Nehru loved Nature, his policies of industrialization and modernization missed to give importance to ecological balance in India. The First Five Year Plan, actually, disturbed the natural surroundings.

6.1. Father of India’s Modernization

Nehru can be rightly called ‘the Father of India’s modernization’. In his autobiography, Nehru himself stated that he was always attracted towards big machinery and fast travelling. As a Prime-Minister, he initiated ‘heavy engineering and machine-making industries, electric power and scientific research institutes’ (Frank, 2007).

Nehru introduced Five Year Plans in India which led to the construction of huge industries, large dams, railways and roadways, setting up of huge mining projects and so many social development projects. But, slowly, pollution started in India. Pollution is an ecological problem – ‘too much of something is present in the environment, usually in the wrong place’ (Garrard, 2007).

6.2. Industrialization and Ecology

Forests were depleted in India because of the construction of industries, railways, roadways, dams and mines. Thus, change in the monsoon cycle occurred in India. Since more importance was given to industrialization than ecology, the ecological balance of India was much disturbed and even now we are witnessing it through monsoon change and ‘green house effect’. Deforestation occurred greatly in the country and many species of flora and fauna became extinct and most are endangered. Although the results of Five Year Plans and industrialization destroyed the ecological grace in India, Nehru, remained to be a person of ecological consciousness and wished to have a healthy and balanced environment in India.

7. Harmony with Nature

Jawaharlal Nehru is a writer of ecological consciousness. Throughout his life, he loved to live amidst wilderness, to promote nature, and to give equal space for animals and other living creatures in the environment. Wilderness gifts Nehru hope and optimistic spirit. It was his intimate and soul companion which not only gave him happiness but also satisfaction. At the same time, he supported pastoral culture where humans can co-exist with nature and other living forms. As far as other living forms are concerned, he was a good observer of animals, birds and insects; and he believed that these are very important constituents of environment, and he also respected them throughout his lifetime.
8. Conclusion
Jawaharlal Nehru remained an ardent lover of nature and had ecological balance. In contrast to his temperament, the ecological condition was not given proper importance in his three Five Year Plans. Actually, the need for integrating environmental factors into the process of planned economic development was officially first voiced during the formulation of the Fourth Five Year Plan from 1969 to 1974 (Centre for Science and Environment, 1982). Though Nehru did not include ecological and environmental factors in his Five Year Plans, An Autobiography reveals his ecological consciousness in which he wishes to live in harmony with nature and to co-exist with the entire flora and fauna.

References
Investigating the Factors Affecting Doctor's Prescribing Behavior in Jordan: Anti-Hypertensive Drugs as an Example

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Abstract

The main purpose of this study was to investigate the factors effecting doctors’ prescribing behavior in Jordan. A validated questionnaire was distributed to 364 physicians (convenience sample) in the private sector (response rate was 69%); multiple regression analysis is used to fulfill the research objective. The findings indicated that drug price awareness, patient’s expectations, pharmaceutical marketing strategies and doctor’s personality factors have a statistically significant positive effect on doctors’ prescribing behavior whereas doctor’s knowledge and experience and drug characteristics were not shown to be significant, and the most important (influential) factor was pharmaceutical marketing strategies. Based on the research findings, and in order to enhance the approaches that are directed to the doctors in Jordan it was concluded that Jordanian pharmaceutical companies should pay more attention to the mentioned factors in order to better affect doctors’ prescribing behavior in their favor. More aggressive promotional efforts could be undertaken to increase the pharmaceutical companies’ promotional efforts on doctors’ prescribing behavior. The Ministry of Health and the Jordanian Medical Association should educate the doctors about the drugs characteristics and prices so the doctors can differentiate between drugs and prescribe the drug of choice for each case depending on scientific bases rather than directed by the pharmaceutical companies.

Keywords: Pharmaceutical marketing strategies, doctors' prescribing behavior, Jordan, private sector

Introduction

Jordan is a small lower-middle income country with limited natural resources. Jordan’s population is 6.2 million by the end of 2011 [1]. Jordan has one of the most modern health care infrastructures in the Middle East. Jordan’s health system is a complex amalgam of three major sectors: Public, private, and
The public sector consists of two major public programs that finance as well as deliver care: the Ministry of Health (MOH) and Royal Medical Services (RMS). Other smaller public programs include several university-based programs, such as Jordan University Hospital (JUH) in the middle and King Abdullah University Hospital (KAUH) in the North. In addition to its general public health functions, the MOH has a dual financing function. First, it is responsible for administering the Civil Health Insurance Plan (CHIP) which covers civil servants and their dependents. Individual certified as poor, the disabled, children below the age of six years, and blood donors are also formally covered under the CHIP, which covers about 20% of the population. Second, the MOH is in effect the insurer of last resort for the entire population, since any individual can come to MOH facilities and pay highly subsidized charges (15 - 20 % of the costs) for the entire range of MOH services [2]. For the public sector, medicines are purchased through annual tenders and these purchases are conducted independently through the MOH, RMS, JUH, and KAUH.

The private sector plays an important role in terms of both the financing and delivery of services. Many private firms provide health care coverage for their employees either through self-insuring or the purchase of private health insurance. The Jordanian pharmaceutical market is made up of almost 74% imported medicines, most of which are branded products (either still patented or off patent) and a few of which are generic products; 26% are locally manufactured products, which are mostly generic products but are usually sold under a trade name, i.e. branded generics [3]. The registration, sales and prices of medicines in Jordan are regulated by the Pharmacy and Drug Law as enforced by the Jordan Food and Drug Administration (JFDA) [4].

In the present atmosphere of escalating global health-care costs, a significant problem for many people is their inability to afford medical care. For uninsured people as well as for many of those with some form of health insurance, outpatient prescriptions are very expensive for the patient. Drug prices have been shown to affect compliance regimens, and patients frequently report not purchasing or delaying the purchase of prescribed medications. A more economically efficient use of drugs could be achieved by an improved knowledge of daily therapeutic costs [5]. Thus, for health and economic reasons, it is important to study the factors affecting doctor’s prescribing behavior. Some of these factors can’t be changed and they do not offer any opportunity for modification and improvements in prescribing behavior [6]. Such factors for instance include, the age and sex of the physician or the patient. On the other hand, there are factors which can be influenced and can modify the prescribing behavior of physicians e.g. experience of the physician, various social factors, the number of practitioners in a practice and others. In addition, physicians are affected by their interactions with the pharmaceutical industry; Drug Company representatives are the key influence at all stages of the drug adoption process. Vast majority of pharmaceutical companies spent the greatest portion of their promotional budget on the personal selling activities. Detailing and free samples have positive and statistically significant effects on the number of new prescriptions that physicians issue [7]. The Jordanian pharmaceutical manufacturers are surrounded by a dynamic environment in which they experience an accelerated changes and intensive competition. This implies that the pharmaceutical companies continuously expose doctors to various competing stimuli.

The competition in pharmaceutical market in Jordan implies that practicing doctors are exposed constantly to various competing stimuli, thus regular, continuous study of factors affecting the prescribing behavior of doctors is essential for pharmaceutical marketer and these information can help policy makers to identify the measures needed to improve the effectiveness of health policy and consequently it can contribute towards a greater economic and clinical efficiency and effectiveness in Jordan.

Research Importance
As most studies related to factors affecting doctor’s prescribing behavior have taken place in a limited number of countries, for example in the united States, the United kingdom, Canada, Turkey and New
Zealand, conducting a study of this type in the Middle East particularly in Jordan –having a different culture- will help in understanding the factors that affect the doctors’ prescribing behavior and give more insights to better understanding of the relationship and impact of these factors when prescribing anti-hypertensive drugs as an example in this study. Doctors’ awareness of health care costs also will be increased by exposing them to how drug price is important for the patient ability to buy it. This information can help policy makers to identify the measures needed to improve the effectiveness of health policy and consequently contribute towards a greater economic and clinical efficiency and effectiveness in Jordan.

**Research Objectives**

The main goal of this research was to investigate the effect of drug prices on doctors’ prescribing behavior. To achieve this goal the following objectives will be fulfilled:

- To investigate the awareness and the knowledge of the doctors of the drug prices and the extent of its effect on doctor’s prescribing behavior.
- To assess the effect of doctor’s professional knowledge and experience on doctors’ prescribing behavior.
- To assess the effect of doctor’s personality on doctors’ prescribing behavior.
- To assess the effect of drug characteristics on doctors’ prescribing behavior.
- To assess the effect of patient’s expectations on doctors’ prescribing behavior and how is the doctor’s image important as a tool to gain patients.
- To assess the effect of pharmaceutical marketing strategies on doctor’s prescribing behavior.

**Research Theoretical Framework**

In order to understand the factors influence physician prescribing decisions and practice, related literature implied that those factors may have a role in influencing the prescribing behavior of physicians [8-10]. Physicians' education and experience, various social factors, number of practitioners in a practice are examples of those factors [11-13]. Determinants of new prescribing were based on four types of knowledge, that is, scientific, social, experiential and patient knowledge [14], and guidelines and other information sources, cost and marketing [15].

Doctors reported that cost information is not easily accessible but that they wanted more cost information and that it would change their prescribing without negatively impacting patient care, or would improve patient care [16]. Doctors’ awareness of cost-containment has been shown to play an important role in their drug-selection decisions [7]. A common theme among existing literature is that physicians, in general, are unaware of prices for most commonly prescribed drugs and may lack commitment to prescribing cost effective drugs [17, 18]. Drug price was considered an important factor influencing prescribing decision [19].

Effect of personal experience on prescribing behavior cannot be avoided and need to be aware of its subjectivity and bias [7]. Physicians who frequently use new medicines tend to be more influenced by commercial sources of information whereas those who prescribe less frequently are more likely to adhere to guidelines [20]. Junior doctors often referred to the senior doctors as important sources of information, as they have both more knowledge and more experience [15].

Although cost or budget impact was acknowledged as a reason for limited use of a new drug [14], [21], safety and efficacy and evidence from scientific literature may have a greater impact on decisions [22]. In the choice of a specific drug, it should be effective, have few side-effects and preferably other beneficial effects than just the main indication [15].

Each physician has a unique personality, and responds differently to various personal selling factors, there is a significant relationship between the individual characteristics of the medical doctors and their prescription behavior [23].
In the era of information, capturing detailed information about drugs and new medications by patients become very easy, as all these information are available on the world web, patients have greater access to information about new medicines than previously [24], for example, discussing different treatment options with the patient will lead in some cases to take the patient’s own wishes into consideration [15]. Low-cost prescribers among general practitioners in New Zealand emphasize listening to the patient during consultation more than do high cost prescribers [25]. A higher total cost for medicines and diagnostic tests was associated with uninsured patients, patients with higher education, patients making informal payments, patients treated in a provincial hospital and patients in the lowest income-level group, and this is thought as a result to meet patient expectations [26].

The field of marketing has expanded recently and became of increased importance as one of the most important activities of any organization or firm. Pharmaceutical marketing is the business of advertising or otherwise promoting the sale of pharmaceuticals or drugs. While the pharmaceutical industry is driven by innovation, it spends more money on marketing than on research and development [27]. The pharmaceutical manufacturing companies invest and spend heavily on marketing and promotion, up to 10% of the pharmaceutical manufacturing companies is invested on promotion considering detailing as the most used promotional instrument [28].

Pharmaceutical companies direct their marketing efforts towards physicians through detailing (personal selling), drug sampling [29] and Pharmaceutical advertisements in medical journals, internet and other media [30]. Physicians are the central target of pharmaceutical marketing efforts, even after increasing of the direct-to-consumer marketing efforts [31]. Interactions between drug companies and doctors are pervasive [32]. It is well established that doctors have various relationships with pharmaceutical companies, such as acceptance of financial support for clinical research and for continuing medical education programs, and informal meetings with medical representatives in which they present different types of gifts to the doctors [33]. If a doctor accepts gifts from the pharmaceutical companies it means that there will be grateful conduct, grateful use, and reciprocation. And it is thought to compromise the physician’s decision making. On the other hand the pharmaceutical companies will not spend large amounts of money in different manner to doctors unless it will influence their attitude and behavior towards them [34].

Figure 1 shows the theoretical framework proposed model.

**Figure 1:** The Variables Model (Theoretical Framework)
Research Hypotheses

\(H_0_1\): There is no statistically significant relationship between drug price awareness and doctors prescribing behavior.

\(H_0_2\): There is no statistically significant relationship between doctor’s professional knowledge and experience and doctors’ prescribing behavior.

\(H_0_3\): There is no statistically significant relationship between drug characteristics and doctors’ prescribing behavior.

\(H_0_4\): There is no statistically significant relationship between patient’s expectations and doctors’ prescribing behavior.

\(H_0_5\): There is no statistically significant relationship between pharmaceutical marketing strategies and doctors’ prescribing behavior.

\(H_0_6\): There is no statistically significant relationship between doctor’s personality and doctors’ prescribing behavior.

Research Methodology

As an exploratory quantitative research, a questionnaire representing all variables -follows a five point likert-scale- consisting of 47 questions was developed and distributed manually by the researcher to be filled by the doctors representing the research sample.

Since this study addresses the factors affect doctors’ prescribing behavior especially with the anti-hypertensive drugs, this research population will consist of the practicing doctors in the cardiovascular segment in private clinics and private hospitals in Jordan. As a judgment sample, taking into consideration the inclusive of different genders, age categories, educational levels, experience level, number of patients seen per day (not less than 15 patients daily), location of the clinic and specialty (cardiologists, internists, nephrologists, endocrinologist and some potential and selected GPs), and according to Jordan Department of Statistics, Statistical Yearbook, 2009, there are 6192 registered doctors practicing in this area; a sample of 364 doctors will be representative covering middle (Amman and Zarka), Northern (Irbid, Jarash, Ajloun) and Southern (Karak) areas of Jordan [35, 36]; names and addresses were obtained from Jordan Medical Association.

The final questionnaire has been developed and validated through several stages (Appendix 1):
- Exploring the literatures which discussed the main variables in order to specify the most appropriate independent and dependent variables.
- Preliminary questionnaire were designed and presented to 4 academic specialists from the faculty of pharmacy and faculty of business at the University of Jordan who have knowledge about the topic.
- After modifications have been done, a pilot study was performed by disseminating the questionnaire to some selected doctors practicing in the field (10 doctors) in which the questionnaire was slightly modified accordingly.

Cronbach's alpha reliability coefficient was calculated based on accepted value over 60% to test the internal consistency reliability. Descriptive statistical analysis was performed to analyze demographics and other variables using SPSS version 19. Inferential statistics were used to measure the correlations between independent variables and dependent variable, in addition to test the study hypothesis by using mainly multiple regression analysis.

Results and Discussion

These results was obtained after using (Scale If Item Deleted) option, so in drug price awareness variable question number 1 was deleted, in doctor’s professional knowledge and experience variable questions number 5 and 6 were deleted, in patient’s expectations variables questions number 3, 7 and 8 were deleted, in marketing strategies variable question number 6 was deleted and in doctor’s
prescribing behavior variable questions number 3 and 4 were deleted. Average Cronbach’s Alpha was 66.14%. Response rate was 69% (250 questionnaires were considered valid out of 290).

Demographic distribution of respondents was shown in Table 1.

Table (1): Frequency distribution and percentage of demographic factors

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
<td>20.4</td>
</tr>
<tr>
<td>Female</td>
<td>199</td>
<td>79.6</td>
</tr>
<tr>
<td>Age:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 45 years</td>
<td>133</td>
<td>53.2</td>
</tr>
<tr>
<td>45-49</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>50-54</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>55-60</td>
<td>39</td>
<td>15.6</td>
</tr>
<tr>
<td>More than 60 years</td>
<td>33</td>
<td>13.2</td>
</tr>
<tr>
<td>Specialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Practitioner</td>
<td>104</td>
<td>41.6</td>
</tr>
<tr>
<td>Internist</td>
<td>110</td>
<td>44</td>
</tr>
<tr>
<td>Cardiologist</td>
<td>21</td>
<td>8.4</td>
</tr>
<tr>
<td>Endocrinologist</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Nephrologist</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Educational level:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordanian board</td>
<td>162</td>
<td>64.8</td>
</tr>
<tr>
<td>Arabic board</td>
<td>21</td>
<td>8.4</td>
</tr>
<tr>
<td>Outside board (USA, UK, Germany)</td>
<td>46</td>
<td>18.4</td>
</tr>
<tr>
<td>Others</td>
<td>21</td>
<td>8.4</td>
</tr>
<tr>
<td>Country of Graduation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan</td>
<td>108</td>
<td>43.2</td>
</tr>
<tr>
<td>Arabic Countries</td>
<td>46</td>
<td>18.4</td>
</tr>
<tr>
<td>Central eastern Europe</td>
<td>59</td>
<td>23.6</td>
</tr>
<tr>
<td>Western Europe</td>
<td>27</td>
<td>10.8</td>
</tr>
<tr>
<td>USA</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Experience Level:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>67</td>
<td>26.8</td>
</tr>
<tr>
<td>5-15</td>
<td>56</td>
<td>22.4</td>
</tr>
<tr>
<td>16-30</td>
<td>78</td>
<td>31.2</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>49</td>
<td>19.6</td>
</tr>
<tr>
<td>Number of patients seen per day:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 15</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>16-30</td>
<td>150</td>
<td>60</td>
</tr>
<tr>
<td>More than 30</td>
<td>85</td>
<td>34</td>
</tr>
<tr>
<td>Practicing area (Location):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>195</td>
<td>78</td>
</tr>
<tr>
<td>North</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>South</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The level of acceptance of the factors affecting doctors' prescribing behavior in Jordan by doctors is clearly high (mean>3, SD<1; Table 2) except for drug price awareness to an extent.

Table (2): Descriptive analysis for independent variables

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Mean</th>
<th>Standard Deviation (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Prices Awareness</td>
<td>2.9460</td>
<td>.62018</td>
</tr>
<tr>
<td>Doctor’s Professional Knowledge and Experience</td>
<td>3.6627</td>
<td>.48995</td>
</tr>
<tr>
<td>Drug Characteristics</td>
<td>3.6213</td>
<td>.43647</td>
</tr>
<tr>
<td>Patient’s Expectations</td>
<td>3.2880</td>
<td>.43465</td>
</tr>
<tr>
<td>Marketing Strategies</td>
<td>3.7073</td>
<td>.43524</td>
</tr>
<tr>
<td>Doctor’s Personality</td>
<td>3.9129</td>
<td>.48928</td>
</tr>
</tbody>
</table>
Hypotheses Testing
As shown in Table 3, P value is more than 0.05 for the null hypotheses 2 & 3; this means that professional knowledge & experience and drug characteristics have no statistically significant relationship with the dependent variable (doctors’ prescribing behavior) i.e. accept the null hypothesis. While, the null hypotheses was rejected for drug price awareness, patient’s expectations, pharmaceutical marketing strategies and doctor’s personality.

Table (3): Hypotheses testing and correlation between variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Dependent Variable: doctors’ prescribing behavior</th>
<th>β</th>
<th>T</th>
<th>Sig.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td>-.192</td>
<td>.848</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H₀₁: There is no statistically significant relationship between drug price awareness and doctors prescribing behavior.</td>
<td>.147</td>
<td>2.538</td>
<td>.012</td>
<td>Reject the null hypothesis</td>
<td></td>
</tr>
<tr>
<td>H₀₂: There is no statistically significant relationship between doctor’s professional knowledge &amp; experience and doctors’ prescribing behavior.</td>
<td>.010</td>
<td>.173</td>
<td>.863</td>
<td>Accept the null hypothesis</td>
<td></td>
</tr>
<tr>
<td>H₀₃: There is no statistically significant relationship between drug characteristics and doctors’ prescribing behavior.</td>
<td>.046</td>
<td>.659</td>
<td>.511</td>
<td>Accept the null hypothesis</td>
<td></td>
</tr>
<tr>
<td>H₀₄: There is no statistically significant relationship between patient’s expectations and doctors’ prescribing behavior.</td>
<td>.267</td>
<td>3.636</td>
<td>.000</td>
<td>Reject the null hypothesis</td>
<td></td>
</tr>
<tr>
<td>H₀₅: There is no statistically significant relationship between pharmaceutical marketing strategies and doctors’ prescribing behavior.</td>
<td>.356</td>
<td>6.561</td>
<td>.000</td>
<td>Reject the null hypothesis</td>
<td></td>
</tr>
<tr>
<td>H₀₆: There is no statistically significant relationship between doctor’s personality and doctors’ prescribing behavior.</td>
<td>.240</td>
<td>4.209</td>
<td>.000</td>
<td>Reject the null hypothesis</td>
<td></td>
</tr>
</tbody>
</table>

Correlation coefficient (R²) was calculated to be = 0.335, this indicates that 33.5% of the variability of doctors’ prescribing behavior has been explained by the model. Adjusted R² value of this research was found to be = 0.318, since adjusted R² values always less than or equal to R², this means that; if the model has been fitted when the whole population participates rather than those who responded in the study, there will be 0.017 (0.335 - 0.318) less variance in the model outcome.

The results showed that the following factors have a statistical significant positive effect on doctors’ prescribing behavior: drug price awareness, marketing strategies, patient’s expectation and doctor’s personality. Those are concurrent with previous literature on the topic as stated below.

Doctors’ awareness of cost-containment has been shown to play an important role in their drug-selection decisions, physicians may be more price-sensitive in their choice of prescription drugs, and drug price was considered an important factor influencing prescribing decision [7, 19].

Pharmaceutical companies would not spend large amounts of money on marketing activities if they were not effective in increasing their market share and their products sales through affecting doctors’ prescribing behavior i.e. pharmaceutical marketing strategies affects doctors’ decisions and prescribing [34, 37-40]. Also, it was stated that: “Interactions between drug companies and doctors are pervasive. Relationships begin in medical school, continue during residency training, and persist throughout physicians’ careers. The pervasiveness of these interactions results in part from a huge investment by the pharmaceutical industry in marketing” [32]. There are several and common promotional practices intended by pharmaceutical companies to promote their products to the doctors and thus increase prescribing [41].

Doctor’s prescribing behavior is significantly associated with patients’ expectations [42]. Doctors when talked specifically about different treatment options with their patients; discussing several modes of administration available, they would take the patient’s own wishes into consideration [15].
There is increasing evidence that prescribing behaviour of doctors and their choice to prescribe is heavily influenced by their perceptions of the social background, beliefs and attitudes [43]. Also a significant relationship between the individual characteristics of the medical doctors and their prescribing behavior was found, in which rational prescribing of drugs depends more on the doctor’s rather than on the patient’s characteristics [23].

Through this research, the effect of doctor’s professional knowledge and experience and the effect of drug characteristics were found to be not significant on the doctor’s prescribing behavior. This may be due to the huge impact of the pharmaceutical companies and their marketing strategies on the doctor to change his prescribing decision in their favor and in a way to increase the prescription of their brands regardless of the drug characteristics and what really the patient needs, and they do that by introducing gifts in different types and under different names.

**Recommendations and Implications**

Jordanian pharmaceutical companies must be aware about the marketing strategies of their competitors and prepare strong strategies in order to increase their sales by affecting doctors’ prescribing behavior through their impact on doctors’ personality. This can be achieved by undertaking more innovative and creative aggressive promotional efforts.

Also, it seems important that Ministry of Health and the Jordanian Medical Associations give more attention to educate doctors about the drugs characteristics and drug prices, so can prescribe high quality drugs at affordable prices e.g. generics.

**References**


[34] Panush RS. Not for sale, not even for rent: Just say no. Thoughts about the American College of Rheumatology adopting a code of ethics. Journal of Rheumatology 2002; 29:1049-57.

Appendix 1: The Questionnaire Distributed to Doctors

A Please put (X) beside the chosen answer:

1) Gender:
   □ Female □ Male

2) Age:
   □ Less than 45 years □ From 45 – 49 years
   □ From 50 – 54 years □ From 55- 59 years
   □ More than 60 years

3) Educational level:
   □ Jordanian Board only □ Arabic Board
   □ Outside Board:
   a. American
   b. British
   c. German
   □ Others: _______________________

4) Experience in years:
   □ Less than 5 years □ 5 – 15 years
   □ 16 – 30 years □ Over 30 years

5) Average number of patients seen per day
   □ Up to 15 □ From 16-30
   □ More than 30

B Please answer the following:
Country of graduation: ……………………………
C Please put (√) next to each statement to indicates the extent to which you agree or disagree with that statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The doctor is usually not aware of actual drug price.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Drugs prices have no effect when choosing a drug.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The doctor has easy access to drug price information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The doctors have been formally educated about drug prices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The doctor usually gain the knowledge about the drugs from publications in medical journals and medical text books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Pharmaceutical sales representative is one of the doctor’s information resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The doctor’s experience with drugs’ treatment profiles is considered when choosing a drug</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Knowledge and experience of the colleges affect the doctor’s opinion in drugs in some cases.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Physician should be updated with recent studies and mechanisms of actions of new drugs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Country of graduation affect the doctor’s treatment strategy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. The doctor takes the effectiveness of the drug into consideration when choosing a drug.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. The doctor takes the cost of the drug into consideration when choosing a drug.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. The doctor gives the compliance and the dose regimen of the drug a high consideration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. The doctors usually prefer originator drugs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. The appearance of adverse drug reactions Leads the doctor to change the drug.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. The quality of the drug (package, tablets &amp; manufacturing) is taking into consideration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. The experience years of the pharmaceutical company in the market affects choosing its products.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. The drug’s country of origin affects its choosing chances.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. The availability of many drug choices is taken into consideration when prescribing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. The level of the health care services can be expected by the location of the clinic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. The doctors give stronger consideration to costs of the drugs when patients are self-paying.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. The presence of insurance doesn’t affect the doctor’s choices of the drugs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. Patient’s expectations toward drugs’ efficacy and compliance are taken into consideration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Patient social level is considered when choosing a drug.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. Doctors prescribe expensive drugs for insurance covered patients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. In hypertension treatment, the efficacy of the drug is taken into consideration regardless of the patient preferences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. With insurance covered, usually the doctor ignores the patient preferences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. I consider the evaluation of the patient case when prescribing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>29. The medical representative’s relationship with the doctor affects the doctor’s choices of the drugs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>30. Frequent visits of the medical representative to the doctor increase the chances of prescribing his drugs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>31. Sponsoring medical conferences and educational lectures by a pharmaceutical company has a positive impact on choosing its drugs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>32. Free medical samples of a drug are helping to know its efficacy and then prescribing it again.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>33. Social activities sponsored by the pharmaceutical companies are a good way to improve the relationship between the doctor and the company.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>34. Providing the doctors with gimmicks and stationary tools with the drug’s name on it helps to remember it when prescribing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>35. I see myself as someone who is helpful and unselfish with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>36. I see myself as someone who does a thorough job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>37. I see myself as someone who is a reliable worker</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>38. I see myself as someone who is original, comes up with new ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>39. I see myself as someone who is generally trusting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>40. I see myself as someone who has an active imagination</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>41. I see myself as someone who makes plans and follows through with them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>42. I see myself as someone who likes to cooperate with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>43. I see myself as someone who is sophisticated in art, music, or literature</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>44. Doctors usually evaluate the promoted drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>45. Doctors usually use the promoted drug.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>46. The number of cases seen daily influence the prescribing process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>47. The goal of doctors' prescribing behavior is to maximize the effect of the treatment strategy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Attitudes University Students towards Time Management Skills

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Abstract

The primary purpose of this study was to determine the level of students’ awareness about time management skills at the Hashemite University in Jordan. A total of 1014 university students participated in the study by completing the questionnaire Time Management Skills. Results indicated that university students showed a low level of awareness about time management skills. Additionally, results indicated that there were no significant differences in participants’ level of awareness based on the demographics of gender and academic performance. The study ends by suggesting a number of practical and theoretical recommendations for a number of stakeholders.

Keywords: Time management skills, University students.

Introduction

Time management is essential for everybody, especially for university students. But what is time management?. Although there is no mutual agreement on the concept of time management, different scholars shared similar ideas about this concept. The concept was introduced in the 1950 (Claessens, Van-Eerde, Rutte, & Roe, 2007). McCay (1959) wrote a book, The Management of Time, which highlighted the essential elements of time management: being self-reflective and changing time expenditure of time-consuming behaviors and increasing efficiency by making a daily plan such as prioritizing tasks. In other words, the concept of time management is defined in terms of the techniques or skills that are deemed to aid productivity and efficiency. There are three major models of time management: The Britton and Glynn’s (1989), Macan (1994) and Huang and Zhan’s (2001) model of
time management. Britton and Glynn (1989) conceptualized time management in terms of three components: macro, intermediate and micro levels. The macro level refers to choice and goals prioritizing. The intermediate level involves creating tasks from the goals and sub-goals, while the micro level consists of planning and implementing. Based on this three components of time management, Britton and Glynn (1989) developed a measure namely Time Management Questionnaire (TMQ) to assess time management practices with three factors which are consistent with the three components of time management proposed by Britton and Glynn (1989) Macan (1994) model of time management consists of four components, which are perceived control of time, setting goals and priorities, mechanics of time management and preference of organization. Setting goals and priorities is equivalent to short-range planning (Britton & Tesser, 1991).

Time management and proper administration of time are the effective factors in academic success. In this regard Izawa (2002) believes that in learning the text materials, the skill of time management is essential. Studies show that the time organization and time management behaviors are significantly related with academic performance (Britton and Glynn, 1989; Macan, Shahani, Dipboye, and Philips, 1990; Mican,1996; Ellas and Pofa, 1995; Classsens, 2004; Frazier, Youngstrom & Glutting, 2007; Burt & Kemp, 1994; Bond & Feather, 1988; (Ling, Heffernan, & Muncer, 2003; Noftle and Robbins, 2007; mercanlioglu, 2010; Sevari and Kandy, 2011). Studies done by Bitton and Tesser (1991), Kleijin, Topman, and Ploeg (1994) also revealed that high academic performance not only has no relation with high intelligence and hard work, but also is related to often not associated with effective cognitive learning strategies (proper time management, advanced study strategies, better competences in test taking and better competence in general education) is associated. Lay and Schouwenburg (1993) during study concluded that effective time management strategies on academic performance is impressive. Zimmerman, Greenberg & Weinstein (1994) in their review showed that time management training and planning helps students adjust their study time better and increase their academic performance too. Trueman and Hartley in a research entitled " the comparison between time management and academic performance of 293 students ", showed that female students apply time management skills more effectively than male students, and there is a positive correlation between time management and academic performance. Zulaf and Gurtner (1999) in their research showed that skills of time management and study time on average are associated with academic performance.

Misra and Mckean (2000) in a study showed that there is a relation between time management, stress reduction and increased academic success. King et al (2003) during a study concluded that there is a correlation between time management skills and academic performance.

Sansgiry, Kawtker, Dutta and Bhosle (2004) during a study as predictor of academic performance on 244 students, concluded that academic competence, time management and study techniques effect academic achievement, and there was a significant difference among students in terms of these variables and academic performance. Proctor, Prevatt, Petscher, Hurst and Adams (2006) reported that the groups who used time management had higher GPA's. Cano's (2006) revealed that affective strategies (e.g., time-management, motivation, concentration) were statistically significant predictors of student's academic performance. Students that used time management strategies significantly had higher standardized test scores.

Tanriogen and Iscan (2009) during a study entitled "university students time management skills" concluded that their time management skills have been at the intermediate level. Results also showed that positive attitude to time management was impressive, and having a positive attitude on time management can help them promote their time management skills. Wei (2008), Ze-Gang, Chun-xiang and Huai-Hu (2008) studies suggests that there is a significant correlation between time management and academic achievement.

**Statement of the Problem**

Generally, most people do not know to manage their time effectively. According to Gaustschi (1988) an individual who cannot effectively manage time, cannot manage his professional life and daily life.
The true measure of time management is determined by how well an individual manages and plans his/her time effectively. Time concept is a problem for university student's academic life and their social life. In trying to read all books and chapters assigned, meet paper deadline, and participate in extracurricular activities, university students may become overwhelmed with feeling that there is not enough time to complete all their work adequately. Poor time management behaviors, such as, not allocating time properly or last minute cramming for exams are sources of stress and poor academic performance. Therefore, the problem with the current study is to determine the level of time management skills among the students of the Hashemite University.

**Research Objectives**

The following research objectives were pursued in this study:

1. To determine the level of awareness about time management skills among students at the Hashemite University.
2. To determine the differences in students’ awareness related to time management skills based on gender and academic performance.

**Significance of Study**

The present research is extremely important for a number of reasons. First, it provides guidelines for a responsible use of time management skills by university students. Through exposure to these skills, students’ awareness may be increased. Second, it opens the door for researcher to conduct related studies in the field of time management skills and its relationship to other variables in different university.

**Methodology**

**Participants**

The population of this study consisted of (15230) undergraduate students, who were enrolled in the various faculties at Hashemite University (HU) for the academic year 2012/2013, across all levels of study. A sample population of (1014) undergraduate, between the ages of 18-22 years old, were selected based on random sampling technique.

**Instrument**

The instrument used in this study was developed by Alay and Kocak (2002). The instrument consisted of (27) items, the items of the questionnaire are assessing time management behavior In three dimensions time planning (16) items, time attitudes (7) items and time wasters (4) items. It requires subjects to answer on five point Likert scale which consist of the response always, frequently, sometimes, infrequently and never. For each items scoring is determined such that responses indicating predefined "good" time management practices are given 5 points while those at other end of the scale are scored as 1 point.

A cronbach alpha of (0.83) was reported for the time management questionnaire. In terms of the time management scales, a reliability estimate of (0.82) was reported for the time planning, and a (0.70) was reported for the time attitudes, and a (0.71) was reported for the time wasters.

In this study, the reliability coefficient was calculated using test–retest and was found to be (0.76, 0.81, 0.79) for time planning, time attitudes, and time wasters respectively. In this study, to clarify the validity of the instrument, the researcher translated the items into Arabic language and then a specialist in educational psychology was asked to translate the Arabic items into English language to ensure acceptable validity indices and validated translation. The items were then given to another specialist who is proficient in both languages to compare the Arabic translation with the original.
Data Collection

After acquiring the instructor permission, the questionnaire administrated was during regular class periods to student in the second semester of the 2012-2013 academic year. The students received written instruction that specified the purpose of the study and explained the procedure followed while responding to the questions. In particular, the students were told that there were no rights or wrong response. Students asked to return the questionnaires to the class instructor who passed them it on to the researcher.

Data Analysis

The data collected from all participants were coded, entered onto the SPSS spreadsheets, and analyses using software package SPSS version 17. Descriptive statistics for all variables in this study were examined using SPSS frequencies. The minimum and maximum values of each item were examined for accuracy of data entry by inspecting any out-of-range values. No out-of-range values were found. Missing subjects were not detected either. The results of the study are addressed by each objective.

Results and Discussion

Results Pertaining to Objective 1

Objective 1 was to determine the level of awareness about time management skills among students at the Hashemite University. Descriptive statistics, including means and standard deviations, were used to achieve this objective. Analysis of the data in the first question involved the tabulation of the mean of awareness about time management skills. The total mean score was calculated based on student responses to each item in the selected scale using the 5-point Likert-type scale. Thus, the levels of awareness about time management skills were interpreted using the following categories: below 3 = low awareness level; 3-4 = medium awareness level; above 4 = high awareness level. As can be observed in Table I, the mean for overall time planning was 2.38, time attitudes were 2.26 and time wasters was 2.96. This result indicates that the awareness of students at the Hashemite University about time management skills rated as low.

Table 1: Responses on time management skills Questionnaire.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time planning</td>
<td>Do you plan your day before you start it?</td>
<td>2.59</td>
<td>.84</td>
</tr>
<tr>
<td></td>
<td>Do you have a set of goals for each week ready at the beginning of the week?</td>
<td>1.32</td>
<td>.62</td>
</tr>
<tr>
<td></td>
<td>Do you spend time each day planning?</td>
<td>2.18</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>Do you write a set of goals for yourself for each day?</td>
<td>2.56</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>Do you make a list of the things you have to do each day?</td>
<td>2.60</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Do you make the schedule of activities you have to do on workdays?</td>
<td>2.86</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td>Do you have a clear idea of what you want to accomplish during the next week?</td>
<td>2.92</td>
<td>1.18</td>
</tr>
<tr>
<td></td>
<td>Do you set deadlines for yourself for completing work?</td>
<td>2.92</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td>Do you try to schedule your best hours for your most demanding work?</td>
<td>2.53</td>
<td>1.15</td>
</tr>
<tr>
<td></td>
<td>Do you keep your important dates (e.g. Exam dates, research paper due dates, etc.) on a single calendar?</td>
<td>2.13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Do you have a set of goals for the entire quarter?</td>
<td>2.09</td>
<td>.99</td>
</tr>
<tr>
<td></td>
<td>Do you clip os Xerox articles which, although not presently important to you, may be in the future?</td>
<td>1.91</td>
<td>1.12</td>
</tr>
<tr>
<td></td>
<td>Do you regularly review your class notes, even when a test is not imminent?</td>
<td>2.10</td>
<td>1.06</td>
</tr>
<tr>
<td></td>
<td>Do you keep things with you that you can work on whenever you get spare moments?</td>
<td>2.67</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>Do you set and honour priorities?</td>
<td>2.45</td>
<td>1.10</td>
</tr>
<tr>
<td></td>
<td>Each week do you do things as they naturally occur to you, without an effort to make a plan in advance and compulsively?</td>
<td>2.32</td>
<td>0.98</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2.38</td>
<td>1.03</td>
</tr>
</tbody>
</table>
Results Pertaining to Objective 2

Research Objective 2 concerns the differences in students’ awareness related to time management skills based on gender and academic performance. T-tests for independent samples were used to examine the gender variable. As shown in Table 2, there were no significant differences among university students at the Hashemite University in their levels of time planning and time attitudes that can be attributed to their gender (α < .05), and there were significant differences among university students at the Hashemite University in their levels of time wasters that can be attributed to their gender (α < .05).

Table 2: The differences between male and female university students in their levels of awareness of time management skills.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Gender (n)</th>
<th>Means</th>
<th>SD</th>
<th>t</th>
<th>p</th>
<th>θ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Time planning</td>
<td>432</td>
<td>582</td>
<td>2.40</td>
<td>2.38</td>
<td>.56</td>
<td>.47</td>
</tr>
<tr>
<td>Time Attitudes</td>
<td>432</td>
<td>582</td>
<td>2.97</td>
<td>2.98</td>
<td>.78</td>
<td>.67</td>
</tr>
<tr>
<td>Time Wasters</td>
<td>432</td>
<td>582</td>
<td>2.86</td>
<td>3.03</td>
<td>.95</td>
<td>.83</td>
</tr>
<tr>
<td>Total</td>
<td>432</td>
<td>582</td>
<td>2.74</td>
<td>2.80</td>
<td>.76</td>
<td>.66</td>
</tr>
</tbody>
</table>

*(α < .05)

On the other hand, one-way analysis of variance (ANOVA) was utilized to identify whether the variances between the four academic performances of university students at the Hashemite University were equal or significantly different. Table 3 shows that there were no significant differences among the four academic performance groups in terms of their levels of awareness about time management skills.

Table 3: The differences among the four academic performances on the awareness of time management skills.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sum of squares</th>
<th>df</th>
<th>F</th>
<th>p</th>
<th>θ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time planning</td>
<td>Between groups</td>
<td>.498</td>
<td>3</td>
<td>.643</td>
<td>.588</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>260.986</td>
<td>1010</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>261.485</td>
<td>1013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Attitudes</td>
<td>Between groups</td>
<td>1.856</td>
<td>3</td>
<td>1.213</td>
<td>.304</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>518.382</td>
<td>1010</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>520.238</td>
<td>1013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Wasters</td>
<td>Between groups</td>
<td>.329</td>
<td>3</td>
<td>.138</td>
<td>.937</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>806.188</td>
<td>1010</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>806.517</td>
<td>1013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Between groups</td>
<td>.694</td>
<td>3</td>
<td>.879</td>
<td>.452</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>265.748</td>
<td>1010</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>266.441</td>
<td>1013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion and Recommendations

Obviously, time and how to manage it is one of the things that are very important for humans. In other words, the value is not equal for all and not everyone uses it the same. Many of them are interested in using it at their best, while others not. How to use time at optimum level, a range of skills and special management is required. In other words, the more we are familiar with it, the better we can control and manage it. The primary purpose of this study was to assess levels of university students’ awareness about time management skills in the Faculties at the Hashemite University in Jordan. A sample of 1014 students participated in the study by responding to the 27-item time management Questionnaire (TMQ). As indicated in the results section, the mean value of the students’ response on the time planning was 2.38, time attitudes was 2.26 , and time wasters was 2.96 signifying a low level of students’ awareness regarding time management skills. This result indicates that university students have not reached an acceptable level of awareness about time management skills. Another strand of results regarding demographic variables reveals that gender and academic performance had no effect on students’ awareness of time management skills. This result is explained by the fact that both male and female university students are treated equally time management skills. Further, students at various academic performances may not be gradually exposed to time management skills.


From the theoretical standpoint, the following line of research is suggested for the future: (a) The university needs to have a better role to increase the effectiveness of students’ time management through academic and training programmers. (b) Students should acquire skills of investing time to enhance their achievement.

References


Commuting Challenges in Bangkok, Thailand: Voices of Blind Students that Public Administrators should Hear

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Abstract

This article sets forth a qualitative method for examining barriers that affect visually impaired students commuting to school in Bangkok, Thailand. Findings drawn from four focus groups of forty school-aged students with visual impairments clearly indicate that blind-unfriendly environment, poor public bus service, poorly-designed sidewalks and ineffective law enforcement to guarantee the disabled their right to commute are the major sources of worry among these students. Despite showing their need to commute, the students frequently encounter a number of challenges on their way to school. These challenges obviously have limited their commuting opportunity. The author recommends that the government of Thailand introduce strong tailored policy interventions to meet the commuting needs of the visually impaired. Without universal design and inclusive society, empowering visually impaired students through schoolings and education is not realizable.

Keywords: Disability policy; visually impaired persons; inclusive society; universal design

1. Introduction

This article focuses on the current experience of visually impaired students and their commute to mainstream schools in Bangkok in accordance with the Inclusive Education Policy of the Ministry of Education, Thailand. Raised awareness of people living with disabilities has occurred since the inception of the United Nations Decade of Disabled Persons (1983-1992). Persons with disabilities are very important for the development of a country. If governments ignore these people, they will be marginalized and eventually become social and economic burdens. However, if governments rehabilitate them properly, they could be economically productive and become agents of change in society.

The explanation of disability as applied to the politics of difference is not new; the bodily difference has been explained for centuries. Despite having no single and agreed-upon definition of disability among the theorists and authorities involved, disability is influenced by and in terms of pathology. From the twentieth century onwards, medical science has advanced rapidly. Disability has been studied using a medical-diagnostic approach which has become the foundation of disability explanation. The medical model of disability involves the major dysfunctions in what is considered typical hearing, seeing and mobility impairment. The medical conception of disability has put people with disabilities into health frames.

Apart from the medical explanation, many non-disabled people believe that disability is punishment because, as they believe, it is derived from a curse from god or from sinful acts caused
either by the afflicted individuals or their ancestors (Stiker, 2000; DePoy and Gilson, 2004). Asch and Fine (1988) summarize a set of common assumptions about disability, pointing out that disability is located solely in biology. When disabled people face problems, it is because of their impairments. They furthered their argument by stating that these people are frequently social victims. It can, therefore, be argued that disabled people become disabled because of social attitudes and definitions.

The pathological explanation and an erroneous impression of disability have produced socially stigmatized disabled people. There are groups against the medical model who have challenged this notion (Finkelstein, 1980; Oliver, 1990; Barnes, 1991; Morris, 1991; Campbell, 1992; Shakespeare, 1994). Subsequently, disability scholars have shifted the disability paradigm from a health context affecting such individuals to socially imposed restrictions and multiple environments in society which Oliver (1990) has termed a social model of disability. Disability scholars and disabled activists have come out to pinpoint the social marginalization and oppression which alienate disabled people from social life. Barnes (1991) suggests that social oppression produces manifold expressions of institutional discrimination against people with disabilities in education, employment, environment as well as misrepresentation in mass media.

Disability can also be explained by a rights-based approach. A rights-based approach can be traced back to the concept of human development. The main objective is to ensure human well-being because the theme of human development is people. A rights-based approach implies the concepts of protection, respect, facilitation and fulfillment. This approach has become increasingly fashionable in today’s social development efforts because it ensures entitlement to resources (Sen, 2000). It is quite clear that this concept involves people whoever they are or wherever they were born. People must be entitled to appropriate resources and have the right to be respected and cared for by society.

The Government of Thailand has enshrined the right of people living with disabilities in the country’s constitution and the Empowerment for Persons with Disability Act (2007). These two important documents emphasize equality in education, job opportunities, and other human rights. As of June 2011, the number of people living with disabilities reached 1,062,063, including 120,857 visually impaired persons (National Office of Empowerment for Persons with Disabilities, 2011). Statistics from the last few years indicate the number of people living with visual impairment has gradually increased.

Compared to people with other disabilities, those with visual impairments have high potential to participate in wider society. A visually impaired person is an individual whose better eye, with regular eyeglasses, is able to see less than 6/18 or from 20/70 downward until unable to see any light, or who has a visual field of less than 30 degrees. If visually impaired persons receive enough education and live in disability-friendly environments, they will become economically productive because their bodily movements and psychological cognition are not dysfunctional.

However, among visually impaired people, school-aged children with visual impairments are one of the most marginalized groups. In 1990, UNESCO proclaimed the “World Declaration of Education for All,” in an effort to persuade every UN member to provide education for everyone, regardless of their background or appearance (UNESCO, 1990). The Government of Thailand, as a member of UNESCO, has responded to the “Education for all” campaign by promoting inclusive education in accordance with the Education for People with Disabilities Act (2008).

Inclusive schools are fundamentally important to school-aged students, including those who are blind. Inclusive education attempts to encourage disabled and non-disabled students to join in activities together (Booth, 2005). Previous studies suggested that inclusive education for disabled students can yield positive outcomes, i.e., social adaptation, fair impressions of disability and participation in wider society (MacCuspie, 1996; Sacks and Silberman, 2000; Sacks and Wolffe, 2006; Kail, 2007; Salleh and Zainal, 2010; Polat, 2011). It can be argued that combining the disabled with their non-disabled classmates may reduce or remove perceptions of stigmatization and exclusion. The Ministry of Education has, consequently, introduced inclusive education programs to nurture the capabilities of blind students.
Many researchers have shed light on the quality and methods of inclusive education. In Thailand, unfortunately, very little research has focused on the physical environmental factors that might motivate blind students and their family members to participate in inclusive education. Hammel et al. (2008) argues that the influence of the built environment for disabled persons is significant for social activities. An unfriendly environment can adversely affect physical and emotional health.

Several studies from a number of countries indicate that the social adaptation of students with disabilities is strongly influenced by their everyday environments (Mahoney, Larson and Eccles, 2005; McDougall, King and de Wit, 2004; WHO, 2004). Welsh et al. (2006) have proved that the social skills of children with disabilities deteriorate if accessible and friendly built environments and accommodative facilities are not in place. An unfriendly public transport environment can result in exclusion from an inclusive education. Stanley and Lucas (2008) have found that social exclusion has largely been linked to the concept of accessibility. Family members and caregivers tend to drop the idea of sending their visually impaired children to study in mainstream schools if public transport is poor. They may choose to send their children to boarding schools for the blind. Boarding schools for visually impaired students are good for primary education. At the secondary and tertiary levels, however, students with visual impairments should learn to mingle with non-disabled classmates. Placing students with disabilities in special schools naturally excludes them from mainstream society. That explains why there are a number of disability associations in Thailand. Special schools for disabled children can best train them to perform the activities of daily life (ADL). After performing ADL, they need social participation. Commuting to mainstream schools is becoming absolutely essential for these students.

In terms of physical settings, research suggests that inaccessible built environments result from the architect’s lack of understanding of disabled persons’ needs (Imrie, 1996; Imrie and Hall, 2001). Sidewalks present many objects, e.g. bus stop poles, fire hydrants, and overhead awnings from street shops, which make the movement of visually impaired persons more difficult. Such physical environments obviously discourage the visually impaired from visiting different places and deny their right to free movement. In this light, many disability scholars argue that street obstacles are an infringement of the right to move about freely (Oliver, 1990; Barnes, 1991; Shakespeare, 1994; Barton, 1996; Barry, 2002; Edmonds, 2005).

Built environments are largely related to the concept of Universal Design (UD). UD is seen as a means of help for disabled persons in solving problems of unfriendly environments. Originally developed at North Carolina State University, UD refers to physical environments for all (Center for Universal Design, 1995). The principles of UD include simple and intuitive use, equitable use, perceptible information, tolerance for error, flexibility in use, low physical effort, size and space for approach and use.

UD understands that the body movement of human beings is fluid and changing. Each built environment must therefore be able to facilitate changes in people’s movement and their needs. A design of a built environment without the concept of UD poses threats to people with disabilities because unfriendly physical settings discourage movement (Clarke, Ailshire, Nieuwenhuijsen and de Kleijn-de Vrankrijker, 2011). Thailand, as a developing country, has recognized the concept of UD and has acknowledged the right of people with disabilities to barrier-free movement. But the Government of Thailand, in reality, has not included people with disabilities in the built environment design process. Without the involvement of disabled people in the process of designing, construction and submission of completed work, built environments can be disability-unfriendly (Winzer, 1990; Coleridge, 1993; Dodds, 1993; Helander, 1993; Best, 1995).

In Bangkok, the most controversial built environments in UD for visually impaired persons include no-Braille street sidewalks, no color-contrast marks on the streets, poor public transit systems and high-floor buses without on-board lifts. In addition, there is no strong commitment from the government to eliminate such built environments. School-aged children who would like to attend inclusive schools must condition themselves to accepting risk when commuting. Although inclusive
education is promising, the journey to the inclusive school is challenging, especially for blind students who are newly recruited to such a school. Since these students are visually impaired, traveling alone requires caution and physical effort.

In Thailand, the Ministry of Education has promoted inclusive education and has persuaded visually impaired students to pursue their education at the secondary education level in mainstream schools.

1.1. Public Mass Transit System and Built Environment in Bangkok Areas

Since the implementation of inclusive education by the Ministry of Education, schools for visually impaired students have collaborated with the Bureau of Special Education to promote this policy. However, built environments and the public mass transit system are major factors influencing family member decisions to let the visually impaired commute to possibly distant inclusive schools. The National Disability Situation Report in 2009 reported that there were 276,129 disabled students who needed reliable public transport and a friendly environment for commuting (The National Office of Empowerment for Persons with Disabilities, 2009).

Of the 276,129 students, only 3,623 participated in inclusive education with mainstream schools. Many of them decided to study in boarding schools for disabled persons because of unfriendly physical environments and an unreliable public mass transit system have discouraged them. In Bangkok, the three most popular means of public mass transit which students with visual impairment frequently use include sidewalks, buses and the rail systems. However, these systems are not well placed.

1.2. The Bangkok School for the Blind and Mainstream Schools in Bangkok

Founded as a special private school on January 12, 1939 by Miss Genevieve Caulfield, a blind American, the School for the Blind is the first school for visually impaired students in Thailand. Located in Bangkok, the school was well received by the general public and then was officially registered under the name of The Foundation for the Blind in Thailand under the Royal Patronage of H.M. the Queen on May 10, 1939. The major responsibilities of the school and the Foundation are (i) help visually impaired persons equally, (ii) provide education and vocational training for people with visual impairments and (iii) seek comprehensive cooperation with government and various domestic and international agencies.

In 1960, the school was under the supervision of the Office of Private Education Commission, Ministry of Education. In October 1977, the School for the Blind was officially renamed The Bangkok School for the Blind and operated as a non-profit organization. The school has provided both regular education and boarding education from kindergarten to primary level. While secondary education is beyond the capacity of the school teachers, the Foundation has attempted to widen the educational opportunities for visually impaired students. In doing so, the Foundation has sought official assistance from the Ministry of Education. Since 1997, the Ministry of Education has agreed to support secondary education for blind students and has implemented the “Inclusive Education for the Blind” program.

Inclusive Education is one of the initiatives that can help the Royal Thai Government achieve its Millennium Development Goals (MDGs) by 2015. Students with disabilities should not be left behind as the country develops. The current constitution, passed in 2007, has enshrined the right to education for students with disabilities. Section 49 states that “people with disabilities must be entitled to the best quality of basic education without tuition fee at least twelve years provided by the government.” In addition, Section 20 of the Empowerment for Persons with Disability Act 2007 states that “the government is required to provide adequate education facilities and support for students with disabilities.” These two important laws have had a positive effect on the National Education Act (1999) and the Education for Disabled People Act (2008). In order to abide by these two important
laws, Basic Education Commissioners have implemented an inclusive schooling policy that allows disabled students to study with non-disabled classmates.

Blind students living in a metropolitan area and studying with non-disabled schoolmates will face many difficulties when commuting to school. After finishing grade 6 at the Bangkok School for the Blind, most blind students will be sent to study in mainstream schools.

Nearby mainstream schools in Bangkok, under the Office of Basic Education Commission, have been asked to recruit students with visual impairments from the Bangkok School for the Blind each academic year. So far, three schools have provided seats and education facilities for blind students.

2. Methodology
This article is derived from field research conducted between April and July 2011 in Bangkok, Thailand. Most research focuses on students with visual impairments in school centers in the school’s educational facilities, self-adjustment to mainstream schools and social acceptance in classes. Data and information concerning their experience while commuting are scarce and rarely documented. Employing the qualitative method, this article explores the impact on students with visual impairments of an unfriendly physical environment when commuting to school and their strategies to cope with difficulties on the way.

In order to generate raw data from visually impaired students, a focus-group method was applied to capitalize on group interactions and to elicit appropriate experiential data. Students with visual impairments were encouraged to talk to one another. The focus-group method is useful for examining what they think, how they perceive their commuting experience and why they think of their perceptions in that way. Since some students were under 18 years, focus groups were held with the supervision of teachers of the Bangkok School for the Blind.

Four focus-group sessions with ten participants each were held at the Bangkok School for the Blind in July 2011. Each visually impaired student participated in the focus group only once. In addition to focus groups, I also interviewed a key informant to gather data to compare with those from the students. A key informant working as a teacher at the Bangkok School for the Blind was purposely selected. She is the coordinator of inclusive education schemes for the blind students at the school. After learning the purpose of this study, visually impaired students and the teacher agreed to provide in-depth information.

2.1. The Selection of Visually Impaired Participants
Very few researchers have shed light on the experience of visually impaired students when they commute to and from mainstream schools. Hence, this study focused on how they struggle through unfriendly environments. The Bangkok School for the Blind was purposely chosen for this study.

Criteria for the selection of visually impaired participants included (1) persons who are currently studying at mainstream secondary schools, (2) persons who reside at the dormitory of the Bangkok School for the Blind, (3) persons who go to mainstream schools without a parent or other escort, (4) persons without any intellectual impairment or mental disorder and (5) persons able to communicate verbally.

The names of visually impaired students were provided by the Bangkok School for the Blind. According to the criteria, forty visually impaired participants were recruited.

2.2. Data Collection and Analysis
Semi-structured interview guidelines for focus groups were used to encourage visually impaired participants to talk about how they struggle through unfriendly environments while commuting to school. The interview guide was developed following a review of the literature and relevant policies of
inclusive education. The guide covered several key areas: self-preparation (if traveling to schools alone), experience with the public transport system while commuting to school, experience with built environments on the way to school and their strategies to deal with difficulties while commuting.

In order to protect the privacy of the participants, they were given fictitious names and their bio-data remains concealed. The focus groups took place in a meeting room at the Bangkok School for the Blind and lasted for approximately two hours.

With the consent of the participants, their discussions during focus-group sessions were tape-recorded and then transcribed verbatim. After the focus groups, responses were grouped by statement. All quotations were taken from their experiences as related in the group discussions. Each response was studied and discussed within each theme. Direct quotations were selected to illustrate an important theme raised by the visually impaired students. Each theme was then considered in relation to relevant literature.

2.3. The Participants

The forty participants included thirty students who are 17 to 20 years old and ten who are older than 20. Female students numbered 25 while the rest were males. Common disability types included low vision (10 persons), followed by complete blindness (25), and blindness with limping conditions (5 persons). Most participants were born blind (35 persons), while 2 persons had become blind as a result of eye diseases. Only 3 persons were the victims of accidents.

3. Results and Discussion

Information from the four focus groups indicates that blind students encountered various obstacles at school, including poor infrastructure design and ineffective law enforcement.

3.1. Poor Bus Routes and Sidewalks

Responses from focus groups indicate that blind students faced various kinds of physical challenges and that such challenges have aggravated commuting situations among these students. Disabled-unfriendly infrastructure services negatively impacted their morale and discouraged them from commuting to school. Despite learning how to travel from place to place in Bangkok, actual traveling is not always easy for them. Ton, a 19-year-old student, discussed how the blind-unfriendly bus route challenged him.

'I have to get up early during the weekdays when my school is operating because I have to spend like an hour or more to get a bus. The bus stop usually accommodates more than five different bus routes. I often shout out loud to ask anyone whether the bus is my bus.'

Som, another 19-year-old student, added:

'During rush hours, I received no response from any passengers on the bus. My strategy is to find any passengers waiting for the bus at the bus stop and ask them for help. Sometimes, they leave me because their bus comes before mine. I am back to square one, then.'

Ploy, an 18-year-old student, said that:

'The situation is worse during the rainy season. It is very difficult to get the bus during rush hours in the rainy morning. I usually get to the school late if it is raining. My non-blind classmates suggest that I hail a cab. They don’t know how difficult it is when hailing a cab because I don’t see a cab coming. I have to ask some non-blind commuters to hail a cab for me.'

Other barriers reported by blind students concerned sidewalks. Sidewalks without Braille can pose dire threats to them. Braille-tiled sidewalks facilitate movement because they give directions to the students. Yet, Braille-tiled sidewalks have been unwittingly destroyed by city repair crews.
Jack, 18 years old, told me that:

‘For the blind, Braille-tiled sidewalks are absolutely essential because they tell us when to stop, when to walk, when to turn right or left. Without such sidewalks, we have to take a guess and the guess means to risk our limbs and lives when on the road.’

Jane, 20 years old, supported Jack’s argument:

‘Many sidewalks in Bangkok used to have Braille tiles, but the tiles are sometimes misplaced or missing. I was told that some government agencies had removed the tiles to dig up a hole to install a fire hydrant. But the fire hydrant does not give us the way.’

It is clear that bus routes and sidewalks in Bangkok are blind-unfriendly. Blind students believe that this is the reason why they arrive at school late and the reason why they have very limited choices to study at more distant schools. It does not seem to overstate the case to say that these students have struggled due to poor infrastructure and sidewalks. However, the findings above illustrate that while these students negotiate their commuting challenges, it is not easy for them to overcome these barriers.

3.2. Ineffective Law Enforcement

Based on the responses from the focus groups, the quality of bus services is a major source of worry. Bus transport is operated by the Bangkok Mass Transit Authority (BMTA) in cooperation with certain joint-service bus companies. The BMTA has also privatized a number of routes. However, some participants reported that both BMTA and joint-service buses are too dangerous for them to get on board.

Om, 19, told me that:

‘At bus stops, many buses, especially the joint-service buses, don’t make a complete stop and they don’t park the bus at the assigned areas. I had a bad experience once because I fell on the road from the bus because it was moving when I was trying to get off. I twisted one of my ankles then.’

Pop, 20, discussed careless motorbike drivers riding on sidewalks during rush hours:

‘Apart from unnecessary things on the sidewalks and missing Braille tiles, I have to avoid motorcycle drivers riding on the sidewalks, especially rush hours in the morning. It is really annoying because it should be a pedestrian area. I realize that the traffic policemen are on duty during rush hours to alleviate traffic jams. I know riding motorbikes on the sidewalk is unlawful, but I don’t know why they let the motorcyclists do that.’

Under the supervision of the Bangkok Metropolitan Administration, sidewalks in Bangkok have caused difficulties while commuting. Studies in Thailand show that sidewalks and the built environment in Bangkok are not accessible for visually impaired persons (Chaibuadaeng, 1996; Kraisornsi and Kachonkiatwattana, 1997; Nilsriphawan, 2000; Cheevapongphant, 2004; Panklang, 2005). They indicate that sidewalks in Bangkok and other big cities generally are not smooth and not completely covered. There are lots of unnecessary street obstacles, e.g., benches, overhead awnings and drooping tree branches. These may cause injuries to blind students when they are commuting. In addition, the Bangkok Metropolitan Administration (BMA) has allowed street vendors to sell their goods on the sidewalks. These vendors have made a narrow sidewalk even narrower and created further difficulties for the blind.

Apart from the sidewalks, the bus system organized by the Bangkok Mass Transit Authority is a study in confusion. There are two main supporting arguments: first, the bus routes are not well connected. Some trips require two or three transfers to reach a destination. Each bus stop in Bangkok may serve more than three bus routes. At each stop on the road, there is no public address system to inform the passengers about which bus numbers are arriving. On board, bus employees sometimes tell non-disabled passengers where to disembark which facilitates their travel independence. Unfortunately, visually impaired passengers will have to shout out to ask for help. The situation recurs if they have to transfer buses to get to their destination.
Second, there is no friendly bus service to support disabled persons. In Bangkok, buses do not conform to the UD concept. Every bus in Bangkok is difficult to board because the steps are high above the ground and require strength to maintain the body’s balance when getting on. The problem worsens if visually impaired persons need to travel during rush hour in Bangkok. Buses are too overcrowded to board during rush hour. Visually impaired people will call a taxi if necessary, though it is costlier.

The Skytrain and the subway are other choices for commuting in Bangkok. The Skytrain is operated by the Bangkok Mass Transit System, PCL, while the subway is managed by the Bangkok Metro, PCL. These are the friendliest modes of travel for blind students. Facilities for the visually impaired passengers, such as Braille lines in the station areas, a PA system both in stations and in each train car and security guards standing by to offer help, are in place. Even though the Skytrain is convenient, not every student with visual impairment can use it because the passes are expensive when compared to bus tickets.

The situation will become acute if visually impaired students are trapped in urban poverty in a sprawling metropolis like Bangkok and they have to struggle to commute from home to school without a parental escort. Although inclusive education is promising, the journey to the inclusive school is still the most challenging aspect, especially for blind students who are newly recruited to such a school. Since these students are visually impaired, traveling alone requires resourcefulness and an ability to solve problems as they arise.

The findings indicate that law enforcement officials fail to protect the rights of the blind. It is commonly believed that many government agencies are too weak to guarantee effective enforcement of bus-service law. Furthermore, the monitoring system of disability rights protection is not yet in place. It could be best argued that blind students have to formulate their own strategies to go to school.

4. Conclusion
Based on responses from the four focus groups, this article provides insights into the situation of visually impaired students who pursue their education at mainstream schools. Findings show that these students carry the burden of poor design. The situation worsens when it comes to law enforcement necessary to ensure an inclusive society, especially one inspired by UD. UD involves several aspects of the students’ commuting activities. Even so, visually impaired students reported a strong intention to go to school. They firmly believe that going to school is a meaningful activity that could enhance future employment opportunities and greater economic productivity.

In order to alleviate the problems, concrete and tailored interventions for policymakers in Thailand to improve bus route services and sidewalks are recommended. First, the government must provide an increased number of disabled-friendly transportation services. Private companies operating the bus service system should be given tax incentives if they can provide disabled-friendly buses for visually impaired persons and other persons with different disabilities. In addition, a tax rebate should be introduced to help any construction company owners who involve people with disabilities in the design process and work completion submission process. In terms of law enforcement, the government must also bring legal charges against any companies or individuals who fail to abide by the transportation laws.

Although there is an increasing amount of research that examines the different experiences of visually impaired persons when using public services, many researchers neglect the role of government agencies as public service providers. An analysis of public service providers in disability research will contribute to disability literature by examining the impact of government policies on UD and land transport services.

Additionally, different classifications of disabilities may provide different aspects of travel difficulties. This study could possibly be extended to ageing and other areas. Extensive research on disability and UD in particular will provide valuable insights into the experiences of people with
disabilities. Because qualitative research represents an inductive step of inquiry, it is inappropriate to generalize the results beyond the area of visually impaired students. Had a quantitative method been used together with focus groups, the results could have been cross-checked.

References


The Role of the Mass Media and their Political Influence on the Concept of Identity on the Age of Globalization

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Abstract

The mass media are a tool to engineer the identity, mobilize public opinions, and shape the identity. In addition to providing information services, the media nowadays provide facilities for individuals and their entertainment. Generally, the mass media tend to reflect the ruling power and social groups. Media worldwide are more successful when both prevent fooled audience and attract the audience of other media. TV is very effective as one of the most important identity-forming tools of current and future generations and patterns that are presented to the public by this media have a prominent role in stabilizing and strengthening the identity. In fact, the mass media provide the requirements of group and plural identities. This paper aims to study the power and influence of the media on identity, functions of the media and identity, and types of systems governing the media and their impacts on identity.

Keywords: Media, Identity, Power, Globalization, Communications

1. Introduction

By observing and considering the positive and negative functions of the mass media, this phenomenon not only leads to national unity and solidarity but also governments can get use of it to direct and coordinate public opinion and society towards the political system and its functions. This tool is so important that media and press are powerful and effective tools to pay homage to the people and society and the press are considered as the most important and prominent part of the mass media or “The fourth pillar” (Held, D.et.al.2000).

Close relationship between the media, politics, and identity can be considered as one of the concessions that is offered by governments in different communities. However, these points would lead to limitations in some cases and varies depending on the type political regime ruling a society. Critical and mobilizing role of the media, especially in the revolutions of Iran, the US, France, and Russia, is a clear fact. Hence, the media have always been the integral part in spreading the identity and interface ideas between the conflicting parties on political power, political ideologies, government,
opposition, and people. In other words, political institutions, in the earliest societies to the most complex ones, cannot survive without using communication and identity factors to exercise power (Robertson, R. (1992).

Identity is one of the most complex and yet the most fundamental concepts in human life. Different parameters such as age, gender, social class, culture, subcultures, race, ethnicity, language, and geographical factors like the environment, village, town, or country are used for identification. The importance of identity issue cannot be searched in a single filed of humanities. Sociology, history, political science, psychology, philosophy, and so on have found the importance of identity and studied it from themselves point of view. Identity is so importance in the field of politics that some experts believe that this is one of the effective tools in stability or instability of governments.

Now, the media are not “passive audience” anymore, but they participate in meaning-finding and meaning-creation of the world people live in and create subjective and imaginative structures for them. As we shall see, globalization and the expansion of universal values are done through the media and mainly communication channels. So, a value system will form which is fully in contrast with the traditional value system.

In fact, our individual identities are a combination of the identities induced by the media. Our perceptions of our position in location and time, which is vital for self-identification, are inseparable from our media experiences. According to McLuhan, first we make our own media and then the media create us. Humans invent the technologies and content of the media and communications and then the form and content of the media will affect human behaviors. Domination of the media can even form the beliefs, feelings, thoughts, and reactions of most people (D.B. Abernethy.2000).

1.1. Definition of Media and its Function

Media is a living organism which transfers a message from a message-maker to a message-receiver (addressee). This message transmission is carried out exactly in accordance with the process mentioned in the definition of communications. If we are supposed to associate these two concepts with each other as they are, media should be defined as follows:

- Media is a living organism which communicates with others.
- Media is a living organism which underlies communications.
- Media is a means of communicating (Lorimer, Rowland & Scannell, Patty (1994)).

The media in general and the press in particular have made a significant contribution to shaping the genuine nature of modernity and emergence of popular regimes.

There three sociological theories about the effect of the media on personal and social life of individuals which are as follows:

- Some believe that the media's influence on human life is unlimited
- Some believes that the functions of the mass media are ineffective
- Some argue that the impact of the media is conditional

Generally, extreme views in dealing with the mass media are originated from specific fields of intellectual and social experiences. Some believe that the mass media have such power that can create a new generation for the first time in human history; a generation which is very different from previous ones.

The emergence of social developments and changing social values are of those issues that are realized through the functions of the media. On the other hand, these tools have an effective use in the process of cultural invasion and dealing with it, psychological warfare, colonization, restructuring and achieving the development, realization of educational and entertainment objectives, etc. In fact, with the advent of advanced mass media, the monopoly of schools and educational institutions on the process of education has broken and the whole vast world has become a field of education. Limitations such as location, time, age, climate, and so on have been withdrawal in process of the mass media. In politics and government, as the media affect the decisions of politicians and administration, the media are an efficient tool in the hands of governments (Skelton, T., & Allen, T. (1999)).
Hence, effectiveness of the media can be seen in the following items:
1. Transmission of cultural values and norms
2. Organizing the families and individuals communication with the outside world
3. Making effects on political-social institutions of a society

Accordingly, political and social life of today’s humans is heavily influenced by the media. Therefore, the mass media can scramble off the borders, affect human minds, and direct their individual and social behaviors using their functions and two components of communication and messaging (in form of audio, video, etc.).

Messages that are published in today’s world in form of audio, video, or book and magazine sometimes cause the emergence of important political events in political units and country across the world. For instance, production and screening of a movie, a book, or an article which insults the religious beliefs of a group of people would shortly become a political phenomenon. In addition, the relationship that is developed between media and political institutions is called “political communications”. In this relationship, the media have an important role in the strength of political systems. The media also connects political institutions to each other (Skelton, T., & Allen, T. (1999).

1.2. Effects and Functions of Identity

From a psychoanalytic perspective, each person constantly acquires experiences in their life and adds new layers to their main core of personality; as the increase and consolidation of these layers lead to the formation of one’s identity. According to Erickson, humans face with a psychosocial crisis at each stage of life. The way of resolving these crises forms the basis of Erickson's theory. If a person has the ability to resolve these crises, they will have the ability to deal with greater mental problems and can provide their own mental health.

The main function of identity is to provide solidarity and similarity. “Our definition of us” and “our definition of others” are two elements involved in formation and organization of one’s identity. The important point that should be noted is that identity at any level is mentioned against the others. Another important feature of identity is being multi-layer. In other words, identity is like the solar system that humans are its center and identity layers are its orbits. Having a consistent identity causes a person to have a unit stands towards the surrounding events by having unit criteria (Atkinson, Anthony (1998a).

National identity is the process of conscious answering of a nation to questions about the surrounding environment, the past, quality, time, and attachment, the main and permanent origin, and civilization; political, economic, and cultural position; and important values of their historical identity. National identity can be also taken as a set of material, biological, cultural, and psychological signs and effects that differentiates societies from each other. National identity is the main product of the link between specific local identities and general transnational identities. National identity has a changing, evolving, and dynamic concept. Thus, transnational identities are continuously effective in completing and reproducing national identity. However, the possibility of decline and blockade of national identity level cannot be ignored. Especially, level of collective identity changes and develops in varying conditions.

2. Relationship of Political Power Models with Media and Identity

In studying the relationship between political power and the media in relation to identity, the following three distinct models can be mentioned:

2.1. Manipulation Model

According to this model, owners of the means of production control the means of culture and identity production in a society to their own benefits. This model is based on the philosophy of Marxism (Blundell, et al. (1993)). Governments in capitalist societies are considered the representative of wealth
owners that use the mass media to maintain the current state. Therefore, government or those who are the owner of or responsible for running these media consciously manipulate their identities content. Accordingly, the media make the wealth owners richer and more wealth will bring more political power to them. Since this identity insight matures the desired identity by propaganda, people like Herman and Chomsky have supported it.

2.2. Model of Hegemony (Leadership)
Based on the philosophy of Marxism, this model was firstly proposed by Gramsci and is rooted in the ideas of thinkers such as Levi Althusser and Nicholas Poulantzas. Lexically, hegemony means the domination of a specific identity though and discourses in a society during a specific period. This model values the ideology more than structure and economic interests. According to this view, journalists and intellectuals act in the society based on their ideology, because social and class interests and, as Gramsci points out, superior thought or the ruling ideology in the identity of a society is placed in the unconscious of journalists. So, media is part of the dominant ideology.

2.3. Pluralist Model
In pluralist model, which is based on Max Weber's view, not only deals with economic classification of societies but also political situations and social dignities are taken into account. Hence, “orientation” of the media is determined by considering the needs of the audience and the market. So, the content of the media will be diverse and there would be no censorship. In this model, everyone is entitled to freedom of speech and national and transnational identity (Blundell, et al. (1993)).

3. Types of Systems Governing the Media and their Effect on Identity
The media are the main distributor of information in contemporary societies. Social supervision, public opinion building, and encouraging people for political participation are assumed to be some of the roles of the media in these societies. According to Dofolor, the media’s functions, like other "social institutions", can be considered in the context of political regimes. Siebert et al (1956) firstly proposed four different types of media systems and political regimes. Later, Kevin Mac Quayle modified their classification and presented it as “Normative theories” in 6 groups as follows:

A Authoritarian or totalitarian regimes: Historically, this type of regimes is the oldest type and is based on authoritarian and absolute right of rulers against the media, as the media are fully controlled and run by the rulers and their messages are produced and broadcasted in a similar and unique format. Nazi Germany and Franco’s Spain are two examples of such regimes (In this type of media system, the emphasis was on fascist identity).

B Liberalist theory: This theory is rooted in the intellectual movements in the 17th and 18th centuries and is influenced by the ideas and views of John Locke and John Milton. Kehberay proposed the view of "Freedom of the Press" for the first time. Rationalism, the need for the market of free exchange of ideas, and accepting the responsibility of the media for monitoring governments’ performance are the main features of such media systems (The desired identity of liberalist theory is based on liberal democracy identity).

C Communist theory: Rooted in philosophical thoughts of Karl Marx, this theory was firstly put into action by Lenin after the October Revolution in Russia in 1917. According to this theory, freedom of the press in Western societies has been nothing but exploitation of the masses. So, governments are allowed to apply the press as a development tool. In other words, media in a communist regime is a tool to mature proletarian revolution and identity of revolutionary people (Goldman, Robert (1992)).

D Social responsibility theory: Appeared in the early twentieth century in America, this system is a view was firstly proposed by lawyers and journalists’ unions. Rights of groups, centrality of society, and motivating further discussions among people were the main points
of this system. This means that individuals and their thoughts should be valued in the society. In this view, the best control and monitoring of the media is done through the media syndicates. In other words, the impact of social responsibility on identity is largely elitist.

E Communist revolutionary theory: This approach is considered a Third World perspective and shares many similarities with authoritarian and communist regimes. In this system, the media are under the direct and strict control of governments and pursue developmental goals. In this type of regime, identity is based on developmental dictatorship and nurturing one-dimensional human is based on political regimes.

F Theory of democratic participation: This theory criticizes the extreme control of the content of the communications by the masses and calls for the participation of other institutions and small groups in the production and ownership of the mass media (Roshandel, 1386; 44-51). Although this theory is called for democratic participation. What distinguishes it from liberalist theory is the respect for sub-identities, as the media should provide suitable conditions for them.

4. The Role of Public Media in Self-Formation and Identity
Identities may be divided into two categories based on the pyramid of the power structure:

1) The identities which are defined from the top and presented to low levels, being called the Legitimacy Identities in the political literature.

2) The identities which are defined at low and are naturally formed to confront the legitimacy identities, being called the Resistance Identities.

The public media have a more significant role in forming, creating, transferring, criticizing, and interpreting identities, compared to other institutions and resources. Because the other cognitive resources are to enter the processes of giving meaning, determining symbols, and communications so that they can have impressions which are desired in their own positions or are accepted by the society. However, the communicative structure, especially the mass media in the modern society, is the most important infrastructure which helps form the identities, criticize, and interpret them continuously.

If we consider the society as a circle, the media form a smaller circle inside it, including the relationships amongst all the cognitive, emotional, and behavioral components. In other words, the media is the heart of the society, one which all the veins and arteries pass through. Therefore, the public media could be the most important factor building, reflecting, and reconstructing the social-cultural identities (Rosenberg.et.al. (1957).

The public media have taken the responsibility of transferring and directing a vast domain of symbols, norms, values, beliefs, messages, and thoughts of today inside the society so that some experts believe that the public media change the entire life of social and cultural (Thompson, 1995; 45), being of important social structures of the social, cultural identities. Needless to say, bonding to them is considered the important functions of the media. Identity problems (the identity crisis) are of the issues which societies encounter. Most thinkers have considered the major cause of this process to be the “Public media,” which means that the effect they have on the culture, social structures, and the international system has made the entire world encounter a problem called the identity crisis more or less (Kellner, Douglas. 2003).

The change of communicative media has had a deep effect on the self-formation process. Before the advent of media, the symbolic material used by most people to inquire the identity was acquired in the context of face-to-face interactions. This process got more reflexive and opened after the communicative media came into emergence. The understanding horizons of people became vaster and they were no longer bound to the patterns of face-to-face interaction, while the communication became media-formed more than before due to the developing networks. The media provided a domain of experiences which people did not usually gain in the practical contexts of daily life. Experiencing
the events through the media is indeed experiencing the events which are mostly away from the practical daily contexts in terms of location and even time. The media allow people to take steps into completely various realms of experience at ease and comfort and without the need to change the location-time context of their lives. The media have transformed to “Movement multiplier,” and this is a form of compensational journey which enables people to get away from the proximity of their routine lives. Opening its doors in different forms of non-local knowledge and other types of symbolic materials of media, the evolution of the media enriches its reflexive organization and emphasize it. It increasingly gets organized in a reflexive form in which the media materials are combined inside a coherently narrative chronicle which is constantly revised.

Undoubtedly, the media provides the forms of experience which are considered new ones, regardless of possibly being gradually separated from the routine flow of daily life. The constructive media are constant blends of the different types of experience. The blends which completely change the daily lives of most people living today, compared to those of the previous generations. But the point is that when the symbolic forms of the media are combined reflexively in the self-forming plans, the messages of media can take up completely powerful ideological forms which profoundly get instituted in the individual, especially in the ways through which people present themselves in the world, get connected to themselves and others, and generally come to an understanding of their own boundaries (K. Nash (2008)).

Although, the products of media enrich and emphasize on its own reflexive system, they increasingly depend it on the systems over which the individual has little control. The richer the process of self-formation gets with the symbolic forms of the media, the more dependent the individual gets on the media systems which are beyond control. Making the reflexive system of oneself profound could be progressed hand to hand by the increasing dependency on the systems which provide the self-formation with symbolic materials.

In other words, the growing provision of symbolic material may also have a confusing effect on the self-formation process. The enormous variety of the events provided by the media could give a sort of “Symbolic excess” chance to emerge. People are encountering countless versions of self-formation, countless viewpoints of the world, and countless forms of information and communication which can’t all be unified effectively and coherently. The characteristic of self-reflection which people are accordingly able to absorb and blend the symbolic materials (media and non-media) reflexively in a process which is self-forming to some independent extent fades away almost intangibly in another thing; oneself absorbs in a quasi-interaction form of the media (K. Nash (2008)).

Some go further than this, reasoning that the plenitude of media messages and images destroy and annihilate its own coherent existence. The individual has indeed been absorbed in a disintegrated existence of media signs. As the individual accepts the media messages more than before, oneself becomes more sporadic and axis-cleared, losing any kind of unity and coherence it once had. Fall of the coherent identities have occurred along with a diverse but unstable set of competitive ones. According to them, this matter brings fatal problems, because no new and comparable form has emerged to replace previous resources of identity.

Another group of theories have interpreted these evolutions in another way. According to them, the individual didn’t annihilate with the plenitude of media messages, but it merely transformed and the self-formation circumstances have changes. “With the growing provision of media material, the individual that is defined as an organized symbolic pattern has become increasingly unshackled and boundless due to its position in the scientific realms of the routine life. As the media experiences are reflexively synchronized and unified in the self-formation pattern, the nature of the individual becomes opened at different degrees to the effects sprang from far positions.” (K. Nash (2008))

In the book “Culture and Everyday Life,” Andy Bennett speaks of the changes which turned the routine life into a pluralistic and conflict-filled realm. To him, the basis of this viewpoint change about the routine life falls into some relevant factors. First, modernity being disintegrated, and then,
diminishing of the importance of modernistic perceptions of identity which were formed based on class, gender, race, and occupation.

Second, the increasing promotion of the media and cultural industry has had an important role in the creation and induction of new forms of social identity based on consumption and leisure patterns. In other words, to him, people shape their identity in post-modernity with images and subjects which they get as a hesitation of cultural and media industry. He says, “Now, the concept of culture diminishes as a uniform and homogeneous entity, or “The total way of life” in other words, which is based on a common understanding of the routine world and is not defendable. On the contrary, culture is a pluralistic and decomposed term which has many meanings, including a spectrum of identity programs which become more and more distinguished. To those living in the post-modernity era, identity is built up in comparison with various references, some of which has roots in the local, cultural underlying and some other are taken from the global products of media and culture (Fuller, L. (ed.) (2007).

5. Summary and Concluding Remarks

Amongst the factors involved in the development of awareness, attitudes, and behavioral changes of the people, the role of the public media is often known as one of the most important ones. The public media can provide the groundwork for pastoral convergence amongst groups and ethnics, paving the way for the process of building nations and national assimilation through it. As the media contribute to the construction of identity, it also helps the process of meaning-making and constructing everyday life. In fact, they have the duty of goal-keeping, which means they always affect our notions and the society we live in or they can direct it in a specific path. They can be very impressive on what to think about. They can also determine the priority of the society. So, the governments had better redefine the regional communication (media) encounter with the category of power in the atmosphere severely exposed to challenge and pressure, carefully considering the conditions mentioned earlier. As people like Gideon said, “This means that the governments have again obtained the opportunity to reconstruct and organize themselves in order to restore their national identity.”

Governments still need the media, especially TV and the press with its elements, to protect and deepen the foundations of identity, but it may naturally be feasible unless they direct their policies in the way to obtain first-class and unbiased information of people and their new desires. Because organizing the society effectively requires daily surveillance. The national government has had an “Intelligence” concept since it was created and known, which means identity was sought through different types of auditory and visual media. Therefore, the category of “Identity” has always enhanced modernity.

Identities may be divided into two categories based on the pyramid of the power structure:

1) The identities which are defined from the top and presented to low levels, being called the Legitimacy Identities in the political literature.

2) The identities which are defined at low and are naturally formed to confront the legitimacy identities, being called the Resistance Identities.

One of the models explaining the role of the public media is “Culture Cycle” model by Stewart Hall et al. They define the society as a closed circuit and the media play the roles of busses in the process of giving it an identity. This model reminds researchers and planners of the fact that the public media has a reciprocal relationship with the society. In fact, the media as are more chooser than producer as the producer and consumer of symbols introducing identities in the society, often conveying the productions which the public media adapted from the surrounding society. Actually, the production of the public media in meaning-making or choosing identities and symbols contributes to a very small portion of their functionality.

If the public media are in the unidirectional mode, believing to be separate and self-sufficient of abstract culture and meanings of the social groups in the position of production, they won’t definitely
lead to dynamic and static identity, because the identity is different from the social role. The identity is a self-desired process which is based on the inner inclination and cognition. Therefore, imposing identity in the form of social meanings is not feasible. If the public media and communications want to be formed unidirectional and to receive the identity-giving process through the resources which are not people or groups creating the identity in the inner, spontaneous, and self-made way, it may lead to failure. This fact has been considered one of the most important findings of the media-related and cultural studies emphasizing on the identity, the media, and the relationship between them. A differentiation could be made here: “In the societies in which the public media have a reciprocal relationship with culture and people, adapting the meanings, symbols, etc. from the people and society and giving them back to people intact, such public media are considered the speaker of the majority of people, culture, and identities. If such public media don’t need the adaptation and use of meanings, symbols, culture, and existing identities in the society, a unidirectional relationship will emerge. Such media are known as dominant ones and will turn to official media in case they are close to the power structure.”

Changes made in the realm of media are increase in the number, size, and content of the public media, having a significant effect on the process of finding the identity especially at the individual level. Compared to the past, the content of the media to which the ordinary audiences have access may have been multiplied by hundreds of times, which led to some changes in the relationship between the individual and the system, the relationship between the individual and the society, and the kind of approach toward the problem of identity and its different components. Since the individual is simultaneously placed as the audience of the messages inside its own culture and the messages of different societies’ cultures which have been produced outside the political and religious control, it should create a personal control system whose initial function may be the avoidance of mental and normative confusion of the very consumer.

To justify such media system, it has been said that the audience require a kind of global localization to become more active, which means an approach which we have at least in the media realm in the period of globalization. But this doesn’t mean that we lose local cultures and identities in favor of cultures which entered the society through commercial and international networks. However, people themselves are inevitably moving in this path to prevent the personal, psychological, behavioral, and social conflict so that they interpret and reinterpret their previous identities and interactions with plural identities which they obtain from the media channels.

Hence, we don’t have anything to do with the phenomenon of localization, and such thing is not possible, but staying in the era of limited local identities is not possible in the time of globalization and modernism. Because globalization doesn’t mean losing the local identities, yet it is a kind of bargain between the national identity and the global identity. It is a bargain amongst the social structures, ideals, and values which are handed down from one generation to another. And, the identity resources, messages, and symbols of other identity structures get exposed to people and consumed by them.

References


The Effectiveness of Using Blended Learning on the Academic Achievement of Seventh Grade English Students in Jordan

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Abstract

This study aimed at investigating, the effectiveness of using blended learning on the academic achievement of seventh grade English students in Jordan, studying the effect of certain variables such as teaching method and the cumulative average of the student and the interaction between them, the sample consists of (160) male and female students divided to four groups. Two of them were experimental groups (males and females) studied by blended learning and the others are control groups (males and females) studied the same unit in the traditional way. A comprehensive and reliable test was designed and applied as a pretest to both groups, to ensure that they are equal; also they applied the same test after the completion of the study unit.

The results showed statistically significant differences between the mean of students in the experimental group that studied the program by blended learning and the mean of the control group, who studied in the traditional way, in favor of the experimental group. The results also showed statistically significant differences between the mean of students due to the cumulative average. On other hand, there were no significant differences regarding the interaction between the way and the cumulative average. Finally the researchers suggested some recommendations.

Keywords: Blended Learning, English Language, Seventh Grade (Elementary).

Introduction

The enhancement of education became a national necessity very vital for catching up with development in a time of enormous advances in technology and knowledge. If we add to this the huge development and the incapacity of our University educational system to satisfy the needs of the vast number of students due to the diversity of the common educational practice which is strongly connected to the learning method and its means and strategies which freed men working in Education to look for the lost method and means to face these developments and overcome obstacles. Which resulted in the appearance of new educational patterns like E-learning which helped in overcoming both time and place barriers in education and offering an efficient education based on multimedia elements like texts, pictures, graphics, sound systems (Feqi, 2010).

E-Learning is defined as a learning method performed by using modern communication tools like PC's and networks and its multimedia like sound and graphs and search techniques and E-libraries, also internet gates both as distant or in class learning (Sarmany, 2004).
(Harbash, 2003) also defines it as: offering educational diversity and learning programs by using Electronic means including CPs, internets, both synchronized or unsynchronized by adapting self learning or by the help of a tutor.

Also electronic learning offers information to the student through all the electronic means including internet, satellites, recording tapes, VCR tapes, TV, laser CDS, and using the educational computer, call phones, aiming to give the student the knowledge and the capacity to use it in all fields of life. to give the student the knowledge and the capacity to use it in all fields of life.

Though the electronic learning environment got rid of many defects in the traditional learning environment like time and place factors, there are many positive features for the traditional learning method which electronic learning couldn't achieve, since E-learning wastes the social interaction, and weakens the attractiveness of the traditional learning method and the motivation which results from contact and competition between students and also it missed the direct support from the teacher, and minimized its role and creativity since both teacher and students don't know each other, besides the focus of E-learning on the knowledge part more than skills part (Feqi, 2010). Technological development can't replace the traditional learning methods like the E-trading couldn’t replace the traditional trading, and also like E-mail couldn’t replace the regular mail, and technology couldn’t take the place of paper. So E-learning will not be a substitute for the traditional learning and the (human) teacher nor the classroom or the University theatre (Salama, 2005).

So there must be a strategy that balances between the E-learning environment and the regular learning environment to avoid the defects of those two types of learning. This is why the concept of blended learning appeared.

The e-learning environment caused some damages that led to some constrains in the communication process, whereas the traditional learning environment has constrains on both time and place. This pushed many people working in the educational field to look for a new learning environment which merges the advantages of the E learning with those of the traditional learning environments. This new environment offered new concepts like merged education, blended learning, hybrid learning (Feqi, 2010). Blended learning can be defined as: the method which merges between the best E-learning features and the face-to-face learning to design the educational curriculums, so it built an experience from both of them more efficient for the student. The expression (merging education) should not refer only to learning merge and method of learning (as defined most often, but to organize application and integration of the education tools, performance support, corporation practice, evaluation to build a unified learning and practice environment to come up with the right blending of all these components.

Maybe one of the reasons of using blended learning includes: improved easy access to the knowledge, and more integration between the student, personal presence and the easiness of filtering the Educational content.

Blended learning is considered an important brick for the new school that provides elasticity and convenience for the student by merging both the face to face learning and blended learning.

B.L. will not be successful if deprived of the basic factors included in the recent traditional learning. The traditional learning achieves plenty of goals in an indirect or invisible way, where group presence of the students is important, reinforces the teamwork and plants educational values in an indirect way (Shomali, 2007).

The blended learning is defined as an educational model which involves the E-learning in collaboration with class learning where they share the way of teaching and learning directed by the teacher i.e. (instructor led learning) which means that the instructor is the director of the learning process for the students. So this model combines the advantages of the E-learning and those of class learning (Khattby, 2004).

Krause (2007) defines it as the efficient integration between different means of knowledge exchange in different learning and teaching environments. The learning models and teaching methods
as a result of adapting the database in using the merge of the technology with the best face to face integration of blended learning.

It is also recognized by the features that make the teacher feel that he has a role in the educational process and his role was not stolen. At the same time it provides time for both student and teacher and provides two ways of learning instead of one and deals with the poor resources for some students. It suits developing societies that has no complete electronic environment. The learning time is limited by time and place which is preferred by many students so far. It focuses on knowledge skills and spiritual skills without any of them affecting the others. It keeps the original relation between the teacher and the student which is the basic element in the educational process (Amasha, 2008).

Also (Bonk & Graham, 2004) see other advantages in the blended learning:

- It provides the elasticity for the students by offering a lot of teaching chances in different ways so it merges the ease for people with family commitments or others without losing the social and human contact seen in classes.
- It emphasizes that education should be interaction and not by only giving information as in many other types of learning.
- It can reach bigger numbers of students in a short time and in the minimum possible cost.
- **Blended learning success factors**: Shomali (2007) sees that L.B should be complementary for the traditional educational methods to be successful. The teacher should also have the capability to use modern educational technology and different communicational means. Students should have the special skills of using modern PC’s, internet, Email and provide the infrastructure which includes prompting human resorts, and provide computer lines which help in transferring education to classrooms in addition to producing software and equipment needed for this method of learning.

Applying methods of blended learning needs the following:

1. Providing PC labs and PCs, local and international network for the students.
2. Providing the student and the teacher with the skills necessary to use multimedia through providing necessary training courses.
3. Providing suitable curriculums for this form of education.

An insight in the concept of blended learning indicates that we can accomplish many goals like increasing the efficiency of the teachers and increasing the number of students in classes and providing curriculums in an electronic form for both the teacher and the student and upgrading them every year, saving time and effort, and spreading this technology in the society and giving the concept of continuous education a wider range.

And this type of learning can provide the educational materials in a more clear form and make it easy to refer to.

(Abu Mosa, 2008) emphasizes the students need to know that in the blended learning process he is part of the learning process not only a recipient of the information. He should feel that he has an important role to interact with the teacher in order to reach the targeted goal, and should practice conversation through the internet.

Also what increases the effectiveness of blended learning is activating the internet which offers an exchange of information and communication on any PC which contains millions of integrated pages through which an access to information, sound, videos and films can be found. The net can be used and adapted for different materials and purposes or for different age groups (Hedaya, 2003).

One of the most important services the internet provides through blended learning is the E-mail, which helps students to use in real life situations to increase their communication skills and their thinking skills. Also it participates in providing rapid feedback after the students deliver their homework through it and the teacher can send his notes electronically via E-mail. Also changing programs can join the students with their colleges to chat verbally or by writing which gives a chance for effective participation in deep dialogues, Also offers the use of language for longer times (Marsh, 2001).
Blended Learning and English Language

Many voices came up from specialists in the field of English language learning to adopt advanced methods and techniques to participant directly in the efficiency and simplicity of English language learning and PCS were activated in schools and actually used in teaching and learning English. (Melony, 1999) mentioned that using the internet in English language classes increased the motives in the students to learn and offers them a true use of the language, and makes them aware of the world around them and decreases the use of paper. The Electronic curriculum can be used by students from all over the world where they can get aquatinted with other cultures. (Joffe, 2000) added that E-learning offers to the students to use the scientific curriculum besides learning computer skills.

Huang (1999) found that the use of the internet by University students in doing their homework has a positive effect on their attitude to use the internet in learning how to write in English.

By reviewing previous literature and through practical experience and keeping an eye on what is taking place in reality in the field of English teaching, the two researchers did this study that will investigate the effect of blended learning on the GPA of the students of the seventh grade in English language in Almafraq Government schools through programming one of the study units electronically and applying this on the seventh grade (elementary) class to find out the effectiveness of blended learning and the degree of acceptance by students of this new pattern of learning.

Problem Statement

Many school courses especially English is delivered to students in traditional ways which became boring for the students. This reflected on the GPA and the class interaction of the students. Researches noticed during their field visits to these classes that there is a noticeable weakness in their grades in English. This may have resulted from a system incapable of creating a new generation that copes with the technological and informational revolution. This is why students are bored from using the traditional method of teaching applied by most of English teachers which limits the effectiveness and the activity of the students towards learning this subject. This is reflected on their performance and GPA. The ministry of education tried to engage the E-learning by using the the edu-wave program and the Intel program. They emphasized the necessity of using the technology, though the actual everyday practice of the teachers inside the class rooms which involves the true adoption of technology in teaching still weak.

So researches found the solution in blending both E-learning with traditional learning by designing a program based on blended learning.

The problem of the study is in finding a way to measure the effect of using (B.L) on the GPA of the elementary seventh grade class in the English, and to solve this problem the study tried to answer these questions:

1. Are there any statistically significant differences at significance level (\(\alpha\leq0.05\)) between the mean grades of the seventh grade class due to the method of learning (classes of BL)?
2. Are there any statistically significant differences at (\(\alpha\leq0.05\)) between the mean grades for the seventh grade class students in English referred to the GPA of the student?
3. Are there any statistically significant differences at a significance level (\(\alpha\leq0.05\)) between the mean grades of a seventh grade students referred to the interaction between the method of learning and the GPA?

Study Aims

This study has a goal to design an educational program based on B.L and to measure its effectiveness on the student's grades of seventh grade students in English compared with the traditional method, and to know the effect of GPA of the students and their achievement, in addition to the interaction between them.
The Importance of the Study

- This study gained its importance from the importance of B.L., which is one of the outcomes of the developing technology and its effects on education (traditional and blended Learning).
- It opens the field for the researchers to direct their researches towards this type of learning to be applied on scientific bases and based on a scientific design that makes it work successfully since it is new to this field.
- Encourage English language teachers to use (B.L.) in their teaching process.
- This study goes side by side with the new trend in educational technology and the idea of individualization of the learning process and making it available for everybody and paying attention for the individual differences between students. In addition, the elementary stage has particular special sensitivity in molding the personality of the student. Also, it participates in providing educational program for a unit from English language coarse that blends between E-learning and the traditional learning for the elementary seventh grade class. Also, it participates in filling the gap between the studies that handled this issue especially in the elementary stage in Jordan.

Limitations of the Study

- The study was confined to unit five (Elementary, my dear Watson!) from the English book for the elementary seventh grade.
- The study was confined to measuring the grades of the elementary seventh grade students through a test which was set for this purpose.
- The result of the study is determined outside its satisfaction society by the extent of how the outside society is similar to the study society.

Operational Definitions

- **Blended learning** depends on mixing E-learning with the traditional method of learning and learning through the Internet where the goals of the study cover unit five (Elementary, my dear Watson!).
- **GPA**: is the grade accomplished by the student at the end of semester one and is measured by gathering the sum of his grades during semester one of the same year.

Academic Achievement

The sum of all knowledge, information concepts, and terminology that the student learned in Unit 5 (Elementary/ my dear Watson) measured by the total mark that the student gets in the academic achievement test prepared to this purpose.

Related Studies

(AHMED, 2010) studied the effect of using (B.L.) on the academic achievement of the elementary six grade students in (science) in Jordan in comparison with the traditional way and to see the effect of gender and the interaction between the method and the gender on the science course, also the study sample was intentionally chosen from (139) students both male and female from (4) different school classes from Ramal Bint Abi Sufian female school and Ibn Alanbari male school divided into two experimental groups males and females. The results showed statistically significant differences between the mean of the students in the experimental group which studied by using the educational program and the mean of the control group that studied the scientific material in the traditional way in
favor of the experiment group. Also the studies showed differences with statistically significance between the mean of the students due to gender in favor of females. The study didn't show any statistically significant differences as a result of the interaction between method and gender.

(Sawalma, 2008) also performed a study intended to investigate the effectiveness of using blended educational learning and its effect on increasing scientific thinking and arousing active learning for grade eight students in science course and their going towards it. This study is performed in government schools in eastern northern Badeya district for the school year 2007/2008. The sample consisted of (138) male and female students. The study indicated that the group which studied using blended learning was superior in scores to the group that studied in the traditional way.

Also to investigate the effect the of (B.L), (Shedefat, 2007) performed a study where he presented the (educational planning) course of al albeit University in (2) ways the first one blends both usual learning with the E-learning and the second one is the traditional way. A study sample was made of (59) student both males and females registered in the course in the second semester (2005/2006). The students were divided into (2) groups. The first is the control group which studied in the traditional way and the second group (experimental) studied using internet and traditional way. The researcher made MCQ test to measure the achievement .The results showed statistically significant differences in the achievement of the students connected to the way of teaching in favor the experimental group. The study also showed that there are no statistically significant differences in the scores of the students due gender and the interaction between the method of teaching and gender. The study recommended that blended learning should be used by the teachers in the higher education institutions which will participate in increasing the achievement of the students and it also recommended performing similar studies to reveal the effect of (B.L) on other courses.

(Almatah, 2006) also made a study to investigate the effect of using (B.L) on the (Court program in increasing verbal communicational skills at Jordan University. An educational program was designed based on (B.L), the study showed the following results: There are statistically significant differences in direct and delayed achievement in verbal communication skills due to the method of teaching in favor of the experimental group and there is no statistically significant differences in the direct and delayed achievement in the verbal communication skills due to the interaction between the method of teaching and the major (science, literature) . The study also recommended that (B.L) based on court program should be used in teaching verbal communication skills and in teaching different other subjects. Also the study recommended that it is necessary to design educational software based on (B.L), and to make further studies on the effect of (B.L) on the achievement of different groups of students.

(So, 2006) performed a study aimed to examine the students insight and attitudes towards (B.L), and determine the basic elements that affect their attitudes towards traditional education and (B.L).

The study consisted of (9) female students who joined a course on technology in a university in Singapore. The data was collected through interviews based on open answer questions. Each interview lasted 45-65 minutes. The credibility of the interviews was confirmed by testing the interview groups (member check). The results of the study showed that the students had positive attitudes towards both B.L. and the traditional learning. It also showed four basic factors that affected their attitude towards both types of learning. These are social interaction, technology, course material and the teacher.

(Fu, 2006) made a study aimed to know the effectiveness of (B.L) on the achievement of California University students who registered in (a public conversation course) they were (242) students. Those were taking the course by eight teachers, part of them decided to participate in using (B.L), and the other teachers decided to use the traditional way. Throughout the study, there were no statistically significant differences between the scores of students who studied in the traditional way and those who studied using (B.L).

(Salama, 2005) showed a perfect study which took place in Elinoi University. The goal of the study is to investigate the effect of using blended teaching on the academic achievement of University
students. The study sample consisted of (39) students with different academic majors. They were distributed into (2) groups. The first group studied the course using (B.L) and the second one studied the same course using Electronic learning. The study showed that the (B.L) is effective in raising the academic levels of the students. They began gradually to turn to the Electronic learning in most of the educational institutions.

(Mashagbah, 2005) made a study aimed to know the effect of (B.L) through internet on the achievement of the Architecture engineering students al Al-Albait University. The study sample consisted of (42) students (both males and females) from the third year Architecture students in the (constructional design) course for the second semester (2004-2005). They were randomly divided into two groups. The results showed that there statistically significant differences in the direct and delayed achievement of the Architecture Engineering students due to (B.L).

(Creson, 2005) performed a study aimed to know the effect of (B.L) on the students’ achievement through teaching courses using (B.L) and others using traditional learning. In addition to know the differences between them in planning and research skills. The research was applied on (208) students (males and females (102) studied using (B.L) and (106) using the traditional way. The result indicated the superiority of (B.L) in the performance of the students, and their academic achievement in addition to their advanced skills in research and planning aspects.

(Hay and Isabell, 2000) compared in a study between the results of teaching (planning writing) using (B.L) and teaching the same material using regular class lectures. The results showed the superiority of the students who studied using (B.L) via internet on their final scores and their performance. Whereas a few of them needed help during their study, and there was no delay in handing over their homework. In contrast with the students who studied using the traditional method.

Through reviewing previous studies on our subject, most studies indicated that there is a marked superiority of (B.L) over the traditional method while others showed the superiority of (B.L) over the E-learning.

The previous studies showed the importance of the teaching process and its effects on the achievement of learning certain skills. The previous studies can be summed up as follows:

- Studies showed statistically significant differences of the method of learning in favor of (B.L) like (Shdaifat, 2007) (Ahmad, 2010), (Creson, 2005), (so, 2006), (Swalma, 2008).
- Studies showed statistically significant differences regarding GPA, Hay & Isbell 2000, Maaytah, 2006).
- Studies showed no SSD due to Integration between different methods of learning of GPA (Maiytah, 2006).
- Studies compared between (B.L) and the traditional method and showed no SSD in favor of (B.L) as (Fu, 2006) study.
- Most of the previous studies showed advancement in the groups that learned using (B.L) over electronic and traditional methods.
- Most of the previous studies that dealt with (B.L) in different topics and various study stages and this indicates that (B.L) is more effective in most topics and courses in various study stages.
- The study benefited from the previous studies:
  1. Using the results of the previous studies in interpreting this study
  2. We benefited from the previous studies in putting goals, questionnaires, and in designing the general framework of the study.
  3. This study focused on the effectiveness of (B.L) and GPA and the interaction between them. And this study differs from previous studies in that it focuses on the elementary stage and focuses on the English language which most students find difficult.
Method and Procedures

The Sample

The study group consists of seventh grade students Mafraq Government schools for the second semester 2011/2012 and their number is (160) students, male and female. The group was intentionally chosen from Alia elementary school for girls and from the 2nd elementary school of boys. The two schools were chosen because they have computer labs and Data show projectors, and also they have internet. The (2) schools were intentionally chosen due to the availability of resources needed for the study. The sample group is divided into (2) groups: the first group is experimental with (80) students both males and females distributed equally into (40) males and (40) females. They studied the units of English language using (B.L) the second group is a control one with (80) students both males and females from seventh grade also distributed into (40) males and (40) females, they studied the same unit five from English book in the traditional method.

The table (1) shows the distribution of the groups according to the variation in the study method.

Table (1): The distribution of the groups according to the variation in the study method

<table>
<thead>
<tr>
<th>Variable</th>
<th>Teaching method</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B.L.</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>80</td>
<td>21</td>
</tr>
<tr>
<td>Percentage</td>
<td>50%</td>
<td>%11.25</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%16.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%23.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%33.12</td>
</tr>
</tbody>
</table>

Study Tools

First: The Learning Program

The learning program was prepared based on (B.L) which merges both the e-learning with the traditional learning where the student can take the lecture in a regular way in school classes managed by the teacher and also he can learn electronically using computer programs with the help of a programming specialist described as follows:

- It was designed in a way that suits students at different levels and their growth features.
- When there is a variation it shows the subject, since the subject is given using the electronic method and the verbal method. Also the program uses multimedia that mixes video clips and pictures with sound effects and the texts with electronic in sites related to the same subject of the unit. And the student can move from one part to another using the program at his well and at his personal speed, and then he gets feedback that shows him how much he comprehended from the subject. Also it enables him to evaluate himself and discover his level, and also he can determine the mistakes that faced him to avoid them in the future. The program enables the student to go back and see the learning subject which has been taken in the class, and to study it toughly again and again according to his personal capacity to totally comprehend the subject.
- The program was designed to enhance the student role and provide instant feedback for the student either his true or false answers in order to achieve the desired learning outcomes.

The process of preparing this learning program has gone on the following stages:

1. Design Stage

The English curriculum unit five “elementary, my dear Watson,” was studied to allocate the learning material that will be used in (B.L) and to determine the desired outcome to be achieved and was phrased in a simple and clear way to be measured in an easy way.

2. Preparation Stage

The learning material was written with the help of the school book and teacher guide book and pictures, video clips, recordings related to the learning material was set in addition to choosing internet
sites related to the learning material (unit five) that will be added to the program to further discover and deepen the subject.

3. Implementation Stage
A specialist in software programming was consulted to design the learning material through macromedia flash program.

- The program was saved on a CD-Rom where several copies were made and then distributed on the students to see it at home. The program contained the specific unit according (B.L) including the unit title and the targeted group and the learning outcomes. Also it contained the internet of unit (5) and its audiovisual effects, activities and exercises in addition to some websites that the students can see to reinforce the program credibility.

The Validity of the Program

The program was confirmed after preparing it in his initial form, by consulting (6) specialists with PhD and MD, specialized in educational technology, English curriculum, IT, the consultants were from Alhashmeya and Jordan Universities. They were asked to give their opinion about the clearance of the learning material, accuracy, sequence, appropriate use of sound and color the sufficiency of the learning content. Based on their opinions, the program was modified till it reached to its final form. The stability of the program was confirmed by applying it on outside the study group consisted of (16) students (males and fameless) from seventh grade class for (2) weeks, appropriate modifications were made based on students opinions and on the researchers notices during the outside sample application. This helped to determine the time needed to apply the program on the original sample for (2) weeks.

Achievement Test

The test was prepared to measure the achievement of the elementary seventh grade students in the English language course unit (5) (“Elementary, my dear Watson!”). After analyzing the unit content which included concepts, skills questions, then all of this was put in a feature table. The test consisted of (30) questions type MCQ, each question has (3) answers one of them is true. Each question has (one) score if the answer is correct and (0) score if the answer is wrong, so the full mark is (30) and the lowest mark is (0). Coefficients have been calculated the difficulties for the test which ranged between (38.13% -73.12%), while discrimination coefficients ranged between (0.19-0.81).

Test Building Steps

Go back to the previous literature and some studies about (B.L) like (Al-Aid, 2007) and (Al-Shamary, 2007). Analyze the unit content (in English course) and build specifications table for the unit then based on it the achievement test was built.

- A draft of the test was made, consisting of (30) paragraphs in the form of MCQ each has one a correct answer out of (3) choices.
- Consulting the credibility of a group of judges to make sure that: That the test paragraphs are clear and correct scientifically.
- The accuracy of the linguistic phases of the tests.
- The suitability of the test paragraphs for the seventh grade students.
- The test paragraphs contained the learning objectives of the unit.

The Test Validity and Reliability

To confirm the validity of the test and to make sure that the content of the test is suitable to the knowledge levels contained in the content analysis, and how test questions represent the goals and covers the content of the unit to confirm this a judge committee consisted of (6) PhD and master degree
in teaching methods of English language learning techniques education technology at these Universities Al Hashemya, Jordan.

The committees were asked to give opinion on how the test questions are appropriate in terms of phrasing, comprehensiveness of the questions for the content of the unit. Some tables were modified and rephrased based on their suggestions and the test was formed in its final shape as (30) paragraph as MCQ, and Appendix (1) show the test in its final shape and to calculate the stability of the test, (split-half) method was applied on the performance of the whole group on the overall scale which was (0.80) also reliability was calculated and difficulty factor discrimination amend test, and Appendix No. (2) Shows the difficulty factor and labs Test discrimination amends.

The Procedures

1. Directorate of education approval was taken from Al Mafraq Government depending on a recommendation from al Hashmeya University director to the Directorate of education in Al Mafraq to apply the study on a sample of students.

2. The learning program for the mentioned unit was prepared to know the achievement of seventh grade students, was put at the hands of specialists in learning techniques and methodology of education to confirm its credibility and consistency.

3. A group of teachers with similar experience and qualification were chosen to teach the unit using the traditional method as a control group.

4. Each teacher used the traditional method of giving the lecture depending on the book and by using the regular means available of school like flash cards and the usual class board but the other experimental group studied using (B.L), where the following actions done were on this stage:
   • Providing the materials, technology needed to implement the learning program (B.L) by providing school classes with a PC connected to the internet and a data show, English teachers with experience in dealing with technology were chosen.
   • Explained to the teachers how to apply the program which each teacher distributed containing the learning material on the students while keeping a copy of the program for himself, to help him during giving the lecture using data show.
   • Giving the lecture using computer and giving them the right instructions how to use the program by themselves in order to learn this subject in an independent way at their personal speed.
   • Making pre and post tests and calculating the scores for the students, and calculating the mean grades using SPSS.

Variables

Independent Variables

1. Method of learning with (2) levels:
   a. Teaching using (B.L)
   b. Teaching using traditional method.

2. GPA which has (4) levels:
   A when the student scores in semester (86-100) excellent.
   B when the students score in semester (74-less than 86) very good.
   C when the students score in semester (60 less than74) good.
   D when the student scores in semester (50- less than 60) fair.

   The dependent variable: Direct scores for the achievement test for the seventh grade students English unit (5) (Elementary my dear Watson).
Statistical Procedure

The results were analyzed using (SPSS) and the mean grades were calculated, standard deviations, the primary and secondary deviation, T-test, the effect of learning method, the GPA and the interaction between them.

Results

First: Results Related to the Equivalence of the Study Groups.

A test was performed for both groups (the experiment of and the control group) to confirm the equivalence of both groups when the mean of grades were calculated and the standard deviation for both groups.

Table (2) shows the results:

Table (2): Mean, STD deviation for the performance of the (2) groups on the pre test relating to the (2) variables: learning method and the GPA.

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>GPA</th>
<th>Mean</th>
<th>Std.deviation</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional method</td>
<td>A</td>
<td>9.88</td>
<td>2.42</td>
<td>8.00</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>10.85</td>
<td>2.76</td>
<td>13.00</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>9.45</td>
<td>2.35</td>
<td>20.00</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>10.18</td>
<td>2.82</td>
<td>39.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10.08</strong></td>
<td><strong>2.65</strong></td>
<td><strong>80.00</strong></td>
</tr>
<tr>
<td>Blended teaching</td>
<td>A</td>
<td>9.38</td>
<td>2.36</td>
<td>13.0</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>10.42</td>
<td>2.57</td>
<td>19.0</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>9.79</td>
<td>2.86</td>
<td>14.0</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>10.79</td>
<td>2.76</td>
<td>34.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10.09</strong></td>
<td><strong>2.65</strong></td>
<td><strong>80.0</strong></td>
</tr>
<tr>
<td>Total</td>
<td>A</td>
<td>9.59</td>
<td>2.61</td>
<td>32.0</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>10.59</td>
<td>2.54</td>
<td>34.0</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>10.23</td>
<td>2.77</td>
<td>73.0</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>10.08</td>
<td>2.64</td>
<td>160.0</td>
</tr>
</tbody>
</table>

Table (2) indicates that there are clear differences between the means of both study groups. And to discover the difference between these means, two-way ANOVA method is used for both groups on the pre-test.

Table (3) shows the results.

Table (3): Two-way ANOVA for the performance of the (2) groups in the equivalence pre-test according to the (2) variables learning method and GPA.

<table>
<thead>
<tr>
<th>Source</th>
<th>Total square</th>
<th>DF</th>
<th>Square means</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>0.43</td>
<td>1.00</td>
<td>0.43</td>
<td>0.06</td>
<td>0.81</td>
</tr>
<tr>
<td>Mean</td>
<td>22.18</td>
<td>3.00</td>
<td>7.39</td>
<td>1.04</td>
<td>0.38</td>
</tr>
<tr>
<td>Method and mean</td>
<td>3.73</td>
<td>3.00</td>
<td>1.24</td>
<td>0.17</td>
<td>0.91</td>
</tr>
<tr>
<td>Error</td>
<td>1082.39</td>
<td>153.00</td>
<td>7.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td><strong>17371.00</strong></td>
<td>160.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (3) shows that there are no statistical significance at the level (α≤0.05) due to the method of teaching of the students pre achievement of English, GPA in the pre-test achievement in English, and interactive between learning method and the GPA, these primary results indicate the equivalence of the (2) groups statistically in their means in the pre-test achievement.
Results Related to Study Questions

First question: Are there any statistically significant differences at level (\( \alpha \leq 0.05 \)) between the means of the elementary seventh grade student in English due to the method of teaching (B.L, traditional method)?

To answer the question, the means and the std. deviation was calculated for the sample on the pre test and post test and table (4) shows the results.

Table (4): The study sample performance on pre test and post test according to the method of teaching variable

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Frequency</th>
<th>Pre test</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Traditional method</td>
<td>80</td>
<td>1.08</td>
<td>2.65</td>
</tr>
<tr>
<td>B.L method</td>
<td>80</td>
<td>10.09</td>
<td>2.65</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>10.08</td>
<td>2.65</td>
</tr>
</tbody>
</table>

The results indicate that (B.L) group has a mean of (10.09) with (2.65) SD in the pre-test, while it got a mean of (22.19) with (4.97) SD in the post test. While the traditional method group got a mean(10.08) with (2.65) SD in the pre-test while it got (19.06) with (5.11) SD in the post-test, and to know the statistically significance of these differences between the means, the (ANCOVA) test was used, table (5) shows the results.

Table (5): Covariance analysis of the performance of a sample study on the post-test according to the teaching method

<table>
<thead>
<tr>
<th>Variance source</th>
<th>Total square</th>
<th>DF</th>
<th>Mean square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test method</td>
<td>4.25</td>
<td>1.0</td>
<td>4.25</td>
<td>0.17</td>
<td>0.68</td>
</tr>
<tr>
<td>error</td>
<td>500.67</td>
<td>2.0</td>
<td>2500.34</td>
<td>98.02</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>72462.0</td>
<td>160.0</td>
<td>25.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*with statistically significance at level (\( \alpha \leq 0.05 \)).

Table (5) shows that there are statistically significant differences at significance level (\( \alpha \leq 0.05 \)) in the post-test due to the method of teaching (B.L, traditional method) and in favor of B.L, the (F) value (98.02) with significant level (0.00) which is less than (\( \alpha \leq 0.05 \)).

Results of Q2

Are there any statistically significant differences at a level (\( \alpha \leq 0.05 \)) between the means of the seventh grade students in English due to GPA of the student?

To answer this question the mean and the SD were calculated for the answers of the study sample in the pre-test and post-test and table (6) shows the results.

Table (6): The performance of the study sample in pretest and post test according to the GPA variable

<table>
<thead>
<tr>
<th>Average</th>
<th>No.</th>
<th>Pre test</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>A</td>
<td>21.00</td>
<td>9.57</td>
<td>2.34</td>
</tr>
<tr>
<td>B</td>
<td>32.0</td>
<td>1.59</td>
<td>2.61</td>
</tr>
<tr>
<td>C</td>
<td>34.0</td>
<td>9.59</td>
<td>2.54</td>
</tr>
<tr>
<td>D</td>
<td>37.0</td>
<td>10.23</td>
<td>2.77</td>
</tr>
<tr>
<td>Total</td>
<td>160.0</td>
<td>10.08</td>
<td>2.64</td>
</tr>
</tbody>
</table>

The results of table (6) indicate that the group with GPA (B) got the highest mean in the pretest (10.59) with (2.61) SD, and the group with GPA (D) got the second rank with a mean of(10.23)
and (2.77) SD, than the group GPA (C) with a mean of (9.59) and SD (2.54). Finally the group GPA (A) that got a mean of (9.57) and SD (2.34).

Also the result mentioned at table (6) that the group with GPA (A) got the highest mean in the post test (128) and SD (1.67), secondly came the group with GPA (B) which got a mean of (23.03) and SD (3.54), then came the group with GPA (C) with n mean of (21.74) and SD (3.16) and last came the group with GPA (D) which got a mean of (16.93) with SD (4.18). And to know the statistically significance for these differences between the groups, the (ANCOVA) analyzing method was used and table (7) shows the result.

**Table (7):** Analyzing ANOVA for the performance of the study sample group in the post-test regarding the GPA

<table>
<thead>
<tr>
<th>Variance source</th>
<th>Sum of squares</th>
<th>DF</th>
<th>Square mean</th>
<th>F value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>63456.70</td>
<td>1.0</td>
<td>63456.70</td>
<td>4837.33</td>
<td>0.00</td>
</tr>
<tr>
<td>Mean</td>
<td>6971.99</td>
<td>4.0</td>
<td>1743.0</td>
<td>132.87</td>
<td>0.00</td>
</tr>
<tr>
<td>error</td>
<td>2033.31</td>
<td>155.0</td>
<td>13.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>72462.0</td>
<td>160.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (7) shows statistically significant differences at level ($\alpha \leq 0.05$) in the achievement of the seventh grade students in English due to the GPA, which F was (132.87) which has statistically significant differences at ($\alpha \leq 0.05$).

And to examine these differences between the means due to the GPA variable and the (Scheffe) test for post comparison was used and table (8) shows the result.

**Table (8):** The result of the post-compression between the means of the post-test for the achievement of the seventh grade students in English.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Mean</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>28.00</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>B</td>
<td>23.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>21.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>16.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (8) shows that difference in the mean of the GPA variable has statistically significance at a level ($\alpha \leq 0.05$).

**GPA (A) in Comparison with (B) (C) (D)**
All the differences were in favor of the GPA (A) where the mean (28) compared with (B) which has a mean of (23.03) with a difference of (4.97) and (C) which has a mean of (21.74) with a difference of (6.26) and (D) which has a mean of (16.93) with a difference of (11.07) than (A), i.e. the achievement of the elementary seventh grades student with GPA (A) in English is better in achievement than the groups GPA: B,C and D.

**GPA (B) in Comparison with GPA(C) and GPA (D)**
All the differences were in favor of GPA (B) with a mean of (23.03) compared to GPA (C) with a mean (21.74) with difference (1.29) between the two means. The GPA (D) has a mean of (16.93) and the GPA (B) equals D (6.01) i.e. the Achievement of the elementary seventh grade students with a GPA (B) in English was better than the achievement of the students with GPA (C) and(D).

**GPA (C) Composed with GPA (D):** The difference was in favor of GPA (C) which has a mean of (21.74) compared to GPA (D) which has a mean of (16.93) with a difference of (4.81) between the
means, i.e. The achievement of the elementary seventh grade students with GPA (C) in English was better than the achievement of the student with GPA (D).

**Results Related to Question 3**

**Are there statistically significant differences at significance (α ≤ 0.05) between the means of the seventh classes' students in English due to the interaction between the method of teaching and the GPA?** To answer this question the means, std. deviations, analysis (ANCOVA) was used.

Table (9) shows the result.

**Table (9):** Means and std. deviations for the achievement of seventh grade students in the English language due to the interaction between the teaching method and GPA

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>GPA</th>
<th>Pretest</th>
<th>Post test</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>9.88</td>
<td>2.42</td>
<td>27.0</td>
<td>1.85</td>
</tr>
<tr>
<td>B</td>
<td>10.85</td>
<td>2.76</td>
<td>20.92</td>
<td>3.25</td>
</tr>
<tr>
<td>C</td>
<td>9.45</td>
<td>2.35</td>
<td>20.60</td>
<td>3.05</td>
</tr>
<tr>
<td>D</td>
<td>10.18</td>
<td>2.82</td>
<td>16.03</td>
<td>4.52</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10.08</td>
<td>2.65</td>
<td>19.06</td>
</tr>
<tr>
<td>Blended learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>9.38</td>
<td>2.36</td>
<td>28.62</td>
<td>1.26</td>
</tr>
<tr>
<td>B</td>
<td>10.42</td>
<td>2.57</td>
<td>24.47</td>
<td>3.03</td>
</tr>
<tr>
<td>C</td>
<td>9.79</td>
<td>2.86</td>
<td>23.36</td>
<td>2.62</td>
</tr>
<tr>
<td>D</td>
<td>10.29</td>
<td>2.76</td>
<td>17.97</td>
<td>3.55</td>
</tr>
<tr>
<td>A</td>
<td>9.57</td>
<td>2.65</td>
<td>22.19</td>
<td>4.97</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10.59</td>
<td>2.34</td>
<td>28.0</td>
</tr>
<tr>
<td>Blended learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10.08</td>
<td>2.64</td>
<td>20.63</td>
</tr>
</tbody>
</table>

Results in table (9) showed statistical significant differences between the means of the performance between the two study groups, also there were differences between the (GPA) , to reveal the differences between the means, (ANCOVA) analysis for the interaction between the method of teaching and the the students achievement , table (10) shows these results.

**Table (10):** ANCOVA analysis of the effect of the method of teaching, the (GPA) ,and the interaction between them on the achievement of the seventh grade students in English

<table>
<thead>
<tr>
<th>Variance source</th>
<th>Sum of squares</th>
<th>DF</th>
<th>Square mean</th>
<th>F value</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>63456.70</td>
<td>1.0</td>
<td>63456.70</td>
<td>5348.53</td>
<td>0.00*</td>
</tr>
<tr>
<td>Method</td>
<td>5000.67</td>
<td>2.0</td>
<td>2500.34</td>
<td>210.74</td>
<td>0.00*</td>
</tr>
<tr>
<td>GPA</td>
<td>2194.91</td>
<td>3.0</td>
<td>731.64</td>
<td>61.67</td>
<td>0.00*</td>
</tr>
<tr>
<td>Method&amp; GPA</td>
<td>18.20</td>
<td>3.0</td>
<td>6.07</td>
<td>0.51</td>
<td>0.68</td>
</tr>
<tr>
<td>error</td>
<td>1791.51</td>
<td>151.0</td>
<td>11.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>72462.0</td>
<td>160.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significance at (α ≤ 0.05).

Table (10) shows that there are no statistically significant differences at (α ≤0.05) due to the effect of interaction between the method of teaching and the GPA in the achievement of an elementary seventh grade students in English where F value was (0.51) with significance (0.68).
Discussion and Recommendation

First: - Discussing the results related to the first question which is: Are there any statistically significant differences at ($\alpha \leq 0.05$) between the means of the scores of the elementary seventh grade class students in English due to the method of teaching (B.L, traditional method)?

The results indicated that the method of teaching is more effective using B.L compared to the traditional method of learning. This result is achieved because of the following:

1. The effectiveness of B.L because this method has many features that combine between the advantages of the traditional method and the Electronic method, so this method helps to get rid of the negative sides of the traditional teaching that depend on simple instructing and B.L is considered as complementary for the traditional method.

2. Students in the experimental group benefited from the advantages strategy BL, which is based on integration between e-learning and traditional learning. They benefited from the usual advantages of education and e-learning together. Where they were offered material commonly used and other electronic through (CD) including software education designed that integrates written texts with still and moving pictures and graphics, video clips, and links to web sites directly related to the subject material, and it seems that education built on reinforced techniques of modern education showed statistically significant differences, as opposed to the control group that received the material in a normal way and without any techniques students are accustomed to see in the all lectures..

3. The students of the experimental group of the B.L advantages and strategy which is based on the mix between the Electronic learning and traditional learning as a result they bended both the electronic and traditional method and without any technology which the student got used to see it in the lesson and in other lessons.

4. The result of this study may be related to the fact that using B.L in teaching produced a new method different from the regular methods that the students have got used to in English lessons where this program give chances for the student to explore what he will learn in the program through providing him with a list of the expected outcome after the lesson. This differs from what the student used to take using the traditional method. So this change in the method of learning led to more active students and recommended them to study more English.

The results of this study agree with each of the study (Shimmy, 2007; Abu Mousa, 2008; Cerson, 2005; Swalmah, 2008)

All these studies confirmed the efficiency of B.L in increasing the achievement of the students in all subjects.

And this study disagrees with Fu 2006 which shows no effect of the B.L in the achievement of the student.

Second: The discussion of the results relating to the second question, which states: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of the elementary seventh grade students in – English lesson related to the GPA for the student?

The results indicated that there are statistically significant difference at/ ($\alpha \leq 0.05$) in the achievement of the seventh grade student in English. These results may be due to the fact that the students who got higher sores than others who have more tendency to study the unit using B.L that contain a variety of stimulants due to their higher academic rank and their tendency to learn more than the lower grade students.

The student’s higher score have more motives to learn which is reflected on their academic achievement and their interaction inside the class and the individual differences between the students make their achievement different lately.

The reason may be that the program contained internet website links with direct link with the subject of the unit, these sites contain more information about the unit which enabled the student to earn more information bigger than what is in the unit and to navigate in the internet world which
participated in enriching the knowledge about the subject that they learn thereby improved their achievement, in contrast to the control group that studied the subject in the school book only. And may be mixing the e-learning with the traditional facilitated the intake of the lesson and reinforced their understanding and interaction with it: the thing that they don’t find in the regular educational process. Eventually their achievement in the kits was improved and their GPA increased and the result of this study is consistent with (Abu Mousa, 2008). Shomali 2007, Mashagbah 2005, Awad, 2005, Shamary2007, Maiyah 2006, Shdaifat, 2007, Creson 2007, Hay& Isbell 2000 and differs than Fu, 2006.

Third: discussing the results related to the question (3): Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of the seventh classes' students in English due to the interaction between the method of teaching and the GPA?

The results indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the effect of the interaction between the teaching method and the GPA in the achievement of the seventh grade students in English, this result may be related to the equality of all the students in the available opportunities which was provided by the school and also they were all under the same circumstances that go with the study, in addition, the teaching method gave attention to development of the skills and various potentials of the students regardless of their GPA in which all seek to improve the achievement of the students.

Also the result of the study explains that the differences among the students in their GPA at the Post-test were regular, and using B.L and the traditional method suits the students in the same level in the educational field. Also the results explain that the traditional teaching is important in the same level as the B.L in teaching the student at seventh grade. Also the results support the B.L goals by merging the traditional learning and means, which resulted in removing the differences between the method of teaching and the GAP.

And may be that some teachers sticking to the traditional method in their practice despite the availability of the B.L program which contain all the tools and means to illustrate the lessons. This has removed the effect of the interaction between the method and the grades, this study is consistent with the studies of (Maiyah 2009) and different from Fu 2000, Hay & Isbell 2000, Creson, 2005; Shdaifat, 2007; Mashagbah, 2005.

Recommendation: In light of previous findings researchers recommend the following:

1. Using B.L in the elementary education to help the student using e-learning.
2. Designing software based on B.L compliable with the students psychological and mental frames in different fields and different methods.
3. Conducting further studies about the effect of using B.L in teaching English for the entire curriculum for the elementary stage.
4. The necessity to provide the infrastructure for this type of learning by providing centers and laboratories equipped for English lessons also providing trained human sources for this purpose.
5. Conducting similar studies to reveal the effectiveness of the use of B.L in teaching English language and in other school stages and by dealing with other variables.

References


Appendix (1)
Achievement test: Achievement test for unit Five (Elementary, my dear Watson!) for English material for seventh grade
Instructions of the test:
Duration of the test: 45 minutes:
- Each question has one correct answer only
- put the icon of the correct answer in the paper attached to it, by following the numerical sequence. Thank you,

1. Holmes always……………..in a logical way.
   a) thinking b) thought c) think
2. Miss Marple was ……………than Hercule poirot.
   a) wiser b) more wise c) wiset
3. poirot was ……………..in details than Holmes.
   a) popular b) more popular c) the most popular
4. poirot …………………quietly and thought to solve a crime.
   a) sit b) sitting c) sat
5. Miss Marple is ………..of women detectives.
   a) more professional b) more popular c) the most popular
6. Hercul poirot is …………than Miss Marple.
   a) rich b) richer c) riches
7. He is also ……………than her and t he travels the world.
   a) wiser b) wise c) more wise
8. Miss Marple is ……………than poirot.
   a) wiser b)wise c)more wise
9. She’s ……………than him.
   a) most famous b)more famous c) the famous
10. We don't really know if she's …………..than poirot.
    a) old b) older c) oldest
11. Mind is unfocused means?
    a) lost b) older c)oldest
12. Dr.Watson is the …………..person to Sherlock Holmes.
    a) Meloni b) more loyal c) most loyal
13. known by a lot of people means?
    a) nice b) famous c) good
14. Holmes is the ……………..detective in the world.
    a) nice b) pleasant c) good
15. Polite and easily loved means?
    a) nice b) pleasant c) good
16. Dr. Watson doesn't mind thinks that Holmes is the ………..detective in history.
    a) wise b) wisest c) more wise
17. Clever. Smart:
    a) generous b) intelligent c) skillful
18. perry Mason's task………..to be defend a client on trial for murder.
    a) were b) was c) be
19. Easy and not complicated means?
    a) smart b) elementary c) confused
    a) is b) were c) was
21. Sherlock most perceptive:
    a) the most perceptive b) more perceptive c) than perceptive
22. However, Watson was naturally………………:
    a) honest b) the most honest c) more honest
23. What were the characteristics of the ……………detective?  
a) famous  b) more famous  c) most famous
24. Watson was Holme's ………………friend.  
a) more loyal  b) loyal  c) most loyal
25. Watston ……………….his stories for people to know Holme's role in them:  
a) write  b) wrote  c) written
26. Sam spade and Philip Marlowe are ………………American detective.  
a) more famous  b) famous  c) the most famous
27. Marlowe is……………..than spade.  
a) popular  b) more popular  c) the most popular
28. He …………..to different places full of money:  
a) travels  b) traveler  c) travelled
29. one day he…………….a bag full of money.  
a) lose  b) lost  c) losted
30. He……………that he would return it one day.  
a) know  b) knows  c) knew

Appendix(2): Discrimination Factor for the Test Item

<table>
<thead>
<tr>
<th>item</th>
<th>Disc. Factor</th>
<th>Difficulty factor</th>
</tr>
</thead>
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<td>44.37%</td>
</tr>
<tr>
<td>2</td>
<td>0.66</td>
<td>53.12%</td>
</tr>
<tr>
<td>3</td>
<td>0.29</td>
<td>67.50%</td>
</tr>
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<td>4</td>
<td>0.29</td>
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</tr>
<tr>
<td>5</td>
<td>0.19</td>
<td>63.75%</td>
</tr>
<tr>
<td>6</td>
<td>0.38</td>
<td>65.0%</td>
</tr>
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<td>7</td>
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<td>15</td>
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<td>16</td>
<td>0.81</td>
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<td>30</td>
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</tbody>
</table>
Administrative Corruption as an Obstacle of Jordan
Development from Academic Staff of Al Balaqa’ Applied
University Perspective

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Abstract

The study aimed to discuss the Administrative corruption as one of development obstacles in Jordan. Study population consisted of (1500) academic staff member in Al Balaqa’ Applied University. A random sample amounting (150) subjects was selected. A questionnaire was developed to handle this objective and was distributed over a sample of (150) academic staff members. 130 questionnaires were collected, that is 86.7% response rate. The collected responses were analyzed through using the Social Packaging Statistical System. The study concluded that Administrative corruption retard the country development and the failure of investment growth in addition to hinder the economic and social development. The study suggests that there is a need to develop programs and policies for corruption prevention and to activate the Code of Professional Conduct and Public Service Ethics, which should ensure integrity, transparency, prevention of corruption and adherence to public service and professional ethics. Moreover there is a bad need for raising citizens’ awareness regarding corruption devastating dangers.

Keywords: Administrative Corruption, Development,

Introduction
Corruption vary from society to society and over time. This is particularly the case when we consider that we talk about the developing countries. In order to understand the immense diversity of its origins, forms and effects across developing countries, we should examine the roles of both the internal 'stakeholders' in developing societies (such as politicians, business cliques and junior civil servants) as well as external actors (including western multinational companies and international financial institutions). In addition, reform strategies should take account of widely differing economic, legal and political contexts. Effective anticorruption strategies need to be tailored to the social environment in which corruption occurs. Corruption is a social phenomenon that fosters an anti democratic environment; characterized by uncertainty, unpredictability and declining moral values and disrespect for constitutional institutions and authority (Mensah et al., 2003).
Corruption occurs usually when the employee accepts bribe to facilitate the conclusion or action put to public competition, as it is when companies agents or brokers offer bribe to take advantage of general policies or procedures to overcome competitors and obtain profits outside the framework of applicable laws. Corruption can also occur through the abuse of public office without resorting to bribery, by appointing relatives or theft of funds state directly, or misuse of public power, such as an absence of public employee through claiming illness but in reality he goes for a holiday. Corruption is pervasive in developing countries because of weak institutional infrastructures and the lack of effective monitoring mechanisms (Lengwiler and Wolfstetter, 2006). It is worth noting that the practice of corruption is not only pervasive in developing countries but also severe in emerging, transition and developed economies as well (Mensah et al., 2003).

Problem Statement
There are many reasons behind administrative corruption spread and experiences of some countries in fighting against corruption proved the success of some or at least reduce its rates, as the case of China, Singapore, Hong Kong and Chile. These experiments confirmed that the success of these experiments depends on the use of an integrated system to fight corruption. Jordan as a country of third world suffers from the administrative corruption. This phenomena emerged recently in Jordan as of the last decades. Many measures were taken to fight this phenomena due to its negative impact on Jordan development. This research is an attempt to find out the negative outcomes of administrative corruption in Jordan through answering the following question : What is the negative relation between administrative corruption and development?

Research Objective
The purpose of this research is to discuss the administrative corruption as a development obstacle in Jordan.

Research Hypotheses
The main hypothesis : Administrative corruption is a determinant of country development
Two sub- hypothesis are derived from this main hypothesis as follows:
1st. Sub- Hypothesis
Administrative corruption is a determinant of country economic development

2nd. Sub- Hypothesis
Administrative corruption is a determinant of country social development

Research Importance
The research importance stems from the growing negative role played by administrative corruption in economic performance, performance declining rates and economic growth low rate on the local and international level. Moreover the study is completely different from other previous studies since it discusses how administrative corruption threatens countries general development objectives, plans and their projects, and helps in increasing economic crisis.

Methodology
The study used the quantitative research approach because it is more suitable than qualitative research approach, since the deductive theory was used to test the hypotheses derived from the literature review.
Population and Sampling
The study population consisted of all teaching staff in Al Balaqa" Applie University amounting (1500) a random sample amounting (150) subjects were selected.

Data Collection
Secondary data was collected from various resources such as: books, journals, references, and the internet, regarding the research topic for the purpose of creating the literature review. A questionnaire was used in this study for the purpose of collecting primary data from the targeted population and to examine the hypotheses set to this study. 150 questionnaires were distributed, 130 questionnaires were collected, therefore the response rate was 86.6 %, so a total of 130 questionnaire were used in analysis.

Literature Review
Corruption Definition
It is hard to find a unique definition for administrative corruption, due to many reasons such as the complexity of corruption phenomena. All definitions of corruption can be regarded as working definitions since they vary according to the purpose for which they are used. In current international use corruption is defined as, “the misuse of entrusted power for private gain”(UNDP 2008) Such definition acknowledges that “corruption” cannot be prevented as a single behavior or offence. Instead it is more a convenient term for many types or even syndromes(Gorta 1998). According to Svensson(2005) corruption captures, bribery the sale of public property by government officials, kickbacks in public procurement, and embezzlement of government funds. Therefore corruption retards economic growth and erodes development prospects of a country.

World Bank defined corruption as the abuse of public power for private benefit(Biru, 2010). Stephen (2010) defined corruption, as” the abuse of public power for private benefit, is a pervasive and universal phenomenon, and affects almost every culture to differing degrees”. Corruption has also been defined as the use of public authority for personal gain that results in the improper delivery of judicial services and legal protection for citizens (Pepys, 2005).According to Mensah et al. (2003), corruption has been defined to encompass all forms of irregular, unethical, immoral and/or illegal practices and transactions, dealing and activities in the process of handling commercial or public transactions or in the performance of official duties.

Types of Administrative Corruption
There are many types of public corruption, including embezzlement of public funds, theft of state property, accepting bribes to shorten processing time, illegally obtaining or exercising monopoly power, or securing government procurement

With respect to administrative corruption is divided into four groups as follows: ( Abdul Rahman ,2001,)

1. **Financial violations**: include financial employee’s violations such as:
   - Violation of financial rules and provisions stipulated by laws and regulations in force
   - Violation of tenders and auctions, stores and procurement
   - Neglect or omission which causes loss or potential loss of state financial right
   - All intentional act consequent disbursement of state funds or loss of rights

2. **Organizational deviations**: include offenses committed by employee that are directly related to his job, for example:
   - Refrain from work performance or failure to perform accurately and honestly s
   - Lack of commitment to working hours
   - Disobeying heads orders
3. Behavioral deviations: include offenses committed by employee regarding his behavior and his personal behavior profile, for example:
   - Failure to maintain job dignity
   - Performance other’s work against charges without permission of the competent authority
   - To engage in a business, and buys what the department offers for sale
   - To have other work that would harm his job duties

4. Criminal Deviations: include offenses committed by employee and involving criminal offenses, such as bribery, forgery official documents, theft, assault others, and other personal conduct crimes

The Effects of Administrative Corruption on Development

It is generally agreed that corruption whether incidental, or systematic and whether endemic or planned has often been found to have profoundly damaging political, social and economic effects. Corruption in general cause political instability, military intervention and regime change, and undermined governmental institutions, such as customs, taxation and other revenue-generating departments and service delivery (World bank, 1997). Corruption impacts economy, increases costs of doing business, unfair allocation of public entitlements, poor quality consumer products and reduced public safety (Rose-Ackerman 1996). Mauro (1998) indicated that corruption damage the nation’s economic development by impairing trade, deterring investment, diverting government spending away from public goods such as education and health, and increasing poverty. According to Lambsdorff (2005) deficits in economic development, institutional capacity or the rule of law, could be a consequence of corruption law. Caiden and Dwivedi (2001) argued that due to corruption public administration becomes difficult to guarantee compliance with public standards or respect for the rule of . Quah (2007) stated that public administration may lose competent and honest employees or deterred from working for government at all further reducing its capacity for integrity and effectiveness due to corruption.

Voskanyan (2000) argued that corruption may decrease the efficiency of public spending, decrease the budget revenues, raise the budget deficit, hinder Foreign Direct Investment, reduce the effectiveness the use of aid, dissipate political legitimacy and hinders the democratic development. The anticorruption campaign should mainly concentrate on the reforms of civil service, judiciary system, tax and custom departments. Stephen (2010) reported that corruption influences the steady-state growth rate through its impact on private investment, resource endowment management, human capital, and governance. He added that corrupt environments critically affect long-run sustainable economic development through the private investment decision. Stephen (2010) indicated that corruption poses a threat to private investment for a number of reasons: it reduces public and private sector efficiency when it enables people to assume positions of power through patronage rather than ability; distorts the financial economic and environment; and, at the limit, introduces instability and anarchy into the political process. Evidence from across the globe confirms that corruption hinders economic development; reduces social services; diverts investments in infrastructure and social services and impacts the poor disproportionately (Khramkin, 2007).

According to World Bank (1997) corruption is a cause for the failures of certain “developing” countries to develop, and recent empirical research confirms a link between higher perceived corruption and lower investment and growth.

Some studies point out that administrative corruption has negative effects such as: (Ana ‘am, 20004)

1. It damages state credibility of since administrative corruption spread leads to weakening official works rules and prevent its objectives achievement which cause harm to administrative organs credibility, lack of public confidence, and weakening administrative structures which leads to administrative system failure.
2. Impeding the development process and weaken economic growth: a survey made by the World Bank in regarding development obstacles indicated that financial and administrative corruption is the greatest impediment to development, since corruption is a behavior that leads to confusion and prejudice. Many studies suggest that administrative corruption has negative effects on Economic growth, and reduced rates of investment, thereby reducing the size of the aggregate demand, and the rate of economic growth.

3. Undermine political stability: corruption spread in any society leads to damage society's political stability, low income level, conflict within the ruling elite, management corrupt and deteriorating situation on all aspects.

4. Emergence of a class that works on spreading corruption in order to achieve its own interests, since the administrative organ loses its entity for the favor of corrupted parties in the organ.

5. Low level of productive and service activities as a result of administrative corruption

Corruption in Jordan

As other developing countries Jordan suffers from some corruption practices. Jordan ranked 58 among the 176 countries listed on the 2012 CPI with a score of 48 compared with 90 that was scored by the top country Denmark Jordan drops in corruption ranking from its 56th ranking in 2011.( AlGhad Newspaper,2012)

Jordan took many measure to prevent and to fight corruption. Jordan issued many acts in this regards such as : . Criminal Code, the Anti-Corruption Act, the Anti-Money Laundering Act, the Right to Access Information Law, the Economic Crimes Act, the Ombudsman Law, and the Financial Disclosure Act. Moreover Jordan has established the Anti-Corruption Commission (ACC), in 2007 for the purpose of coordinating and establishing a comprehensive policy in prevention and combating corruption in the public and private sectors. The commission started its function in 2008. The commission work is guided by the National Anti-Corruption Strategy 2008-2012. The Strategy includes six main objectives: Strengthening the capacity of the commission; prevention of corruption; education, training and public awareness; law enforcement; coordinating anti-corruption efforts; and international cooperation. His majesty King Abdullah the second decided recently to establish a higher “Integrity Committee” to deal with corruption and to promote transparency and governance to address this issue in Jordan.

Previous Studies

Vincent (2009) study aimed to present an analysis of the nature and determinants of corruption, using recent data to clarify the nature of the corruption phenomenon and answer the question of whether corruption can categorically be said to be a problem requiring public sector reform, or is a consequence of it.

The study analyzed data on corruption in relation to the timing of the introduction of public sector reform in recent economic transitions, and examines the persistence of increased corruption following the introduction of reforms.

The study found that there is a significant increase in corruption following transitional economies’ public sector reform, and this demonstrates an unusual degree of persistence even after general institutional reforms have been completed.

Mari-Liis (2012) study that aimed to examine the role of management in establishing anti-corruption organizational culture in law enforcement agencies. The study used qualitative data gathered from the Estonian law enforcement agencies. The study was s based on nine semi-structured in-depth interviews with top managers of various Estonian law enforcement agencies.. The study show that managers’ beliefs may reinforce an organizational culture that downplays the importance of anti-
corruption work. The study also points out the main impediments which may hinder successful implementation of anti-corruption policies in enforcement agencies.

Stephen (2010) study aimed to investigate the relationship between private investment, resource endowments, and corruption. The study concluded that highly corrupt countries, the marginal benefit to output of reducing corruption outweighs virtually any other policy action. The study also indicated the importance of strong governance as a mitigating force against corruption’s negative effects it also indicates that the timing of reform efforts is significant.

Voskanyan (2000) study aimed to reveal corruption causes of and the factors that create the opportunities for corruption in addition to reveal the effects of corruption on economic and political development in Armenia and in different nations. The study demonstrates that high scale corruption may have very harmful effects on economic and political development. Corruption as one of the oldest phenomenon in human society exist in every country contemporary world.

Tutu et al (2010) Study aimed to explore and discuss corruption practices inherent in public procurement of infrastructural projects in Ghana with the aim of identifying corruption related challenges that must be addressed in order to actualize the expected economic gains of infrastructural projects. The study adopted multi-stage critical review of pertinent literature; review of 2007 Annual Report of the Public Procurement Authority and review of the Public Procurement Act, 2003 (Act 663). The study found that conflict of interest, embezzlement, kickbacks, tender manipulation and fraud are observed corruption practices in the Ghanaian infrastructure projects delivery system.

### Analysis and Discussion

This chapter aims to analyze the data obtained through the questionnaire; the questionnaire the analysis results were as follows:

Means and standard deviations were calculated for all questionnaire statements as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Mean</th>
<th>S.Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reducing local investment rate</td>
<td>3.28</td>
<td>1.293</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Lowering productivity levels</td>
<td>3.13</td>
<td>1.222</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Reducing foreign investment size</td>
<td>3.09</td>
<td>1.170</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Creating economic crisis</td>
<td>3.10</td>
<td>1.180</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Increase costs of capital formation</td>
<td>3.01</td>
<td>1.17</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Reducing financial aids effective use</td>
<td>2.93</td>
<td>1.207</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>Accumulation of national wealth with few class</td>
<td>3.19</td>
<td>1.199</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Reducing economic growth rate</td>
<td>3.16</td>
<td>1.248</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Government lose huge revenues</td>
<td>3.17</td>
<td>1.232</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Lowering performance level</td>
<td>3.02</td>
<td>1.203</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Marginalization the country in the international economy</td>
<td>2.99</td>
<td>1.231</td>
<td>10</td>
</tr>
</tbody>
</table>

Table (1) shows that means of subjects' responses regarding the statements that economic development are ranging from (2.93-3.28). All of which indicate respondents agreement save statements (10,11). This indicates that administrative corruption is considered as an obstacle of economical development. Statement no. (1) " reducing the rate of the local investment " ranked the first important statement. While statement no. (6) " reducing the effective use of foreign aids " ranked the last. The results indicate that the sample's subjects confirm that administrative corruption is an obstacle of economic development.
Table (2): Sample's Responses regarding social development

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Mean</th>
<th>S.Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Imbalance national security</td>
<td>3.80</td>
<td>.905</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Political instability</td>
<td>3.55</td>
<td>1.101</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Grab national and humanitarian principles</td>
<td>3.62</td>
<td>.932</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Increasing unemployment level</td>
<td>4.13</td>
<td>.792</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Widening the gap between rich and poor</td>
<td>3.58</td>
<td>1.131</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Increasing crime rate</td>
<td>3.40</td>
<td>1.166</td>
<td>11</td>
</tr>
<tr>
<td>18</td>
<td>Prevalence of negative phenomena</td>
<td>3.52</td>
<td>1.109</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>Creating differences in the social structure</td>
<td>3.55</td>
<td>1.087</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>Ethical deviation spread</td>
<td>3.47</td>
<td>1.152</td>
<td>9</td>
</tr>
<tr>
<td>21</td>
<td>Society disintegration</td>
<td>3.52</td>
<td>1.127</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>Drugs trafficking</td>
<td>3.04</td>
<td>1.214</td>
<td>13</td>
</tr>
<tr>
<td>23</td>
<td>The emergence of class societies</td>
<td>3.30</td>
<td>1.195</td>
<td>12</td>
</tr>
<tr>
<td>24</td>
<td>Loss of citizen affiliation</td>
<td>3.42</td>
<td>1.075</td>
<td>10</td>
</tr>
</tbody>
</table>

With respect the size table (2) shows means of subjects' responses regarding social development are ranging from (3.04- 4.13). Statement no. (15) "increasing unemployment rate" ranked the first important statement. While statement no. (22) "Increasing drugs merchandize" ranked the last. The results indicate that the sample's subjects confirm that administrative corruption is considered as an obstacle of social development

Hypotheses Test
The main hypothesis: Administrative corruption is a determinant of country development

Table (3): F- Test results of first hypothesis

<table>
<thead>
<tr>
<th>Variable</th>
<th>F calculated</th>
<th>F- tabulated</th>
<th>F –Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>626.469</td>
<td>3.00</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Table above shows that F calculated values is more that F- tabulated value with significance rate of (p<0.05)... Therefore we reject null hypotheses and accept the alternative ones which means that administrative corruption is a determinant of development in Jordan

Two sub-hypothesis are derived from this main hypothesis as follows:

H01: Sub- Hypothesis
Administrative corruption is a determinant of economic development in Jordan

Table (10): T- Test results of first sub- hypothesis

<table>
<thead>
<tr>
<th>Variable</th>
<th>T calculated</th>
<th>T- tabulated</th>
<th>T –Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Development</td>
<td>25.901</td>
<td>1.96</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Table above shows that T calculated values is more that t- tabulated value with significance rate of (p<0.05)... Therefore we reject null hypotheses and accept the alternative ones which means that administrative corruption is a determinant of economic development in Jordan

H02: Sub- Hypothesis
Administrative Corruption is is a Determinant of Social Development in Jordan
Table (4): T- Test results of second sub- hypothesis

<table>
<thead>
<tr>
<th>Variable</th>
<th>T calculated</th>
<th>T- tabulated</th>
<th>T –Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Development</td>
<td>34.938</td>
<td>1.96</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Table above shows that T calculated values is more than t- tabulated value with significance rate of (p<0.05)... Therefore we reject null hypotheses and accept the alternative ones which means that administrative corruption is is a determinant of social development in Jordan.

Results and Recommendations
The analysis indicate the following results:
1. Administrative corruption phenomena is a worldwide phenomena in most of world countries, developing countries in particular.
2. Jordan experienced and still experience administrative corruption. Therefore the government established anti corruption committee for the week of fighting administrative corruption.
3. Administrative corruption form one of the most important development obstacles, from many aspect.
4. Administrative corruption affects negatively social and economic development which in its turn affect the development as a whole.

Based on the above results the study suggests the following:
- There is a need to develop programs and policies for corruption prevention and to activate the Code of Professional Conduct and Public Service Ethics, which should ensure integrity, transparency, prevention of corruption and adherence to public service and professional ethics. Moreover there is a bad need for raising citizens’ awareness regarding corruption devastating dangers.
- Conducting further research that discuss the main causes of administrative corruption and setting a plan that may reduce the phenomena size and mitigate its effort over the development.

References:


Perceptions of the Faculty Members in Al- Balqa’ Applied University towards Creative Teaching to their Students

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Princess Alia University College
Al Balqa Applied University

Abstract

This century is described as scientific and technological one, and it is distinguished in its rapid change. So it is important for a person to be inventive and creative in this present world, which means visualizing this world with new ways and different perspectives. This must be applied on the educational establishments as well in order to be able to cope with changes and developments occurring in the external environment. To assure the establishments’ existence and growth in its field, they should be creative for it is one of the basic and important activities to them. (Al Saren, 2000).

Statement of the Study

Many studies have addressed the technological impact on types of teaching creativity, and these studies varied in the aspects have been addressed in the study of technology and its relation with creativity. So, we cannot omit the role of active researching, developing, and presenting creative teaching in the educational process. Nevertheless, all Arabic and Jordanian studies did not deal with this issue with enough interest that suits it. In addition, the reality of active research and development in the field of creative teaching in the Arab World in general and in Jordan in special needs an extensive analytic study. Moreover, attention of the higher managements to support and provide needed requirements to achieve its goals in presenting different types of creativity that rise to the level of teaching.

Then the calls began to emphasize on the necessity of following strategic creative planning taking into consideration the variations and the environmental elements and its impact on the direct goals of creativity for being one of the activities that requires long duration of time to achieve its goals. Throughout the initial survey, it has been notified that creativity in most of our establishments does not follow certain strategic perspective. According to this, the statement of the study lies in the answer of the following question:

- What are the perceptions of the faculty members in Al Balqa’ Applied University towards creative teaching of their students?

The Importance of the Study

The importance of this study comes through the following:

1. Managerial organizations face several environmental stresses and challenges, where the rapid change is the feature of this current century in many fields. Also, the educational establishments will not be able to grow and develop, unless it copes with the rapid changes in technology through creativity in the educational process.

2. The importance of creativity issue appears through a new a kind of competition called “Innovation competition” which is based on presenting whatever new that supports
superiority of establishment and assures its grow in a rapid variable environment. Thus, the establishments use various means and methods which enable it to produce new education models or develop it within the shortest period of time. Taking into consideration graduating good quality of students with the least expenses. This requires more effective processes of creativity in designing and improving the educational process.

3. The importance of creative teaching to students since the student is the core of the educational process.

The Purpose of the Study and Its Significance
The purpose of the study is to identify the perceptions of the faculty members in Al Balqa’ university towards creative teaching to their students through answers of the following questions:

A What is the point of view of the faculty members in Al Balqa’ Applied University towards creative teaching to their students?

B Are there any statistical differences (0.05 ≥ α) between the faculty members in Al Balqa Applied University towards creative teaching to their students due to the specialization, gender, and teaching experience?

Variables of the Study
This study consists of the following variables:

1. Independent variables includes:
   - Sex with two categories male and female.
   - Specialization with two levels scientific and humanist.
   - Teaching experience with three levels (1-5 years, 5-10 years, 11 years and more).

2. The dependent variables:
   - The point of view of the faculty members in Al Balqa’ Applied University toward creative teaching to their students.

Limitations of the Study
This study was limited to the faculty members working in Al Balqa’ Applied University for the study year 2007/2008, 2011/2012.

Theoretical Literature and Previous Studies
Creativity: Interest in the concept of creativity and what relates to it started in the late thirties, and the first contributor in this field was the American scientist Schumpeter. In his book that was issued in 1939 defined creativity as “The convert by jumping from old to new… we erase the old and replace it by new.”

Also, it was mentioned in Al Mawred the expression “create something” which means create something and start it, and “create something” means “to invent “as it was mentioned in (Al Ba’albaki, 1993). In Webster dictionary also the word “create” was mentioned as the ability to create (Webster Dictionary, 1995).
What is Creativity?
Creativity is energy, efficiency, and willing to be earned by human through concentrating and organizing his mental abilities, will, experience, and information. Creativity is considered one of the hidden secrets of superiority in fields of life and enables the one who owns it to explore new methods to change the world around us to get rid of the boredom and repetition. Creativity became the basic material in the processes of change and development, and it might overcome the knowledge and techniques because both become possible.

For the purpose of using creativity we have to get rid of mystery that surrounds it and consider it a way to use the mind and process information. (Alahmed, 2003).

Creative thinking aims at challenging any assumption because the purpose of creative thinking is to reform any patterns of life. Creativity has become the basic material in the processes of change and development, and it might overcome the knowledge and techniques because both become possible. In addition, creative thinking process the information in a completely different way than logical thinking, and it is an urgent need to have the right steps in solving any problem in traditional thinking pattern. This is why the creative process requires the sense of beauty, emotion, and capacity-talent to change (Jarwan, 1999).

If we want to achieve such efficiency in our lives, we have to take into consideration the following issues:
1. Strengthen imagination and sense.
2. Direct feelings towards beautiful goals.
3. Develop thinking, education, and information.
4. Simplify life and not concern much in life worries.
5. Discover discipline in things that do not have discipline at first sight.
6. To offer new things, and do it every day.
7. Love ourselves, others, and our strongest love to be for the Creator.
8. Make friendships with creative people.
9. Read books, novels, and poems which invite us to create not to imitate.

All these suggestions are instructions to be taken for the sake of achieving creativity, and we must concentrate on this in our universities, colleges, schools, and make it the base in our quest to achieve the right creativity (Noon, 2001, Hussein, 2001).

Creativity in the Concept of Education
Torrence defined creativity teaching as a process that helps to have more sense of problems, deficiencies, changes, information, harmony differences, identify difficulties, finding solutions, predicting, forming hypotheses select, reform or amend to reach new results to be transferred from educators to others. (Jarwan, 1999). (Koons & Weihrich) defined creativity as using ideas in an establishment which means new outlets or new methods in doing things considering that establishments do not only generate new ideas but also changes mostly into practical applications. As for the expression Creation it was defined as “The ability and the strength to develop new ideas”. Researchers clarified the expression Invention as “Related to developing new ideas which is the act of inventing” (Koonts & Weihrich, 1988). We conclude from this that invention is related to generating ideas and finding new thing that might be new to the establishment but still does not know the range of its scientific success (Alamed, 2003).

As for creativity, it is the process through which the achieved results are practical. This means that it includes the circle beginning from generating ideas and ending with applications of ideas successfully. (Al Shirawi, 1995).

In addition, (Stoner) and his colleagues set off limits between creation and invention in a similar way to what was mentioned they clarified that creativity is the translation of new ideas in a
new establishment, new outlets, new process or new method of teaching. While the expression creativity is generating new ideas. (Stoner, et. 1996).

The Importance of Creativity
Studies in the field of creativity agreed on the importance of creativity for educational establishment for the several benefits it achieves. The best establishments own the ability to create according to the basics prevailing in the society in which it works. Also, creativity of the establishment became today one of adopted standards that depends on measurement and evaluating the performance of educational establishments. As an example of the cases of creative teaching with its four types; new outlets, improving education, new method, improving new method becomes within various measuring scales which are used to evaluate performance. If we tried to limit the importance of creativity in specific points, it will achieve at least some of the following benefits:

1. Improving the quality of education (Schemerhom, et al, 1997) through flexibility and adaptation according to students needs.
2. Improving the outlets (Goldhare, 1986) through efficiency and effectiveness of performance, accomplish goals, using resources, and energy in an educational way.
3. Increase the ability of educational establishment to compete through:
   • Provide new knowledge.
   • Minimize waste through creativity in the education process. (Pisano & Wheelwright, 1995).
4. Improve the image of the establishment and its educational status.
5. The establishment large success and leader in creativity.

Creativity Classification
It is clear through previous literature and definitions review that creativity classifications are many; this refers back to differences in points of views of researchers, their specialties, the fields they consider in their study of creativity, the nature of environments, and establishments.

Some of the classifications adopted for creativity are:

1. Creativity classification according to the standards of output or results.
2. Creativity classification according to the standards of continuity.
3. Creativity classification according to their respective fields.
4. Creativity classification according to the degree of uncertainty and risk.
5. Creativity classification according to the standards of specialty.
6. Creativity classification according to the size of change.
7. Creativity classification according to the source.
8. Creativity classification according to goals(Mucser, 1985).

Technology: Concept and Definition
Technology is: “The information, tools, methods, and processes required to transform inputs into outputs in the establishment”. (Robins, 1993) or it is “the ability to create a method through which a process is done or improved. (Erickson, et al. 1990).” (Dilworth)said that it is within the vast meaning of” knowledge implication”. He added that “it is the means including equipments, appliances, and materials whereby can expand the horizon achieved by the material and mental work”. (Dilworth, 1992).

We can draw a general framework of the concept of technology being determined “knowledge, experiences, skills, means, equipments, materials, and the information in through which
achieve the work and present outputs in a way to accomplish growth and prosperity objectives and providing excellence’. (AlLozzi, 1999).

Technology is used to improve processing methods and the educational level of the students and the services provided to them. So, choosing or failure in choosing the suitable technology or failure in management can have a serious impact on output. (Dilworth, 1992) asserts that the management of technology whereby to discover new knowledge and convert to good outcomes.

Technology and Creativity
Technological development is considered either in the external or internal environment among the factors that affect creativity. As for the external environment, technological development represents pressure on the establishment to change the traditional ways that are used may not provide opportunities for the application of creative ideas. So, the establishment should identify changes in the external environment and try to adapt with it through creativity and continuously to be able to survive. For example, through using technology, it is possible to improve the quality of education. (AlBreidy, 1999).

As for the internal environment, increasing knowledge and experiences in addition to the usage of advanced equipments such as computers or new systems lead to pave the way for the application of creative thinking, do the change in the tactics and methods in both the design of the curriculum or the educational process or solving problems or the creation of the so-called technological climate which supports the continuous change. Furthermore, transferring technology does not mean only transferring machines from one place to another, but also learn how to manufacture or manufacturing things better and instead of the knowledge of scienceis “application of science”. (Rao, 1996).

There could be creations majoring in operations and the use of equipment to perform a single operation as efficient as possible and the use of workforce leading to improve educational outcomes. Therefore, some presented characteristics of the power of technology are as follows:

- Domination: The establishment is the leader and the dominator technologically and creatively.
- Strong: The level of technological support and the effectiveness in managing technology allows the establishment to establish independent technical trends. (Rothwell, 1986).
- Favorable: The establishment owns technological power to maintain quality, and it can manage continuous improvement in technology to enhance its position, but still unable to lead technology on enhanced basis. (Erickson, et al., 1990).

The establishment may be a pioneer in the field of technology (Technological Frontiersmen) where research, development and design have major role. The establishment has the ability to create and produce continuously better outlets which forms an important factor for its success as well as the high quality of education. If the establishment invests in technology (Tech Exploiters) it will develop and continue implementing high qualitative of creative teaching. (Russell & Taylor, 1995).

The Concepts of Research and Development
The activity of research and development is considered of great importance in the contemporary establishments. Its aim is to add creation of knowledge available to the establishment in its specialty and use this knowledge in new applications in its different activities especially operations. Therefore, establishments are hiring increased resources, humans, materials, and information towards benefiting from the results of research and development in the field of increasing and improving the quality of students as well as increase the efficiency and effectiveness in particular achieve appropriate cost-effective.
Universities as well deal with establishing different research centers and issuing magazines specialized in research and development. (Al Shama’, 1991). In the context of that, Ali Hussein emphasized on the importance of cooperation between universities and educational establishments. This corporation leads to stimulate technological creativity as the universities possess capacities and scientific personnel which can supply the creative education with all what is new in the fields of science and technology. (Hussein, 2001).

Despite using the two expressions research and development correlativey, some even use these expressions synonymously. But there is a difference between the two expressions. Research is “method to survey and systematic tracking, that is precise and objective, to reveal the information, realities and new relations in addition to develop, modify, and analyze existing information by using the scientific method, tool, structure, and analyze should distinguish the researcher”.(Naoum, 1990). As for development it means “the systematic use of scientific knowledge for the purpose of developing or improving products, ways, or systems”.

The development is done by variety of establishments whether their motives were the development of quality or profit or other (Soubhi, 1992).

This clarification for the concept of research, in spite of its capacity and comprehensiveness, does not mean there is a single image of research process but that the reality of the situation indicates that there are different kinds of researches listed within different divisions. One of these, for example, Evans classification which classify researches into:

- Basic research: Directed toward basic knowledge
- Applied research: Directed toward improving a scientific degree for a certain application.
- Developmental research: Directed toward changes to the process in order to increase the numbers, improve quality, and reduce the cost. (Evans, 1993).