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# **Teaching Feminist Wellness and Health Education in the Critical Classroom: Understanding Embodiment Using the Work of Feminist Philosophers**

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## **Abstract**

This paper highlights the importance of focusing on feminist philosophers who embrace notions of corporeality and visceral experience when teaching in the fields of both Health Science and Women's Studies. Understanding that canonical feminism and critical theory view studies of personal health as problematic amidst current racialized, gendered, and ableist norms, a feminist health teacher must unpack philosophical paradigms before being able to deliver truly audience-centered health messaging. Elizabeth Grosz and Luce Irigaray are two useful feminist philosophers for such an endeavor; this article highlights their primary relevant points. The central truth of embodiment - that it is both individually and socially constructed and has served historically as a site for oppression, means that a feminist study of physicality will always be complicated. Rather than rejecting the body or "using the master's tools" to distance ourselves from the corporeal in order to establish intellectual credibility, a forward-thinking feminist must find holistic ways to look at embodiment, linking mind, body, and spirit equal in importance.

**Keywords:** Feminist wellness; Health education; Critical classroom; Feminist philosophers

Do you remember the first time you ran onto the soccer field? Do you remember experiencing glorious chills after a hilly run on a cold day? What about the first time you fell down hard off your bicycle? I remember these physical experiences putting me in touch with my body and making me feel like I really knew myself, and was proud of that version of subjectivity. The feeling was visceral and childish – it was joy.

Physicality has become a dirty word among many feminist scholars and fitness is considered a problematic concept in the world of Women's Studies. The truth is that health promotion in contemporary society can often be accused of working in diametric opposition to visceral, celebratory expressions of physicality. In this world, the body is a construct, a site of oppression and mandated experiences, with aesthetic expression seen as obedience to patriarchy. It is into this quagmire that Elizabeth Grosz wades to disrupt feminist notions of the body. Her text is aptly titled, *Volatile Bodies*, because such pursuits in feminist circles have long been unpopular. "Feminists, like philosophers, have tended to ignore the body or to place it in the position of being somehow subordinate to and dependent for all that is interesting about it" (Grosz, p. 96, 1994).

A focus on the body as a lesser component of the self owes its erroneous assumption set to Descartes and humanist notions of mind/body duality. In this philosophy, the mind and intellect are elevated above the corporeal form. Traditionally, women were most closely associated with the natural and the physical, bound to their bodies and the physical realm by pregnancy and their natural cycles. Men endeavored to disconnect themselves from the base physical and pursue lofty inquiries; reason was characterized as a male attribute. In this triumph of dualistic thinking, men are masters of mind, culture, and masculinity. It is they who can use reason to master their passions, bodies, and objects of knowledge; unfortunately this positions women as mistresses of passion and emotion (Ramazanoglu, 2009).

This binary manifests itself in multiple arenas, but perhaps nowhere more noticeably than in the natural sciences, particularly the discourses of biology and medicine (Grosz, 1994). In the humanist-influenced natural sciences, the body becomes a target for essentialist thought. Feminists remain wary of discussions of subjectivity that attempt to link the body to socially-constituted experiences. In the face of this philosophy, Grosz argues that the body exerts influence even as it is influenced, and that being a body is something that we must come to accommodate psychically (Grosz, 1994). Grosz seems to advocate for embodied knowledge, even as she acknowledges the systems that corrupt notions of embodiment.

Grosz prefaces her analysis with a sincere acknowledgement of feminist theory's historical resistance to focus on the physical. "Women have been objectified and alienated as social subjects partly through the denigration and containment of the female body...patriarchal conceptions of the body have served to establish an identity for women in essentialist, ahistorical, or universalist terms" (Grosz, p. 121, 1994). Because of this historical reality, feminists often approach discussions of the body from a defensive standpoint.

Constantly feeling combative has held feminists back at times from embracing new critical theories or accepting feminism in all its forms. There is an acceptable, canonical type of feminist academic and there are unacceptable outsiders who refuse to stick to the script. In her chapter on feminist besiegement narratives in *Rethinking Women's and Gender Studies*, Allison Piepmeier cogently argues, "the besiegement mindset becomes a tool that not only differentiates between the discipline and the outside world but that is used within the discipline to police its boundaries and ultimately hold it back from certain kinds of academic change" (2012). For embattled feminists, the acceptable model of a card-carrying critical theorist is cerebral and not stereotypically-sexual; physical self care and celebration of the body are hardly emphasized.

In fact, physical-focus is considered a throwback, a concession to patriarchal beauty norms, and the province of the failed feminist. Feminist scholarship to date has been critical of discussions of bodily subjectivity in that those discussions are often used as a way of disciplining the body and conforming to hetero-normative notions of attractiveness and slimness. According to Verbrugge, the female body is more than simply a body, but is actually a site where social codes and relationships of gender, race, sexuality, and class are rehearsed, enforced, and contested (2002). Acknowledging this, many feminists seek to demonstrate resistance by disconnecting from that bodily site. Feminists have generally accepted the wisdom that dominant beauty ideals are destructive to women; in order to resist beauty myths, many feminists eschew self care through physical movement altogether, and call it political.

So often, a focus on the physical is linked to pursuit of an aesthetic, with no focus on empowerment and strength. The National Eating Disorder Association estimates that 10 million Americans suffer from some form of disordered eating. A typical feminist look at anorexia would label it as a pattern of dangerous, disordered behaviors due to internalized compliance desires with patriarchal slenderness standards. Grosz breaks from that pattern, and sees anorexia as a form of protest, a castigation of a social system that belittles female embodiment (Grosz, 1994). She sees Lacan's discussion of hysteric and organic paralyses and Freudian notions of cortical homunculus as buttresses to her argument. Lacan highlights the connection between mental comfort/harmony and physical distress, which Grosz takes a step farther, arguing that patriarchal social norms that disconnect women from their true physical selves are the source of mental disharmony, manifesting in physical distress like anorexic behaviors.

Grosz spends a great deal of time looking at phenomenological thinkers who engaged in a reassessment of the role of the physical in cognitive science and traditional psychoanalytic work. Merleau-Ponty's emphasis on the body as a primary site of knowing the world, a corrective to the long philosophical tradition of placing consciousness as the source of knowledge, was of particular interest. His central claim was that the body (the actual flesh) and that which it perceived (cognition and intellect) could not be disentangled from one another. He broke from humanist thought and this articulation of the primacy of embodiment led him away from phenomenology towards when he was to call the ontology of the flesh of the world.

The work of Luce Irigaray is particularly relevant in furthering Merleau-Ponty's direct ontological position. Physicality for women is a primary focus for Luce Irigaray's work. She argues that the historic association of

women with matter and nature has been meant to keep them in a subordinate position. Irigaray critiques male phenomenological thinkers who may make contributions to a re-centering of the body, but adhere to old notions of the male representing the whole (Irigaray, 1974).

By associating the feminine with nature, philosophy has devalued the female subject position and sought to shore up nonexistent differences between the sexes. The rejection and exclusion of a female imaginary places women in a conundrum on the issue of physicality. She is in the position of experiencing herself only fragmentarily, confined to the liminal spaces of dominant ideology (Irigaray, 1981). In a sense, Irigaray strives to reclaim the physical as valuable and as gender-neutral. Irigaray encourages women to ironically mock the notion that their physicality is errant or insubstantial on some level. By speaking logically about notions that women are illogical, or embracing physicality when it is demeaned or degraded by others, women combat harmful norms and create new spaces for all persons.

Tamsin Lorraine expands on Irigaray's work in her text, *Experiments in Visceral Philosophy*. She uses Irigaray's notion of the feminine other to construct a notion of embodied subjectivity (Lorraine, 1999). This embodied subject is a unified project, a socially significant, conceptual, corporeal self whose dynamic process is always a result of the tension between soma and psyche (Lorraine, 1999). Lorraine joins the chorus of feminist challengers of the philosophical notion of a mind-body split, and reads Irigaray as calling for heightened awareness of this relationship.

The complex interaction between thought, emotion, and physicality has spawned a field of research known as psychoneuroimmunology, which works on empirically validating the interrelatedness of the human mind, body, and spirit. The power of emotion to affect the body's physiology is fascinating, and is no longer the sole province of esoteric Eastern medicine, as increased attention and emphasis is being placed on integrative medicine (Seaward, 2004). Grosz analyzes the work of neurologists who have delved into this arena, and applies their findings to larger notions of bodily understanding in the social and philosophical environment, citing the thoroughgoing community between psychical and organic processes (Grosz, 1994).

A person then, is keenly invested in the concept of their body as psychically and socially constructed, and this exerts physiological influence on that body. Cultivating awareness of social pressure and constructs is a key first step to expanding notions of embodiment. Grosz discusses the phenomenon of phantom limbs to highlight this point, which operate as a psychical attempt to reactivate a past body image in place of the present reality. She asks her readers to draw a corollary between patriarchal oppression and the body images held by women (Grosz, 1994).

The central truth of embodiment, that it is both individually and socially constructed, and has served historically as a site for oppression, means that a feminist study of physicality will always be complicated. Rather than rejecting the body or "using the master's tools" to distance ourselves from the corporeal in order to establish intellectual credibility, a forward-thinking feminist must find holistic ways to look at embodiment, linking mind, body, and spirit as of equal importance.

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# Online Communication: An Outlet for Textisms

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## Abstract

The Internet is the fourth revolution in human history coming after language, writing, and print. It paved the way to online communication. This form of communication provides EFL learners with more opportunities to practice the English language with each other or even with native speakers outside the boundaries of traditional classroom. Online communication modalities have developed rapidly to be easily used as long as there is an access to the Internet. Texting is the common feature of this use. However, the popularity of texting among young learners can affect their literacy; especially with the use of textisms (e.g., abbreviations, nonstandard spelling). Thus, there is a persistent need for empirical evidence to be with or against the use of online communication.

**Keywords:** Online communication; EFL learners; Texting; Yextisms; WhatsApp

## 1. Introduction

Having Ph.D. degree in 1010, the researcher occupied herself practicing the English language. She wanted to 'live the language'. Using the Internet, she got acquainted with some sites of language exchange partners. She spent long time learning how to communicate effectively with people living in different parts of the globe using text, video and audio components of various Instant Messaging (IM) applications (e.g., Yahoo!, Hotmail, Skype, ... etc.). These applications helped her simulate real face-to-face (F2F) communications and interact with native speakers who live far away; experiences she never tried before.

Soon, she realized the potential pedagogical benefits of the various modalities of online communication for EFL learners in specific. These learners do not have the chance to practice the language after they come out of the classroom; more important, they can communicate with native speakers. Besides, instructors and learners can interact with each other for enhancing language learning outside the traditional contexts of the classroom. This encourages connectivity of instructors with their learners.

Moving from a university to another in Egypt and the Kingdom of Saudi Arabia (i.e., Mansoura University, Suez Canal University, Majmaah University & Qassim Private Colleges), the researcher found a minimal use of online communication in EFL learning; exclusively, using e-mail for sending courses materials and homeworks – if any. For about three years, the researcher committed herself to study the pedagogical implications of this type of communication for developing different skills of English.

## II. History

The Internet is less a technological fact than a social fact. It has qualitatively transformed everyday communication in every realm: commercial, financial, professional, educational, recreational, and interpersonal (Thorne, 2000). Its rapid growth; arguably, the fastest growth in history is bringing about the fourth revolution in the means of production of knowledge on a par with the three previous revolutions of human communication: language, writing, and print (Warschauer, 1997).

Language teachers have embraced the world of online communication the Internet has introduced. Many online communication tools – e-mail, discussion forum, chat – are familiar to many language teachers. Recent tools – blogs, wiki and RSS feeds – may be less familiar but offer powerful opportunities for online communication for both language teachers and learners. The underlying technology of these new tools is XML

“extensible markup language” which enables machine processing of Internet documents. Some considered it as the signal of arrival of the second-generation Web (Godwin-Jones, 2003).

According to Kawase (2006), the term ‘computer-mediated-communication’ (CMC) – the ancestor of online communication – was first used by Hiltz and Turoff (1978) in their study of computer conferencing. Since the 1980s, people have started using computer conferencing in academic and business settings. Since that, interaction through computers has steadily gained popularity. The many ways in which learners can interact using computers can be divided into two broad categories:

**1.Asynchronous computer-mediated-communication (ASCMC):** This mode of CMC does not necessitate that the interactants must be present at the same time. It includes first generation tools (e.g., e-mail, discussion forums, bulletin boards, ... etc.) which may give learners more chances to think and answer. Now that most e-mail programmes support formatted text and graphics, e-mail is more attractive and versatile than before where multimedia can be embedded directly in messages. However, many instructors have increasingly turned to discussion forums which facilitate group exchanges and maintain automatically a log of all messages in threaded, hierarchical structures. While dedicated software for creating discussion forums exists such as WWWBoard, many instructors have access to built-in forum creation in a learning management system (LMS) such as WebCT and Blackboard or voice-based forums such as Wimba (Godwin-Jones, 2003; AbuSeileek & Qatawneh, 2013).

**2.Synchronous computer-mediated-communication (SCMC):** It is commonly referred to as chat (i.e., real-time discussions via online channels). The attractiveness of instant messaging for language learners resides particularly in the addition of voice and video options with online/offline status alerts in chat systems such as AOL Instant

Messengers, (AIM), MSN Messenger, Yahoo Messenger, ...etc. which provide transcripts of chat sessions (Godwin-Jones, 2003). To send a message, it is first entered into a discrete text window, and then, when posted, it takes its final place in the shared window as an ‘e-turn’ – as Thorne (2000) calls it – as a distinct block of text tagged with the sender’s name in an ongoing two- or multi-party discussion. This representation of one’s message as a unified and emplaced utterance objectifies it in a way that is distinctive from the experience of producing it. The speed of exchanges forces short, spontaneous messages which more closely simulate spoken exchanges than in the case in, for example, discussion forums. However, SCMC-for Kawase (2006)-is different from F2F interaction in different ways:

a. Participants do not receive visual paralinguistic or nonverbal clues when interacting. Instead, they use abbreviations, exaggerated punctuation, and symbols to express emotions.

b. Greetings and closures are not always needed in SCMC, as the computer screen identifies who is talking. Computers and smart phones connected to the Internet have become a necessity for daily life. In addition, educational uses of the Internet communication tools have grown in popularity exponentially over the past decade all over the world: The Internet mediation of language-based, online communication is a primary for First and Second World learners. Nevertheless, there is a limited use of it by Arab learners. The use of smart phones, for example, operated by Android system with different chat applications (e.g., WhatsApp, Tango, Viber, ChatON ... etc.) is straightforward and practical to implement, especially in distance learning or hybridized courses where F2F contact is limited (Sykes, 2005). It has become a simple and inexpensive matter to create language-learning groups all over a country and around the world. Actually, this opened a new approach called Mobile Assisted Language Learning (MALL).

### III. Advantages of Online Communication

Different scholars (e.g., Sotillo, 1997; Warschauer, 1997; Sykes, 2005; Kawase, 2006; Zeng and Takatsuka, 2009) used different modalities of online communication. They came with the following advantages compared to F2F interaction both inside and outside the classroom, as follows:

1.It is a hybrid form of communication that brings speech and writing together. That is, although online chatting clearly involves reading and writing, learners' output is considered to have combined characteristics of speaking and writing. It is similar to speaking in that the output takes place in real time, and the stress on particular words and phrases can be indicated using italicized or bold-faced text. At the same time, it is also similar to writing in that it produces a relatively per moment record of the discourse.

2.Participation increases in quieter learners because they tend to participate in a written discourse as much as participants who normally dominate the classroom. Mesh (2010) confirms that learners show less inhibition, less social anxiety and greater willingness to take risks. He refers to this phenomenon as "disinhibition." He quotes its definition from Adam Joinson (1998) as "any behavior that is characterized by an apparent reduction in concerns for self-presentation and the judgment of others" p. 44.

3.Chat tends to produce more complex language than traditional F2F communication. Learners can compose their utterance at their own pace and they can view each other's language as they produce it. The visual display of their utterances provides opportunities for conscious attention to and reflection on their language use as well as prompts for further interaction.

4.Online communication is time- and place-independent. Learners communicate with each other anywhere and anytime as long as there is an access to the Internet.

5.This type of communication enables quick feedback and real-time interaction. Accordingly, learners can develop a strong sense of being part of a learning community, thereby increasing their engagement and motivation.

6.Chatting leads to more balanced participation in the TL with less domination from the teacher. Besides, it encourages teacher/learners and learners/learners to construct and share knowledge. In this respect, Warschauer (1997) mentions that (a) the exchanges were viewed as real, not pedagogical; (b) learners developed free and spontaneous, though not flawless communication while using highly complex structures and vocabulary; (c) learners expressed deep satisfaction at being able to manage themselves as leaders and contributors in the target language; and (d) learners benefited substantially from the increased opportunity to practice TL outside the classroom.

7.Online communication allows multimedia documents to be published and distributed via links among smart phones which can provide an access to up-to-date authentic information. For example, learners can work collaboratively to plan and carry out tasks or role-plays related to their own personal interests gathered from a variety of sites all over the world.

Thus, in online communication, learners have real-time conversational exchanges. It has beneficial features which make it a useful medium for creating an effective learning environment where learners can learn language, learn about language, and learn through language.

## IV. Texting Vs Textisms

Chat applications (apps) of Android smart phones are very popular among young learners. The most important common point of these apps is that they require 'texting'. Although they provide its users with video and audio options, they usually prefer texting. It is near-synchronous, and associated with distinctive styles of conversation and writing features such as 'textisms'. Lyddy, Farina, Hanney, Frrell and O'Neill (2014) define them as "language variants such as abbreviations and nonstandard forms of words and include features such as letter and number homophones (c for 'see', 2 for 'to'), contractions (txt for 'text') and nonconventional spellings (nite for night)" p.547. They use 'squeeze-text' to describe the principal features of textisms in the following ways:

- 1.Words may be shortened to the minimum syllable length, often by removing vowels.
- 2.Articles and conjunctions may be omitted.
- 3.Its use demonstrates an appreciation of the sounds of language; especially, numbers or letters may be substituted for graphemic units (e.g., gr8 for 'great,' 4 for 'for,' 2 for 'to,' c for 'see,' or sum1 for 'someone').

4.Common phrases may be represented by acronyms (e.g. LOL, 'laugh out loud').

5.Capital letters might be omitted or used for emphasis.

6.End-message punctuation may be absent.

With all these features, there is a concern over the impact of texting on learners' literacy. Messages using textisms are faster to write than those in standard English, but they took nearly twice as long to read, and may be associated with more reading errors.

However, more empirical treatments are required to provide evidence for or against the effect of online communication.

Being an assistant professor at Humanities and Administration College, Qassim Private Colleges, Buraidah, KSA, the researcher observed that chat apps are very popular among learners. They use them as a means of general communication not for learning purposes. Consequently, she used the WhatsApp to attract them to practice the English Language after classroom time. Actually, the app was very effective. It is clear from the screenshots below in Figure 1 that they were highly-motivated to share what they have studied and to receive feedback from their peers and from the instructor, who was a member in chat groups.

## V. Conclusion

It is important to consider that online communication, whether it is integrated into the language curriculum or used as a self-access system, is not to be taken as a panacea or even worse as a complete substitution of classroom instruction. It has to be a supplementary work of what is done in the classroom. Its benefits are noted; especially, it requires neither training nor funding. It has to be planned and structured carefully without disregarding the teacher's role. This has to lead to changes in terms of learner independence, and to provide that appealing and challenging characteristic in learners, we as teachers all desire: learning autonomy.

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# **Developing Student Growth Through Effective Inclusion Skill Sets in the Rural Black Belt Region of Alabama and Mississippi**

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## **Abstract**

ASkill sets have been identified as the abilities needed by an individual to perform a job or task. In this mixed methods study, an online survey was developed to collect data identifying those skill sets and the barriers to effective inclusion in rural schools in the Black Belt region of Alabama and Mississippi. For rural administrators, this becomes a challenging task to provide the supports needed for students with disabilities to be successful and prepared to be college and/or career ready when they graduate. Rural school principals must be cognizant of teacher skill sets needed for both general and special education teachers to be competent team members in the inclusion classroom.

Although 242 randomly selected rural school administrators employed in the Black Belt Region of the twin states area were sent an email requesting participation, there was only a 16% response rate for the survey. Results of the study indicated that principals felt supports that were needed for successful inclusion were related to professional development, common scheduling and planning, and collaboration. Barriers to inclusion were territorial and shared responsibilities, personality conflicts, and insufficient number of staff and co-teaching training. One of the conclusions of this study indicated the need of administrators to be aware of the use of a variety of inclusion strategies that support more than just one inclusion model. The second conclusion indicated a need for the College of Education to revise and include additional training in effective inclusion skill sets both within their educator and instructional leadership preparation programs.

**Keywords:** Inclusion; Rural principals; Teacher skill sets; Disabilities; Co-teaching

## **1. Introduction**

Research indicates the two primary reasons for student growth and success are based on the ability of the teacher to present content knowledge and develop relationships. School administrators have a critical responsibility in molding the learning environment in their schools (Roberts, Ruppard, & Olson, 2018). Because of this, the instructional leadership of the school is charged with providing supports to their teachers to help them increase student academic growth and enhance their future success.

Part of student success can be tied to the concept of inclusion. The roots of inclusion began with Public Law 94-142, the Education for All Handicapped Children Act of 1975, and has continued to improve the quality of this educational standard through the Individuals with Disabilities Education Act (IDEA) 1990, 1997, and 2004. The implementation of these statutes and the court's interpretation through case law have indicated an ever changing need to review and prepare teachers, administrators, and support personnel to adequately implement inclusion in their schools.

Originally, inclusion put students with disabilities in non-academic environments through the use of mainstreaming. These lesser restrictive environments with their peers without disabilities transformed into what we currently know as inclusion, a shift to include academic placements with their age or grade level peers. Even though schools tout the use of inclusive practices in their general education classrooms, insignificant data has been collected to review the productiveness of this mandate in student growth and success in rural schools (Goulas, Henry, & Griffith, 2004).

Educators need to acquire specific skills and abilities to successfully perform their job in the classroom. Skill sets are a list of those abilities needed to perform the job or task. Effective inclusion is based on the use of a variety of those predetermined skills, comprehension of the components of the process, and the implementation of research-based instructional strategies (Hoppey, 2016). Teachers need to be able to apply skill sets that bring a variety of scientifically-based instructional strategies to support all students' learning needs and provide accommodations to increase academic and social skill success (Obiakor, Harris, Mutua, Rotatori, Algozzine, 2012).

In general, it is the how and what that both general and special education teachers bring to the inclusion classroom that provides the effective skill sets for a successful classroom (Scruggs and Mastropieri, 2017). Although Scruggs and Mastropieri, 2017, identified two promising practices of effective inclusion, Practice 1: Effective Collaboration and Practice 2: Explicit Instruction, the findings of this study found parallels between rural Black Belt school principals' perceptions and the components of the first practice, Effective Collaboration.

### **Challenges of Rural School Administrators**

The task of adequately preparing students for success in the classroom and to be college and career ready through inclusion, becomes a greater challenge in rural districts where financial, personnel, and community resources are limited. It is critical that administrators are cognizant of inclusion skill sets needed by both general and special education teachers to support student success. For inclusion to be effective, principals need to know what kinds of internal supports are needed and how to provide them to their teachers (Monsen, Ewing, and Kwoka, 2014).

### **Socio-Economics and Demographics of the Black Belt Region**

The Black Belt region which runs through many of the southern states, stretches across nineteen counties in Alabama and seventeen in Mississippi. This area known for its dark fertile soil, which played a role in the agricultural history of cotton in both states, is one of extreme poverty and small rural communities with a lower economic tax-base, limited or poorly trained workforce and regional resources, and greater numbers of minority students served by educators with limited knowledge of diversity and the literacy of poverty. Because of these circumstances, school leaders struggle to meet the academic needs and provide an adequate success rate for college and career readiness skills of its student population.

### **Purpose of the Study**

The purpose of the study was to identify school administrators' perceptions of the skills needed for effective inclusion classrooms in the Black Belt area of Alabama and Mississippi. Although there is research on attitudes toward inclusion by teachers and principals, limited focus has been on the perceptions of inclusion in rural schools.

A mixed-methods online research survey consisting of qualitative and quantitative questions was developed by a research team that consisted of a former superintendent/instructional leader and three educator preparation faculty, two of them former special educators and one from the area of early childhood/elementary education. The purpose for selecting an online survey as the data collection method was due to easy access by

participants who would only have to make a few clicks on their computers to open the survey, answer the questions and then submit their responses. This also provided immediate collection of the data. The team identified the need for addressing training and effectively preparing individuals to deal with the academic needs of children with disabilities in their classrooms and schools. This critical need was one that had surfaced through Internship surveys, information gathered from former College of Education graduates and Black Belt administrator focus groups that work collaboratively with this university to prepare educators. The instrument consisted of two parts. The first section included demographic and Likert scale multiple choice questions which were used to collect quantitative data. The second section involved open ended questions used to identify patterns and needs through a qualitative data collection method.

### **Method**

The thirty-five question online survey designed for school administrators was developed using the Qualtrics survey program. The questions included demographics, training and experience related to working with individuals with disabilities, principals' perceptions of inclusion and inclusive practices, knowledge of the six inclusive classroom environments, and special and general education inclusion skill sets.

A total of 257 principals were identified in the Black Belt region of Alabama and Mississippi as potential survey participants. After receiving IRB approval, a request for participation in the study was emailed to those principals. Fifteen of those emails were returned as insufficient addresses leaving a total of 242 email recipients. Two additional reminder emails were sent within a two-week period requesting participation in the survey and a reminder that the study would close at the end of that time period.

### **Results**

The survey, School Administrators of the Black Belt Region of Alabama and Mississippi Perceptions of Educators' Skills needed for Effective Inclusion Classrooms, was conducted winter of 2017. Of the 242 invited participants, 41 individuals clicked on the link and opened the survey. Thirty-nine of those 41 individuals completed the survey questions. The response rate for participation was 16%. A 10 – 15% survey rate for an external survey is considered a good response rate since interviewees have no real ties to the organization conducting the study. Internal surveys involving employees working within the organization would be expected to have a higher response rate.

The greatest number of interviewees that participated in the School Administrators of the Black Belt Region of Alabama and Mississippi Perceptions of Educators' Skills Needed for Effective Inclusion Classrooms, 56.41%, were from Alabama. Only 43.59% of instructional leaders from Mississippi selected to participate in the study. Even though this rural Alabama university sits close to the Mississippi and Alabama state line and is committed to preparing educators for school districts in both states, more principals from Alabama participated in the research study.

This research report reviews several areas related to demographics that include the number of inclusion classrooms in the school, state location, and formal training in areas related to special education. Quantitative question #12 related to the six types of inclusion/co-teaching classrooms. Qualitative questions #30 and #31 identified inclusion classroom supports and barriers.

### **Quantitative Data**

#### **Inclusion Classrooms**

Data presented in Table 1: Percentage of Inclusion Classes in My School, indicates that the majority of principals that participated in the survey, 25.64% and 20.51%, only had 0% - 1% or 2% - 5% of inclusion

classrooms in their school. The lowest percentages reported were 5.13% and 2.56% with 31% - 40% and 41% - 50% inclusive type environments indicating small numbers of inclusion classrooms being part of the school's instructional environment.

**Table 1: Percentage of Inclusion Classes in My School**

#	Answer	%	Count
1	0% - 1%	25.64%	10
2	2% - 5%	20.51%	8
3	5% - 10%	10.26%	4
4	11% - 20%	10.26%	4
5	21% - 30%	12.82%	5
6	31% - 40%	5.13%	2
7	41% - 50%	2.56%	1
8	51%+	12.82%	39

#### Special Education and Individuals with Disabilities Training

Question #11, data reported in Table 2: Types of Formal Training Related to Special Education and Individuals with Disabilities, asked participants to report which types of training they had previously had related to special education and individuals with disabilities. The largest percentages disclosed were in the areas of inclusion, 76.92% and special education law, 79.49%. The lowest percentage involved training in team building, 48.72% and 56.41% in the supervision of teachers working in one of the six inclusion type classrooms.

**Table 2: Types of Formal Training Related to Special Education and Individuals with Disabilities**

#	Answer	%	Count
1	Inclusion	76.92%	30
2	Team Building	48.72%	19
3	Special Education Law	79.49%	31
4	Supporting Inclusion in the General Education Classroom	58.97%	23
5	Co-Planning/ Collaborative Planning	58.97%	23
6	Supervision of Teachers Working in One of the Inclusion Models Listed	56.41%	22

#### Types of Inclusion/Co-Teaching Models

Question #12 asked participants the types of inclusion/co-teaching models most frequently used in their schools. Answers ranged from 7.69%, N/A-No co-teaching in my school, to the largest percentage of 33.33%, one teach-one assist. This data is reported in Table #3: Models of Inclusion Most Frequently Used in My School.

**Table #3: Models of Inclusion Most Frequently Used in My School**

#	Answer	%	Count
1	N/A-No co-teaching in my school	7.69%	3
2	One Teach - One Assist	33.33%	13
3	One Teach - One Observe	7.69%	3
4	Station Teaching	10.26%	4
5	Parallel Teaching	5.13%	2
6	Alternative Teaching	17.95%	7
7	Team Teaching	17.95%	7

### Qualitative Data

#### Inclusion Supports-Question #30

Question #30 included qualitative information where principals provided short answers on the types of supports given to both general and special education teachers to be successful in the inclusion classroom. Three themes appeared when reviewing the data. Professional development and workshops, common planning and scheduling, and collaboration were mentioned by almost all of those completing the survey.

#### Professional Development

Professional learning communities, professional development opportunities and workshops were combined to indicate additional training needed by and provided to many of the teachers. One principal noted that both general and special education teachers were provided the same support and exposure to professional development needs, however, teachers are afforded different individual opportunities based on their personal choice for training. Another commented that consultants from content-specific areas provided distinct strategies to support students in the inclusion classroom. General and special education teachers had the opportunity to attend these trainings together. Some respondents noted the importance of training on co-teaching skills and the participation in all professional development activities together.

#### Common Planning and Scheduling

Numerous individuals reported daily common planning time and flexible schedules in several of their comments. To provide for effective services for students with disabilities, planning times are the same for the inclusion and homeroom teacher. Several administrators identified that that these times should be used to coordinate support of special needs students. Two individuals mentioned this common planning time should also be used to plan for peer observations.

#### Collaboration

Significant comments on collaboration were also noted as part of this question. Scheduling time for collaboration and identifying its significance, contributed to the classroom climate. One principal encouraged the special education teacher to be part of the classroom and participate in all grade level meetings. Another mentioned that this provided an understanding of what they are going through.

#### Additional Perspectives Provided in the Survey

One principal added several thoughts that encompassed many of the elements of the role of the special education teacher. This respondent felt that a principal should have a fundamental knowledge of the scope of the

special educator's role. This role includes teaching, curriculum and lesson planning as well as aligning those plans with college and career-ready standards, specially-designed instruction, content knowledge for the areas where they provide academic support and instruction, facilitating meetings, progress monitoring, managing communications, knowledge of the law and requirements of paperwork, and the constant changes required by the Individuals with Disabilities Education Act (IDEA). With all of this, special education teachers need to have constant contact with general education teachers.

Others included walk through observations and the use of district level specialists to support academic and behavioral needs of challenging students. Three of the individuals surveyed also commented on the use of assistant teachers and paraprofessionals to assist with those students with more significant educational, behavioral and social needs in the inclusion classroom.

### **Inclusion Barriers-Question #31**

Data from qualitative question, #31, "What do you consider to be barriers to inclusion in your school?" is the last question presented in this research report. Being territorial and sharing responsibility, personality conflicts, scheduling problems, insufficient numbers of special education teachers, and inadequate skills and training in co-teaching were common threads seen in the responses of the administrators.

#### **Territorial and Shared Responsibility**

A comment was made that the general education mindset is one of the top barriers to inclusion in their school. Many general education teachers already felt overwhelmed without adding students with unique needs to their general education classroom. Several administrators wrote that general education teachers are territorial people. Many feel that this is their classroom and leave special education teachers out of planning. Another wrote their barrier was getting the regular and special educators to share the responsibility of teaching all students and effectively planning student centered activities that are sensitive to student needs. General education teachers also do not understand the law regarding disciplining students with disabilities, and the development and successful implementation of a behavior management plan.

#### **Personality Conflicts**

It was noted that many times there are personality conflicts between the individuals that are to work together to help students with special learning needs. One principal stated that there needs to be ownership by both teachers and the ability of these two people to work as a team for the benefit of all the students in the classroom. Disagreements on classroom management and teacher expectations for students also contributed as barriers to effective inclusion.

#### **Scheduling Problems**

Time and scheduling were main barriers for teachers to collaborate. There is a need to incorporate more instructional aides to provide the one to one support. A respondent included that collaboratively we must depend on each other's strengths, knowledge and abilities. Time must be used to build trust between these educators.

#### **Insufficient Inclusion Staff**

There was a consensus among several of the principals that there are not enough inclusion teachers in the schools. It was mentioned how difficult it was for the special education teacher to manage multiple subjects and grade levels of their assigned students they worked with. Many of the inclusion teachers ultimately work with only one of the grade levels, ignoring the needs of the other students.

#### **Training Needs for Co-Teaching**

Several comments were made on the need for training. Teachers need guidance and coaching to become effective collaborators in co-teaching. Several principals indicated the need for instruction for both general and special educators for effective communication between the teachers, parents and other school-related staff. Prior professional development before the first year of teaching and the need for colleges to use a blended approach in their educator preparation programs will give general education teachers more practical special education knowledge. The lack of co-teaching skills and the fear of the unknown regarding inclusion were additional concerns.

## II. Conclusion

In the United States, over one-third of schools are located in rural communities (Preston and Barnes, 2017). That is a significant number of educational institutions with unique responsibilities for school administrators to support the academic, social and behavioral growth of its students. One of those areas of critical need in the successful management of student growth is the implementation of effective teacher skill sets for the rural inclusion classroom.

Data collected from an online survey sent to rural school principals in the Black Belt region of Alabama and Mississippi, indicated similar requirements and identified specific skill sets needed by teachers for inclusion classrooms. Those needs found in two of the qualitative questions of this study were parallel to the components of Practice I: Effective Inclusion. Research conducted by Scruggs and Mastropieri, 2017, indicated common challenges for successful inclusion were communication, planning time, content mastery, control and turf issues, differences in teaching philosophy, and disagreements in discipline and behavior management. Fowler, Coleman, and Bogdan, 2019, also indicated that there was a problem with planning together with other faculty in their research with 79% of their participants lacking this value collaborative tool which also correlated with the results of this study.

It was interesting to see how the various responses from these rural school principals compared with those areas already identified as challenges and best practices needed to make inclusion work for all students. Although rural administrators have unique challenges to supporting student success in their schools in Alabama and Mississippi, they have similar perceptions of the supports and barriers that must be overcome to prepare students for their state's college and career-readiness skills and successful future citizens of their communities.

Additional information from the survey provided insight into the needs of administrators to be aware of the use of a variety of inclusion strategies that support more than just the one teach - one assist model. Replication of different approaches involving both educators as co-teachers could be explored and implemented in the same instructional environment.

Data from this study is being used to determine the level of training and support needed to prepare future and current educators in effective skill sets critical for successful inclusion classrooms. The College of Education is using information to redevelop its degree programs to more effectively prepare general and special education teachers to work collaboratively to support student growth in application-based classrooms in partner schools within the Black Belt region. This data is also a future catalyst in the development of training to be used to guide school administrators to improve the achievement of students with disabilities.

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# On Skills and Methods in Advanced English Reading

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## Abstract

Advanced English Reading is a basic elective course in college English teaching. It is different from both advanced English reading for English majors and academic English reading for postgraduates. Based on the teaching practice, this paper discusses the necessity and effectiveness of Advancing English Reading from three perspectives: vocabulary, reading skills and cultural background, meanwhile, making an effective exploration in the teaching of English reading.

Keywords: Advanced English Reading; Necessity; Effectiveness

## I.Introduction

English Extended Reading is a basic elective course in college English teaching. It is generally taken by senior undergraduates who are not English majors, with the purpose to help sophomore, junior or senior undergraduates (who have completed College English 1 and College English 2) to further improve their English reading skills and prepare for the next stage of English learning (graduate). Three basic goals are set in the syllabus. The first of the teaching task of this stage is to further improve students' reading ability in terms of difficulty, depth, breadth and speed based on the College English Test Band 4 reading, so that they can reach the level of the College English Test Band 6 within one year. The second is to reach a vocabulary of about 5,500 (including common phrases made up of these words), distinguish the difference in word meaning and usage between synonyms and master 1000-2000 academic vocabulary. The third is to be able to read general articles with high linguistic difficulty smoothly, grasp the main idea and the facts and details that illustrate it, analyze, deduce and summarize the content of the article at a speed of 70 wpm, and grasp the main idea, key facts and relevant details when reading a longer but less difficult material with no more than 3% new words at a speed of 120wpm, with the comprehension accuracy of 80-90%. The nature and characteristics of this course determine its particularity, which is different from both advanced English reading for English majors and academic English reading for graduate students. Students have been used to the way of thinking in college English learning after the reinforcement learning of College English Test Band 4 and College English Test Band 6. So it undoubtedly makes sense to explore methods along such teaching ideas.

## II. Skills and Methods

It is essential to systematically expand students' English vocabulary, reading skills and cultural background. Here, we first emphasize the systematicness, which refers to a distinct hierarchical whole with indicators of

different dimensions at different levels, forming a certain order, and a clear logical relationship between indicators of the same level and between the indicator layers (Baidu Baike, 2023). Therefore, these three aspects are not simply improved in isolation but in a systematic and coordinated manner and in parallel. So is this course necessary? The answer is yes. The first is the need for work and study. Most students who have completed College English (1) and College English (2) have not reached a high level of reading proficiency, which makes it difficult for them to be competent for their future work or study (especially for reading literature and foreign journals in the postgraduate stage). The second is the need for college English teaching. As a public foundation course, college English undertakes the important task of cultivating foreign language talents for the society, but the reality is that a considerable number of sophomore students are still struggling to “pass CET-4 and CET-6”, and reading is the key link of “passing tests”. Many students take this course in the hope of passing CET-4 and CET-6 early. So the English reading level must be strengthened.

Teaching practice has proved that expanding English vocabulary, mastering basic reading skills and understanding relevant cultural background are the magic weapons for improving English reading skills. Building a high quality vocabulary reserve is one of the magic weapons to improve reading. Vocabulary is the first element of language learning and an important indicator of language proficiency. The syllabus of this course requires a vocabulary of about 5,500 (including common phrases made up of these words) and the ability to distinguish the difference in word meaning and usage between synonyms and the mastery of 1000-2000 academic vocabulary. The mastery of English vocabulary is broadly divided into that of cognitive vocabulary and of reusable vocabulary. Cognitive vocabulary is mainly used to improve receptive skills, that is, the larger a person's cognitive vocabulary is, the faster his or her receptive ability to input information into the brain such as reading, listening and translating English into Chinese is improved, and the better his or her receptive ability is, the more accurately and quickly he or she will be able to read and understand textual material, comprehend verbal information, grasp the intention of the other party ( the information sender), and achieve a deep and comprehensive understanding of the received material than others. And reusable vocabulary is mainly used to improve productive skills. The expansion of reusable vocabulary directly affects the level of a person's English reading ability and English expression ability (Han Manling, Deng Baozhong, 2006:8-9). So, how to effectively expand vocabulary? The most effective way is to read. “The best way to expand vocabulary is to read” (Ophelia H. Hancock, 1998). In the teaching practice, the author always adheres to the basic principle of improving vocabulary through reading. In the selected textbook (Ke Yanbin. The new College English Reading Course (Advanced edition) there is vocabulary training behind each passage (Context and Other Clues: Guess the meaning of the following with the help of the context and other clues). This exercise is designed to allow students to guess the meaning of a word or phrase by reading it in context rather than looking it up in a dictionary. Such exercises have been proven to be effective in improving vocabulary. In addition, vocabulary can be expanded quickly through word formation, which allows students to change mechanical memory to rational memory. The root meaning represents the central meaning of the word, which is dominant in the word. The meaning of the root combined with the meaning of the affixes (prefixes and suffixes) produces the meaning of a word (Jiang Zheng, 2011). By introducing basic roots (word cores) and common affixes (word attachments), students will have a systematic knowledge of the formation of English words, and then use these words actively

combined with reading skills. In this way, it is not difficult to achieve high-quality vocabulary reserve. Mastering basic reading skills is the second magic weapon to improve reading. Reading skills refer to the means or strategies used to understand the content of the reading material and receive information from it. In effective reading, it is necessary to master basic reading skills. The main problems found in teaching are two major difficulties: reading speed and deep comprehension. Based on this, the author focuses on summarizing the word guessing method, skimming method, scanning method and so on, centering on solving the problems of reading speed and contextual comprehension. Reading skills and methods actually come from the structure and writing characteristics of an English article. For example, the role of the topic sentence or topic sentence group is to summarize the main idea of the whole article, which usually appears at the beginning of the article (Dai Weidong, 2008: 469-470). Such an English writing structure naturally “sprouts” the skills and methods of fast reading---grasping the first paragraph (first sentence) and paying attention to the last paragraph (last sentence). For another example, English writing places great emphasis on the connective role of discourse, which, whether in oral or written form, is a semantic whole logically organized by some sentences with relevant meanings through certain means of continuation. There are various ways to form sentences into an article, which can be roughly divided into three types. The first type is transitional words/phrases, which represent logical concepts such as time sequence, locative relations and causality, and are collectively known as “Logical Connectors”. The second type is the continuous relationship expressed by certain tense, stylistic form and syntactic means such as ellipsis, substitution, and reference, which are collectively known as “Grammatical Connectors”. The third type is the continuous relationship expressed by the repetition of words, the use of synonyms, near-synonyms, and antonyms, which is collectively known as “Lexical Connectors” (Dai Weidong, Zhang Zhenbang. 2008: 458). Such structure and writing characteristics provide us with a very practical technique for reading: the “signal word” method---according to the signal words (discourse connectors) in the text, quickly locating and capturing effective information. In addition to exploring the writing structure of the text, reading skills can also be studied according to the stylistic type. For example, the narrative can grasp several major elements of the narrative text in the reading. The expository text focuses on the explanation order, and the argumentative writing should clarify the argument, evidence and argumentation methods and so on. Here unnecessary details are not given. Understanding relevant cultural background knowledge is the third magic weapon to improve reading. Language and culture are two sides of the same coin. Teaching practice shows that digging deep into cultural background knowledge in textbooks is of great help to improve students’ reading level. On the one hand, it can enhance the readability of the article. As the saying goes, “Interest is the best teacher”, and grasping students’ interest in reading holds the key to improving their reading level. Wonderful sharing of a certain history or trend of thought in class can not only arouse students’ strong interest in reading, but also transform resistance into motivation. For example, there is a concept about entropy in teaching (Ke Yanbin, 2013:10), many students can hardly understand the whole article because they did not understand this concept. After careful searching, the author talked from the second law of thermodynamics to Schrodinger’s cat and to the double helix structure of DNA, and from the fitness trend to the inverse quotient process of life. Such sharing made the students not stop talking, and this article was solved. On the other hand, it is the need for the construction of ideological and political curriculum. Ideological and political content is an indispensable part of English teaching in colleges

and universities, and it can be “implicitly” injected into the classroom with the help of cultural background introduction. For example, when teaching an article about “racism” and “crime” in the U.S., the author went from the history of the Ku Klux Klan to Trump’s anti-immigration bill to the deep-rooted notion of “white supremacy” in American society. Combined with data and news events, the deep reasons for the high “crime rate” in American society are explained. Finally, the conclusion is drawn that “these chronic problems will inevitably tear apart American society”, while the historical trend that “the decline of the United States and the rise of China are equally inevitable” is illustrated by the use of contrast. Of course, these are just the tip of the iceberg in understanding the role of cultural background in reading, and the “allusions”, myths and religious legends in English will not go into details.

### III. Conclusion

Reading is most closely related to the acquisition of knowledge. Only by mastering good reading methods and adopting appropriate ways and means for different reading materials and purposes can we maximize the acquisition of useful and relevant knowledge with the least amount of time (Han Manling, Deng Baozhong, 2006:252). English Extended Reading is an elective course designed to meet the needs of senior undergraduate students to improve their English reading skills, and its characteristics determine the skills and methods of this course. It is hoped that these techniques and methods in teaching practice will be rewarding for students and provide them with a solid foundation for their future work or further study, and that they can be applied in the teaching of other reading courses.

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# **The Importance of Teaching Culture in Second Language Learning**

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## **Abstract**

Culture is a crucial phenomenon in various social contexts which should be taken account as an effective medium in shaping subjects' identity and its significance cannot be ignored. Language as a social process which is acquired by subjects unconsciously has a deep relation with the culture in which a language is obtained. However the element of culture in learning a second language has been a problematic and challenging issue in curriculum of language pedagogy. On the one hand, learning the culture accompanied by Second language in different contexts is so profound that a large aspect of teaching should be bound to this issue and its vital role cannot be denied in any learning models due to pragmatic reasons. On the other hand, culture of each context varies according to ideology, policy, religion and believes of its people. Therefore a right method or methods should be used accordingly in order not to create any tension and crisis in terms of identity and attitudes particularly for children since their identity has not been shaped yet and they can be influenced and socked very easily. These methods should serve both contradictory arguments mentioned above to some extent. Hence the aim of the following essay is to focus on cultural importance and its fundamental role in learning a second language and then to focus on teaching culture in different contexts and analysis and criticism of current methods and suggesting new methods that can be considered for teaching culture.

**Key Words:** Culture; Language; Teaching; Context; Identity

## **I. Introduction**

Culture can be defined as a social pattern of behaviors in 'collective unconscious' of group of people in a shared context. Ke and Chavez (2013) claim that "A common definition of culture characterizes it as the sum of rules or ways of doing and thinking within a social group" (5).

Each culture has its own values and attitudes that gives a unique way of thought to a subject which shape the identity and judgment of that subject. "Cultures have their own value systems, and individuals within a culture are judged and shaped by those values. The values you hold influence your actions and your views of others" (Settlage and Southerland 3).

There are different elements regarding the concept of culture. It is believed that culture is bound to a special race however it is not necessarily true; there are different components which can be effective in shaping a culture. Nieto (2010) writes:

Because culture is not simply ethnicity, even among specific cultural groups there are many and often conflicting cultural identities. Skin color, time of arrival in the United States, language use, level of education, family dynamics, place of residence, and many other differences within groups may influence how one interprets or "lives" a culture. (138)

In realizing a culture, the context in which that culture exists is significant since it influences that culture directly. "To say that culture is embedded in context is to say that it invariably is influenced by the environment in which it exists" (139). It is the society and social forces that shape a culture so it is the product of society and is always changing. "As discussed previously, culture often is thought of as a product-in-place, and as something handed down that must be kept the way it is...culture is constantly evolving, and the reason that it evolves is because human beings change it" (142). Hence it can be said that culture is a dynamic process within which all its component change according to conditions of its context. Nieto (2010) goes on:

The point of this story is to emphasize that culture does not exist in a vacuum but rather is situated in particular historical, social, political, and economic conditions, another major tenet of sociocultural theory. That is, culture needs to be understood as dynamic; multifaceted; embedded in context; influenced by social, economic, and political factors; created and socially constructed; learned; and dialectical...That is, culture is dynamic, active, changing, always on the move. Even within their native contexts, cultures are always changing as a result of political, social, and other modifications in the immediate environment. (10)

The complication of culture is not uncommon since it has a complex relation with other elements in society as Nieto (2010) imposes that "Culture is complex and intricate" (9). History, policy, economy and other socio-political elements influence culture; "...culture is bound to a particular context, is that it is greatly influenced by the political, historical, and economic conditions in which it is found. It exists not in isolation but through concrete relationships characterized by differential access to power" (140).

Also cultures are mistakenly labeled as good and bad by people. Across the world cultures are different so they cannot be judged. "A culture is neither "good" nor "bad" in general, but rather embodies values that have grown out of historical and social conditions and necessities" (144). Once a culture is realized and understood, the view of people towards that culture and its stereotypes would change. However learning and teaching a culture is not a simple task "Because culture is complex, "learning" a culture that is not one's native culture is an exceedingly difficult task..." (144); it requires interaction and involvement with that culture. "Culture...is learned through interactions with families and communities. It usually is not consciously taught, or consciously learned" (143).

Nonetheless in any society culture can be source of different conflicts and challenges as it is mentioned that "...cultural conflict is sometimes little more than political conflict" (12). Sometimes people are bewildered by the way different cultures operate and they may suffer from identity crisis since culture and identity are connected as "Another important aspect of identity has to do with how interactions with people of other cultural groups may influence culture and identity" (39). Having raised such problems, neither accepting nor ignoring of different cultures cannot be acceptable as "assimilation or cultural preservation are not the only alternatives" (12).

In modern era cultural differences should be accounted for since people are no longer separated from by geographical and political boundaries' rather they are connected with each other through different process in a way that culture plays an important role in education. Palfreyman (2007) reminds that "At the same time the growing pace of globalization is highlighting a cultural dimension in all these areas:...contact zones are created in which cultural factors become more salient, providing new challenges and new resources for teaching and learning" (1).

Therefore globalization makes people to communicate with each other and to do so people need to learn other languages other than their own languages. In classical teaching of second language, the focus was on fixed elements of the language such as grammar and pronunciation. However after modern era, the ability to use language was given a higher priority and different models have been devised based on the 'communicative acts'

as Richards and Rodgers (2001) claim that “He [Widdowson] focused on the communicative acts underlying the ability to use language for different purposes” (160). The reason for this claim was that although many people learn all the elements of language, they fail to communicate since they do not know the pragmatic element of language which is intended meaning as Ishihara and Cohen (2010) believe:

Having pragmatic ability means being able to go beyond the literal meaning of what is said or written, in order to interpret the intended meanings, assumptions, purposes or goals, and the kinds of actions that are being performed.<sup>4</sup> The interpretation of pragmatic meaning can sometimes pose a challenge – even to natives of the language – since speakers do not always communicate directly what they mean and listeners do not always interpret the speakers’ meaning as it was intended. (5)

In order to learn a second language effectively, culture of that language should be learned since “Language is one of the most salient aspects of culture” (Nieto 116). It is the culture which transfers the meaning through medium of language as Chastain (1988) mentions that “Language is used to convey meaning, but meaning is determined by culture” (298).

Despite old views, contextual aspect which is directly related to culture cannot be ignored in learning. Nieto (2010) claims that “Accepting this idea means that it is no longer possible to separate learning from the context in which it takes place, nor from an understanding of how culture and society influence and are influenced by learning” (15). Hence based on this modern view the one who seeks to learn communicative aspect of language should focus on context and culture accordingly and this makes use of language more proficiently. Byram and Grundy (2003) quote from Holme that “The communicative view is derived from the communicative approach with its stress on giving the student language that can be put to quick use in a specific context. This approach detracts from any belief that a language may be inherently valuable” (18).

Each word which is articulated by the speaker shows the culture of that native language since these two elements – language and culture – are deeply connected. Nieto (2010) reminds that “As we have seen in several examples above, language is deeply implicated with culture and an important part of it. That is, the language, language variety, or dialect one speaks is culture made manifest...” (146). Hence in learning a second language, culture should be considered as an important aspect as “...it is indisputable that culture, language, and learning are connected” (148).

However teaching culture is a problematic issue in second language teaching since learning an unfamiliar culture confronts the dominant ideology. This claim holds true since “Anthropologists agree that individual behavior in any culture lies within the limits of a overall system of learned patterns” (299). This can cause problems for young learners since they are not cognitively mature and have no idea about the target culture as well as their own culture. “...They [students] know little about the basic aspects of their own culture...” (298). Hence a lot of precautions should be taken in transferring a culture to younger learners because it can make identity crisis for those students as “They are young, inexperienced and struggling to develop a self-identity within their own culture” (301).

## II. Current Methods

Although culture is a very important issue that should be preserved, because of mentioned reasons it cannot be ignored. Also it has been rejected that each subject owns a unique culture; rather that subject can have multiplex of cultures as Chastain (1988) claims that “In fact Damen (1987) feels that the term...because most people are multicultural even in their own culture...” (303). However there are a lot of aspects and points all of which teachers must be aware. It is necessary that the culture of the native speakers respected by the teachers even if the culture is not rich as it was mentioned there is no good or bad culture since disrespecting a culture means ignoring the subject. Moore (1999) claims that “It seems not unreasonable to suppose that if students’

cultures are marginalized in the classroom, those same students are likely to feel that their presence and contribution will be considered marginal in the wider community” (2)

To teach a culture, the students and the capacity of them should be regarded it has been said that “...entering into the new culture and new language depends on the individuals capacity” (Chastain 299). If the students are not old enough just giving a superficial familiarity is sufficient. “In the elementary schools, the teacher should be concerned with comprehension and familiarity” (300). Also the attitude of teacher can make an impression on students about cultural teaching as it is mentioned that “The attitude of the teacher is a crucial factor in determining the extent which cultural objectives are attained” (301). Also the teacher can give information to students regarding culture. “The teacher’s task is to make students aware of cultural differences” (301).

Teaching culture is a very difficult and important task for the teacher as it is categorized as “one of the five principal objectives of second-language study” (305) which is not given a due attention as Chastain (1988) believes that “...culture continues to receive relatively minor attention in most classes” (305). To reduce the burden of this responsibility, sometimes students can be asked to be responsible for their own learning since “Students are capable of gaining a great deal of information on their own with guidance” (308).

General speaking and based on these points there are different methods devised by thinkers that some of them here are going to be presented and analyzed.

One of the techniques which have been used among people is ‘culture aside’ which is a brief summary of comparison of two cultures when students are confronted with a word which has cultural background. Although this technique can be very effective, it has disadvantages. It is not planned and also requires information about two cultures as Chastain (1988) believes that “The disadvantage is that overall the culture information is presented to class is likely to be disorganized and incomplete” (309).

As the name suggests, a ‘slice-of-life technique’ is a comparison of two scenarios about a cultural aspect in two different cultures. After presenting the culture, student can discuss it. Though this method is effective and interesting, it is essential for students to have some background knowledge about it.

Another technique is called ‘critical incident’ which brings up some misunderstanding and miscommunication. The awkwardness of situation is important since the students are going to comment about it. “Students consider the situation and the reactions of the people involved and comment on cultural values...” (311). This approach is great since real life situations are challenged however it requires a strong pragmatic ability of students.

All the methods which have been presented have their own advantages and disadvantages and it is no surprise that nothing is perfect. In the following of this paper some other techniques with different technologies will be suggested that they have no special name and they are just devised by the researcher. Maybe most of them are practiced nowadays however the way in which these techniques are presented seems different.

### III. Suggested Methods

One way which can be used as a tool to transfer knowledge and learning can happen is use of technology. “Technology can act as a mediating factor between learners and learning” (Ke and Chavez 8). Also in recent decades, technology could result in social interaction of people directly and indirectly “According to Vatrappu (2008, 2009), technology-mediated learning environments are characterized by socio-technical interactions (conceived as the social-technical affordances of the learning environment) in which individuals interact with technologies and with other individuals via technologies...” (8). Here there will be presented some techniques based on this theory.

As it was mentioned earlier, culture is an integral part of each society that characterizes a society based on shared context. Sometimes failure in learning could arise from non-existence of a social bond between teacher and student or existence of other pressures. Smith et al. (2010) quote Robson “Lack of community may be just the cause of the rift between students and teachers. Students do not feel comfortable having in-depth conversations with relative strangers (their classmates) about bizarre subjects like rhetorical modes, personal narratives, and peer review” (9). TV and its effects on its spectators could form such bonds based on shared interests that may be created for spectators during the process of watching. “So the question is, how do we build community among our students in the expository writing classroom? Seeking a diversion from this seemingly impossible question, I turned my eyes to the television set overhead” (9).

Since context and culture are bound together, this tool makes students to analyze and leads them into critical thinking. “Television can provide text for our students to critically analyze and contextualize both the worlds inside and outside the composition classroom” (2). So television as a discursive media can be used as a medium in which identity and social aspects of life are influenced. Smith et al. (2010) quote Robson:

“To quote Philip Auslander, “television can no longer be seen just as an element in our cultural environment, one discourse among many, but must be seen as an environment within itself” (10). Our identities, both at the personal and social levels, are influenced by what, when, and where we watch—and of equal importance, what we choose not to watch” (10). It can be claimed that TV can be used as a technique to teach culture.

Recent years have witnessed a social phenomenon which is called ‘social networking’ and it is getting more popular each day in a way that a lot of soft wares and applications are being designed every day. Although some criticisms are directed towards them, they can be very effective in class room especially in writing courses. Smith et al. (2008) quote from Vie: networking sites become more familiar As social to our students, writing instructors should consider the ways in which they could—and already do—impact the writing classroom and our pedagogical frameworks for approaching the teaching of writing. Indeed, students engage in a multitude of composing processes online, including in online social networking sites. They produce a great deal of writing in these spaces through their blogs, comments, the personal profile, and messages to each other. (19)

Also social networks can be a context in which various cultures exist so it can be used as a kind of technique for transferring cultural values through computers. “Understanding the complex sets of cultural beliefs and values that influence our understandings of what it means to read, write, and communicate with computers” (19). In second language teaching particularly regarding writing it can be used. “As noted in the previous section, online social networking sites can be brought into the writing classroom in various ways to teach technological literacy and rhetorical awareness” (20).

Novels are broadly speaking literature is a discourse in which different voices and cultures can be heard. However maybe reading a novel is boring for many students. In recent decades thanks to technology and creative minds, ‘graphical novels’ are getting popular; not only do they have simple language but also they can be very attractive for many young learners. People are completely involved with all the elements of the novel. Smith et al. (2008) quotes from Kaiser that “Gretchen Schwarz argues that “to read and interpret graphic novels, students have to pay attention to the usual literary elements of character, plot, and dialogue, and they also have to consider visual elements such as color, shading, panel layout, perspective, and even the lettering style” (59).” (66).

Graphical novels are rich sources that can be used in class to transfer culture; they are completely different that give a new experience for students. Smith et al. (2008) quotes from Kaiser:

To be clear, it cannot be said that all graphic novels are more complex than traditional novels. A graphic novel is a very different entity from a novel by Henry James or Edith Wharton. Yet graphic novels do provide another avenue towards literacy and critical analysis. Given its inclination towards worthwhile themes, "the graphic novel offers teachers the opportunity to implement critical media literacy in the classroom—literacy that affirms diversity, gives voice to all, and helps students examine ideas and practices that promulgate inequity" (Schwarz 62)..(66)

These techniques that were introduced were just a general overview of what the approach could be. They need to be elaborated and analyzed to give details; however this review paper is limited and more space needed.

## IV. Conclusion

As it was mentioned earlier, culture and language are deeply bound and it is as important as communication skills as Chastain (1988) claims that "culture is one of two areas (the other being communication skills) in second-language education in which the greatest need and the greatest potential for improvement exist" (317). There have been a lot of investigations regarding teaching culture and teacher must use this information since "Great strides have been made, but the knowledge generated by anthropologists, sociologists, and other experts in the second culture must be disseminated to language teachers" (317).

Also teaching culture can improve learning a second language as Brown (2007) claims that "A number of recent research studies have shown the positive effects of incorporating cultural awareness in language classrooms" (200). Hence in each class a great deal of emphasis must be put on cultural aspect in a way that it enhances the awareness of students of cultural differences.

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# Being a Critical and Creative Thinker: A Balanced Thinking Mode

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## Abstract

Our society, in fact, is always in a state of flux—conceptually, technologically, and socially. Thus, thinking critically and creatively is necessary for survival in our changing world. The main reason we need to nurture critical and creative thinking is because both abilities are beneficial for personal, educational, and economic development. This paper examines the literature on critical and creative thinking and suggests that both types of thinking play equal roles in fulfilling a better andragogy. First, the concepts of critical and creative thinking are reviewed. Then a protocol is proposed to implement a full cycle of learning experiences in adult classrooms. The proposed protocol is the five Es: (a) Expand the horizon, (b) Explore the possibilities, (c) Exchange the ideas, (d) Evaluate the assumptions, and (e) Enact the solutions. Finally, suggestions and implications are discussed.

**Keywords:** Thinking mode; Critical thinking; Creative thinking; Adult learners.

## 1. Introduction

The main reason we need to nurture critical and creative thinking is because both abilities are beneficial for personal, educational, and economic development (Brookfield, 1987; Torrance, 1995). Our society, in fact, is always in a state of flux—conceptually, technologically, and socially. Thus, thinking critically and creatively is necessary for survival in our changing world. But do these thinking processes differ? To some extent it is quite true that critical and creative thinking require different cognitive processes. Nickerson (1999) observed the following:

Creative thinking and critical thinking are often contrasted. Creative thinking is expansive, innovative, inventive, unconstrained thinking. It is associated with exploration and idea generation.... Critical thinking is focused, disciplined, logical, constrained thinking. It is down to earth, realistic, practical, staid, dependable, and conservative. Sometimes creativity and criticalness are seen as polar opposites. (p. 397)

As the literature suggests, involving two thinking processes might lead to some difficulties. However, it is also believed that combining two thinking processes could contribute to being a better thinker. More specifically, it is argued that a thinker with critical and creative thinking abilities could possess a full cycle of thinking mode, which in turn attains momentum. The biggest challenge, however, for higher education to produce better thinkers is, as Halpern (2010) recognized, that “the enhancement of critical and creative thinking is still more of a desirable vision than an empirical outcome” (p. 381). This is probably due to a lack of institutional support.

This paper examines the literature on critical and creative thinking and suggests that both types of thinking play equal roles in fulfilling a better andragogy. First, the concepts of critical and creative thinking are reviewed. Then a protocol is proposed to implement a full cycle of learning experiences in adult classrooms. Finally, suggestions and implications are discussed.

### 1.1 The Needs of Critical Thinking

The old Greek adage “Know yourself” reflects that critical thinking may be the first step in challenging

the assumptions and recognizing biases within oneself. Kong (2007) argued that “critical thinking is a multifaceted and multi-dimensional cognitive ability” (p. 304) for the following reason:

Critical thinking is a mental process that seeks to clarify as well as evaluate the action and activity that one encounters in life. The mental processes of clarification and evaluation are essential in the problem-solving and decision-making processes, which encompasses our entire daily activities. (p. 307)

Halpern (2010) believed: Critical thinking is the use of cognitive skills and strategies that] increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal directed--the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions, when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task. (p. 382)

The major benefit of critical thinking is that, as Brookfield (1987) wrote, “when we think critically we become aware of the diversity of values, behaviors, social structures, and artistic forms in the world” (p. 5). Thus, critical thinkers are more involved in life and appreciate diverse aspects of values. Because of this attitude, they are innovators and praise creativity for the exploration of possibilities. Most importantly, “the ability to imagine alternatives... is one that often entails a deliberate break with rational modes of thought in order to prompt forward leaps in creativity” (Brookfield, 1987, p. 12).

Brookfield (1987) recognized five key characteristics of critical thinking: (a) it is a productive and positive activity, (b) it is an ongoing process not an outcome, (c) it varies according to the contexts, (d) it is triggered by positive and negative episodes, and (e) it is an emotive and rational activity (pp. 5-7). Brookfield (2012) also highlighted critical thinking because it serves not only as a survival tool but also as a map for living and loving well. He described the critical thinking process as encompassing the following four stages: (a) hunting assumptions, where we deliberately discover what assumptions we hold; (b) checking assumptions, where we evaluate the validity and reliability of these assumptions; (c) seeing things from different perspectives, where we reconsider the different roles we play and our subsequent actions; and (d) taking informed action, where evidence may justify our actions (pp. 10-13). Furthermore, he identified three different assumptions: (a) paradigmatic assumptions are ones that frame our worldview and are viewed as the most difficult to detect, (b) prescriptive assumptions are ones that are supposed to be happening, and (c) causal assumptions are ones that explain why things happen the way they do (pp. 17-19). Most importantly, he pointed out that the judgment of assumptions is not clear-cut; rather, they are contextually embedded.

Yet, Smith (1990) believed that “critical thinking does not demand a complex array of learned skills, but competence in whatever you are thinking about” (p. 103). In other words, having enough knowledge of something is the prerequisite of being a critical thinker. To be reasonable and judicious to doubt is the qualification of critical thinkers. However, it is not an easy task. As a result, the important role an educator plays is the facilitator and the enabler of developing this learning process.

## **1.2 The Characteristics of Creative Thinking**

Change is the norm for the fabric of today's society. We face various complex issues and challenges that demand creative solutions. Creative thinking becomes a crucial skill as we contrive adaptive strategies to contend with these changes and search for answers. By identifying the fundamental principles of creative thinking, we could be able to hone our mental skills to cope with challenging problems and behave more creatively in a number of arenas (Ward, Finke, & Smith, 1995). Torrance (1995), for example, underscored the importance of creative thinking because it is imperative in “mental health, educational achievement, vocational success, and many other important areas in life” (p. 75). As a result, several scholars have argued that education should value creativity and try to include this ability in the curriculum and classrooms (Jeffrey & Craft, 2004; McCormack, 1974; Shaheen, 2010). There is also a consensus that creativity can be strengthened by practice in creative thinking exercises (Fasko, 2001).

As a concept, creative thinking has been interpreted in various ways. It has been equated with divergent thinking (Dirkes, 1978; Torrance, 1977), psychic wholeness and integration (Hickson & Housley, 1997), the synthesis of knowledge, emotion, and experience (Sinnott, 1998), the formation of new neurons (Schmidt, 2006), open-mindedness (Fasko, 2006), the intentional production of novelty (Weisberg, 2006), the problem-solving ability (Ruscio & Amabile, 1999), a natural human process motivated by strong needs (Torrance, 1972), personal constructions and the requisite cognitive processes (Runco, 2003), and assimilation and imagination (Piaget, 1962). But, in general, the process of creative thinking is believed to occur in several stages: problem finding, incubation, illumination, verification, and dissemination (Allen & Thomas, 2011; Wallas, 1926). In addition, some scholars believe a whole process of creative thinking should involve divergent ideation and convergent evaluation (Guilford, 1957; Simonton, 1988). Problem finding, the first stage, is viewed as more important and difficult than problem solving (Dillon, 1982; Fontenot, 1993). It is a typical account of the incubation stage operating in the unconscious state, where it leaves a problem aside and in turn a useful insight will emerge during this detachment (Simonton, 1999). A meta-analytic review of incubation literature by Sio and Ormerod (2009) indicates that in comparison to high-demand tasks, low-demand tasks play a better role to facilitate creativity during the incubation period. Illumination is the period of “Aha” moment where individuals suddenly receive ideas. This inspiration is closely related to intuition and remote associated thinking (Boden, 1990; Mednick, 1962). From the perspective of practical implementation, researchers believe that convergent and critical thinking play a more important role in verification because new ideas or solutions are now proposed. This evaluation check is necessary to guarantee more appeal to public opinions. The first stage, dissemination, requires persuasion and social influence to reach an audience (Csikszentmihalyi, 1996). This effort is to make others aware of the creator’s ideas and expand its popularity. As Sternberg and Lubart (1995) described, this special ability needs thinkers to “buy low and sell high.”

Runco and Chand (1995) proposed a two-tier model of creative thinking. The three components in the primary tier are problem finding, ideation, and evaluation. The second tier is the relationships with knowledge and motivation. Boden (2001) differentiated three types of creative thinking: combinational, exploratory, and transformational creativity. Combinational creativity involves new ideas by combining old ideas, whereas exploratory creativity investigates new possibilities by relevant rules and produces unique ideas. In comparison to exploratory creativity, transformational creativity steps further and generates more significant alternations of the current concepts and leads to major breakthroughs. Davis (2006) proposed five components for teaching creative thinking: (a) fostering creativity consciousness and creative attitudes, (b) improving our (and other's) understanding of creativity, (c) exercising creative abilities, (d) learning creative thinking techniques, and (e) becoming more involved in creative activities (p. 246). Kong (2007) pointed out that in relation to critical and creative thinking, problem solving serves a good example to bridge this connection. He described problem solving as the following:

A typical problem-solving process usually involves the following steps: (a) recognize the existence of a problem, (b) define the nature of the problem, (c) explore resources to solve the problem, (d) formulate strategies to solve the problem, (f) evaluate solution, and (g) choose the best solution. (Kong, 2007, pp. 317-318).

Although a number of variables have been identified to affect creativity (Hennessey & Amabile, 2010; Mumford, 2003), fundamentally from the cognitive perspective there is no different operation between creative thinking and noncreative cognition (Gardner, 1988). This assumption suggests that everyone has creative potential. The key is how you use and apply this ability in your daily life when facing any situations. For example, for Piaget, creative thinking lies in the interaction between assimilation and accommodation. This implies that imagination and a playful attitude are important attributes to facilitate creative thinking (as cited in Ayman-Nolley, 1999). As a result, an attempt to view from a different perspective and play with different

possibilities could enhance creative thinking. Opening one's mind and exploring the world is sine qua non for unleashing one's creative seeds!

### **1.3 The Protocol of Creative and Critical Thinking**

Smith (1990) stated that one key difference between creative and critical thinking is that "the generation of alternatives is a creative activity, and the selection among them must be critical" (p. 101). Brookfield (1987) explained that the important attitude toward critical teaching is rooted in the belief that "a willingness to risk experimentation in one's teaching is an important aspect of modeling change and promoting critical openness in learners" (p. 81). The protocol proposed here is adapted from critical thinking (Brookfield, 2012), creative problem solving (Treffinger, 1995; Treffinger & Isaksen, 2005), and Kolb's learning model (Kolb, 1984). The procedure is followed by the five Es: (a) Expand the horizon, (b) Explore the possibilities, (c) Exchange the ideas, (d) Evaluate the assumptions, and (e) Enact the solutions. The following is a further explanation of using this protocol as a teaching and learning tool in the classroom.

#### **1.4 Expand the Horizon**

The instructor could provide an inquiry-guided activity to investigate phenomena or problems and then provide possible solutions. In this first stage, a teacher should ask students to observe phenomena qualitatively and interpret what they perceive. For example, "How do you perceive adult learning?" could be a good prompt to teach the theory of adult learning.

Freewrites could be used as a warm-up exercise. Students should write down everything they know about this topic as fast as they can within three minutes. By doing so, they could activate their prior knowledge and experience and generate ideas by free association, disregarding grammar, spelling, punctuation, and the like.

#### **1.5 Explore the Possibilities**

After students finish this initial free-writing activity, mind mapping could be used to further extend their ideas from the previous activity. By drawing a mind map, students can transform their ideas into a visual diagram and provide a holistic picture of what they perceive about adult learning. When students practice this activity, the teacher should highly encourage them to discover more ideas and connect more related ideas about this topic. Apart from mind mapping, brainstorming is another possible strategy for this stage.

#### **1.6 Exchange the Ideas**

It could take 5 to 10 minutes to complete the mind mapping activity. In this next stage, the instructor should divide the class into groups, with a maximum of five students per group, to discuss and present the individual's diagram and ideas. At the same time, the group members are assigned two roles. When a person presents his or her ideas, that person is the presenter and the others are the detectives. The major role of the detectives is not only to be the passive audience but also to be active listeners. They need to think of "why" questions.

#### **1.7 Evaluate the Assumptions**

When the presenter shares his or her ideas to the other team members, the detectives should listen carefully and try to understand why these ideas are proposed. After the presenter completes his or her presentation, the detectives should check the assumptions behind these ideas by asking questions. For example, two possible questions are "Is this idea related to past episodes or knowledge?" or "How does this idea connect to the topic? Please explain" The main purpose of these questions is to ask the individual to think deeper and assess his or her assumptions that might affect his or her ideas. After the individuals recognize their hidden agendas or assumptions, it is important to think of other possible ideas in order to go beyond their personal assumptions. It is expected that this stage will take longer to complete because each person will receive challenges that question their assumptions, and it will take longer to uncover this mental block that prevents them from exploring other alternatives. This group interaction plays a dual role. On the one hand, by reflecting on their assumptions, they may realize that there are other possible outcomes. On the other hand, by listening to other people's ideas, they may experience an "aha" moment and come up with unexpected ideas. In other words, they can expand on their

ideas by inward reflection and outward shifting in mental models.

### 1.8 Enact the Solutions

In this last stage, students can write down their intellectual and emotional reactions to the discussions by writing in their journals. There are several questions students need to address in their journal: (a) “What is new to you about this activity?,” (b) “Does any point contradict what you already know or believed?,” (c) “After this activity, what questions remain in your mind?,”

(d) “At what moment, did you feel lost or puzzled?,” (e) “At what moment, did you obtain some insights?,” and (f) “What lesson have you learned and how can you extend this to other scenarios in your life?” In summary, the last stage is about implementation. Teachers should assist students to take advantage of this learning experience and in turn transform their ideas into useful insights.

## II. Conclusion

Guilford (1959) supported an idea of balance training in creative thinking (divergent production) and critical thinking (convergent production and evaluation). As Smith (1990) suggested, “critical and creative thinking may be viewed academically as unique mental activities . . . but the elements of thinking critically and creatively are in everyone’s behavioral and cognitive repertoire” (p. 102). According to the literature, critical and creative thinking have both a generic and a subject-specific component; it is the responsibility of educators to model these thinking processes and to create a supportive climate to develop, practice, and exhibit these capabilities.

The preceding protocol can be used and combined with other teaching approaches, such as the case study, problem-based learning, experiential learning, and the like. The researcher hopes that this proposed protocol helps students in active learning, self-regulated learning, and deep learning (Houtz & Krug, 1995). Clegg (2008) wrote, “Critical assault on confining ideas, structures and even modes of ‘being’ is fundamental to creativity. Creativity and critical faculties are intimately linked” (p. 221). From an assessment perspective, Young (2009) stated that,

Teachers who recognize the important role imagination and creativity play in the learning process want to include these high-level thought processes as part of authentic assessment. From creative problem solving to culminating performance events, curriculum design that includes assessment that captures critical thinking skills, problem solving abilities, and imaginative/creative capacities is promoted by educators at all levels. (p. 74)

As an educator, it is important to prize critical and creative thinking and, most importantly, both teaching and learning methods to enhance learning should be included in a teacher’s toolbox. The design of this protocol prevents one thinking skill to outshine the other. As the argument suggests in this article, a balance-thinking mode should be considered.

The main purpose of this article was to advocate that adult learners should be encouraged to think critically and creatively. Kong (2007) contended that “critical and creative thinking are often seen as opposites or dichotomous; in which critical thinker is considered serious, analytical, and impersonal, whereas creative thinker is viewed as one who is wild, unstructured, and sometimes eccentric” (p. 319). Nevertheless, the image of critical and creative thinking should not be seen as dualistic. This paper attempted to bridge two thinking processes and proposed an alternative approach to include both types of thinking in the classroom. The researcher’s belief is grounded in the fact that being equipped with both thinking skills should be viewed as a balance of thinking mode. Most importantly, students could benefit from both thinking modes in their academic as well as their personal lives. They can have a basis for understanding and check their assumptions and realize that their habitual thinking can block their chances of thinking outside the box. By exploring alternatives, it is possible for individuals to obtain useful insights to deal with the various challenges they may face during their life’s journey.

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# **A Socio-cultural Perspective: Analyzing Mediation with Recording**

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## **Abstract**

Sociocultural theory (SCT) was put forward by Vygotsky in the 1980s and initially formed and developed. Vygotsky (1978) proposed that the psychological development of human beings come from material, external and realistic movements. This paper mainly introduces the framework of mediation in the scale. In addition, this study also provides new inspiration for future college English education. When designing classroom tasks, teachers should also take into account the social and cultural background, so that classroom activities and learning cannot be separated from the real context

**Keywords:** Sociocultural theory; Mediation; Language teaching

## **1. Introduction**

Based on Vygotsky's ideas about sociocultural theory, "All specifically human psychological processes (so-called higher mental processes) are mediated by psychological tools such as language, signs, and symbols" (Karpov & Haywood, 1998, p.27). That is to say, the sociocultural theory concentrated on the abilities of learners' mediation in mental or communicative activity by using their target language; Also, current works continue to research on how second language is mediated in the Zone of Proximal Development (ZPD), which enable learners to reach learning goals by using collaborative mediation when they cannot accomplish it alone (Lantolf, 2011). Lantolf (2000) illustrated two main types of social mediation in second language acquisition, which were experts and novices, and peer mediation.

This essay takes a sociocultural perspective to analyze the mediation in language learning by using recording in one classroom activity. There will be firstly a theoretical framework of three concepts, which are mediation, the zone of proximal development (ZPD), and activity theory. A brief description of the participants in the recording is followed in the next section. The main body of this essay will be the analysis of the recording. Three parts are selected and explained into details as examples of mediation in the second language development of interlocutors. Pedagogical implications are given in the end.

## **2. Theoretical Framework: Mediation, Zone of Proximal Development (ZPD), and Activity Theory**

Lantolf (2011) defined mediation as "the creation and use of artificial auxiliary means of acting---physically, socially, and mentally" (p. 25). The function of physical tools could not be observed from its structures, likewise, the structure of language showed no sense of mediating in our social and mental world, therefore, if we want to know the mediation in languages, we must dig up the language use (Lantolf, 2011). "Higher forms of human mental activities are mediated" (Lantolf, 2000). Vygotsky (1997) claimed that people had to use tools or labors to build up physical world; similarly, we use symbolic tools to mediate with others in mental world, such as art, music, human languages, and etc.

In the development of mediation, we cannot ignore individual's or group's zone of proximal development (ZPD). There was a transition period from learning language with the help of experts to learning independently, a more knowledgeable person should occur in this period to help students' learning transitions, it was generally called ZPD (Vygotsky, 1987). ZPD helped us know the achievement that individual or group may get with instructions or assistances (Lantolf, 2000). In the findings of study done by Aljaafreh & Lantolf (1994), the researcher found that mediation should be used to a point when learners need instructions or assistances to perform well in their second languages. At this time, a small quantity of expert's help made students realize the errors in their performances. Here, teachers or other knowledgeable people and students are regarded as experts and novices. Besides, there is also another popular pair, the peer-peer interaction. In this type of interaction, peers are both experts and novices at the same time, and they support each other's learning by "questioning, proposing possible solutions, disagreeing, repeating and managing activities and behaviors" (Swain, Brooks & Tocalli-Beller, 2002, p.173). Lantolf (2000) positively stated that "dialogic mediation" in peers may be much more efficient compared with the "monologic mediation" presented by teachers (p. 84). Leontiev (1978) claimed that activity could be applied to collaborative interactions to assist performance. The activity included four parts, which were subjects, objects, actions and operations. Taking activity in classroom as an example, the whole process could be like this: 1) Students as subjects got involved in the activities when learning a language. 2) Goals as objects were set up to give students some appropriate directions. 3) Actions were then taken by students to fulfill the specific purposes of the activity. 4) Actions had to accomplish the operational level of the activity. Mediation, to some extent, was an important component in terms of constructing activity (Donato & McCormick, 1994). Therefore, In order to analyze a classroom activity through the lens of sociocultural theory, the author recorded an activity in a postgraduate course and the analysis has been made to identify instances of mediation.

### 3. Description of the Participants

There are four participants in the recording, including a male native speaker (S1) from the UK, and three female non-native speakers (S2, S3, S4) from China. They take one postgraduate course called Introduction to Language Teaching 2 in Lancaster University, work as a group in a discussion activity, and discuss specific topics taught by teachers in the classroom. The whole recording lasts for 15 minutes and 51 seconds.

### 4. Analysis of the Recording

In this discussion, the four students were expected to discuss their opinions on the teaching activities that one experienced teacher called Tony used in the DVD which they have already seen in the class. At first, S2 talked about her ideas and S3 interacted with her. The transcript was given as follows:

S2: Actually, I am interested in the first activity when Tony, is that Tony?

S3: Yeah, Tony.

S2: Tony wanted his students to write....uh, as much as words, which, uh (pause for 3 seconds, silence in the surrounding), which describing feelings on the blackboard.

S3: Yeah, I think it's the words about happiness, to be specific.

S2: Yes, yes, you are right, the words about happiness, and sadness I think. I think it is very helpful. As a kind of brainstorming.

In peer to peer mediation, students "make strategic use of prolepsis to scaffold each other into an appropriate utterance" (Lantolf, 2000, p. 84.) In the research which has been done by Ohta on peer mediation among college level students who learn Japanese, Ohta (2000) found that students were willing to wait for other peers when they struggled to organize their own utterances without interrupting or offering help. In the recording, S2 struggled to express what kinds of words were used by Tony, and the other students did not say anything until she finally succeeded to produce the whole sentence. S3 added some additional information about

the word type after S2 finished talking. Ohta (2000) also found that students may notice what an appropriate time was to allow their peers to think on their own, and when it was necessary to offer assistance, therefore, learners had a sense of others' ZPD. In this part, S3 gave S2 sufficient time to produce her thinking and took the good opportunity to help S2 notice the missing ideas after she finished talking. In this way, S2 produced the sentences more fluently herself and were able to retrieve more words in her mind to organize her utterances.

Moreover, Lantolf (2000) cited Dicamilla and Antón's research on repetition. Repetition, as a mediating strategy, was used in peer interactions. Dicamilla and Antón (1997) found that although repetition did not provide much new information during the interaction, it "enables students to cling to what they have thus far constructed, in order to maintain their focus of attention, to think, to evaluate, and from that point possibly construct new forms" (p. 617). When S2 asked whether the teacher was called Tony, S3 confirmed her opinion, which could be seen as a process of negotiating meaning. However, what was more important in this part of recording was the repetition S2 made in the end. According to the additional information S3 provided, S2 not only noticed that, she also thought it carefully, retrieved her memory and pointed out new ideas as well.

Ohta (2000) also found that interlocutors benefited from each other, especially for less proficient learners; however, another surprisingly finding was the truth that more proficient also profited from the interactions at the same time. All learners have their advantages and disadvantages. Therefore, there is no doubt the two groups are beneficial to each other. Examples are listed below in the recording:

S1: And it was useful when he was using gestures. It was like happy... And it was like sad... (with gestures imitate Tony at the same time).

S4: I don't think it's an activity.

S1: No, oh, sorry.

S4: I think Jenny wants us to talk about activity, new activity. By the way, yeah, yeah, I also think using the gestures is very useful.

..... (3 minutes later)

S1: I think, you know the end, you know the role play wasn't a real role play... They tell stories and...

S2 & S3: No, no, no. The role play was omitted. Because of the time limit....

Although S1 was a native speaker of English, he also made mistakes and misunderstood the requirements of the teacher. So S4 corrected him immediately and told him what the teacher really wanted them to talk about. We could see from this example that even native and proficient speaker make mistakes every now and then, and it is the time that less proficient speakers offer help. Just as what Ohta (2000) found in the research, weaker second language learners not only benefited from working with more advanced ones, the proficient students also need help in the collaborative interactions, that is to say, learners with differential proficiency in the interaction stimulated each other's awareness of their own language. Reminding students of their wrong direction enhances them to move to the right topic quickly and use new words or phrases to go on talking.

Of course, there is no doubt that advanced learners contribute to help weaker ones out in many cases. Gallimore and Tharp (1990) listed some phases of the zone of proximal development, from other-assistance to self-regulation. For example, the first phase was when learners' performances were assisted by more capable others. They could be adults or more excellent peers. During the procedure, capable others provided directions and even did the modeling, learners responded it by imitating. The second stage was when students talked to themselves in order to acquired particular performance abilities. Besides, when learners were stuck, they would ask for help from other competent ones. In the last part of the recording, S1 tried to correct S3's pronunciation and the four students started to discuss one phrase appeared in the DVD. See examples in the following.

S3: And he says to what extent [ekstent] the words express happiness?

S1: To what..? extent [ik'stent]?

S3: Yes, to what extent [ik'stent] (repeat two times) the phrases describe.....

... (5 minutes later)

S3: Do you remember a lady express her feeling as walking in the sky, or walking in the what? I think it's a metaphor to show her happiness...

S2: Ah, walking in the sky? Do you really use walking in the sky?

S1: No, she said walking on the air. Tony recasts walking on air.

S4: So you do use it to express happiness?

S1: Yeah, yeah, sometimes, maybe.

We can see from the first example that S1 helped S2 correcting the pronunciation extent by modeling pronouncing [ɪk'stent], and S2 not only noticed it, but also imitated the pronunciation and talked to herself for two times. Lastly, she pronounced it correctly. The second example showed the process when the four students negotiated the meaning of walking on air. S2 and S3 first thought it was walking in the sky, then S1 corrected them walking on air. This time, capable learner again helped the less proficient ones about vocabulary and phrases. S4, in the end, asked whether native speaker used this phrase because she could not figure it out on herself. S1 confirmed this phrase and S4 probably in the future will put it into use. These examples best describe how mediation contributes to language development for communicators. With the help of mediation in the interaction, interlocutors develop the knowledge of phonology, lexicology, and pragmatics they may use and put them into practical use. This is how their second language is promoted step by step.

## 5. Pedagogical Implications

From the examples in the recording above, we could see that there are many advantages for proceeding peer to peer interaction. Firstly, peers know the appropriate time to give advice, and in this case, learners are given much more opportunities to think independently and make up shortcomings. Secondly, repetition, as a mediating strategy, is effective in peer interactions. Finally, both proficient learners and weaker ones benefit from each other during interactions.

Moll (1992) also suggested that successful organizations were helpful when teachers wanted to assist performance in the zone of proximal development. He also listed many different means of assistances, such as "modeling, contingencies, feedback, instructions, questions, cognitive structuring" (p.187). Teachers could design a variety of activities to assist interactions, and besides, teacher mediation could also be particularly efficient and effective.

## 6. Conclusion

In order to explore how mediation contributes to the second language development, records of an activity in one postgraduate course in Lancaster University is used to illustrate the instances of mediation and the analysis is given in this essay. Definitions of three concepts of mediation, the zone of proximal development (ZPD), and activity theory are given in advance to give readers a general idea of the role of mediation in language development. Then the record is divided into three parts, which are used as examples to show how mediation works in the language development of the interlocutors. This essay concentrates on the peer to peer interaction. The first example shows that, learners have a sense of others' ZPD and understand to wait for others thinking on their own before they give advice, moreover, repetition, as a mediating strategy, enhances students to evaluate their performances. The second example points out that, learners of differential proficiency benefit from each other, even weaker learners are helpful during the interactions. The last example concentrates on how proficient learners help other learners to promote their second language learning in terms of phonology, lexicology and pragmatics. Last but not least, there are some pedagogical implications in this research. Teachers could add more well-organized activities which include peer interactions to the language teaching classroom.

Considering limitations of the present study, it is important to inspire new ideas for future research. There is still something to be modified in the future. On the one hand, more research methods can be applied to further

study, for instance, experiments, questionnaires, interviews and diary studies to ensure more data. On the other hand, many researchers focus on exploring how mediation affects language acquisition, few studies relate the findings with language teaching. Since schools in China and many other Asian countries do not take peer interaction seriously in the classroom, future studies should be taken in these areas to see whether mediation works in the language teaching in these schools.

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# **Trends in Examination Malpractice in Nigerian Educational System and its Effects on the Socio-Economic and Political Development of Nigeria**

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## **Abstract**

This paper examined the trends and effects of examination malpractice at various levels of Nigerian educational system. The methods, causes and strategies towards curbing examination malpractice were discussed. Factors such as moral decadence, emphasis on paper qualification, inadequate teaching/learning facilities encouraging examination malpractice were discussed. The effects of this vice such as dismissal, loss of position, self confidence and credibility were identified among others. Therefore the paper recommends intensified continuous assessment, severe penalties for culprits, counselling of moral values not only to students, but also to parents, supervisors, teachers, invigilators, computer operators and other stakeholders to minimize examination malpractice.

**Keywords:** Examination malpractice; Educational system; Effects; Socio-Economic and Political Development

## **1. Introduction**

Examination malpractice is not a new phenomenon in Nigeria. Maduemezia (1998) reported that the first examination malpractice in Nigeria occurred in 1914 during the Senior Cambridge Local Examination papers which were leaked before the scheduled date of examination. Thus, examination malpractice which started at a low trend became more pronounced in 1970, involving persons other than the candidates. Since then examination malpractice became more advanced and sophisticated. However, 1977 marked a watershed in the history of examination malpractice as there was an outcry in Nigeria on the credibility of West African Examination Council (WAEC), which was the only organ saddled with the responsibility of conducting public examination in Nigeria. Consequently, a Judicial Commission of enquiry headed by Justice Sogbetun was set up to look into the affairs of the WAEC in relation to the problems of efficient conduct of examinations and prompt release of results. The report acknowledged the excessive workload of WAEC and recommended reduction of its workload by establishing other examination bodies to take over some of its examinations.

Examination is defined as a formal test of one's knowledge or ability in a particular subject especially by means of answering questions or practical exercises. Therefore, it is through examination that students are evaluated or tested to find out the quality of knowledge they have acquired within a specific period. Thus, examination could be either internal, external, oral, written or both. Continuous assessment scores, terminal, semester, annual or promotion examinations are examples of internal examinations. (Benard,1988). The

external (public) examinations include Common Entrance Examinations for admission into Secondary Schools, School Certificate Examinations which are conducted by West African Examination Council (WAEC), National Examination Council (NECO). The Joint Admission and Matriculation Board (JAMB) now conduct the Unified Tertiary Matriculation Examination (UTME). The National Teachers' Institute (NTI), National Business and Technical Examination Board (NABTEB) conduct examinations for teachers and technicians respectively.

Although students' performance in examination may not be the true reflection of their ability, till date however, examination still remains the best tool for an objective assessment and evaluation of what a learner has achieved after a period of schooling/training. In fact, it is one of the most reliable indicators used to determine the extent of students' performance in a given training.

Awanbor (2004) therefore, defined examination malpractice as an illegal act committed by a single student or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, computer operators or secretarial staff and anybody or group of people before, during, or after examination in order to obtain undeserved marks or grades.

## II. Trends in Examination Malpractice

Over the years, the conduct of examinations by WAEC, NECO, and JAMB have been trailed with complaints of examination malpractices and various organizational, administrative and bureaucratic irregularities. These problems have become perennial and institutionalized and reflect a gradual decline on the quality of Nigeria's educational system. In fact examination malpractice has attained a frightening, sophisticated proportion and has become so widespread that there is virtually no examination anywhere at all levels within and outside the formal school system that has not experienced one form of malpractice or the other. The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of new ingenious way of cheating.

The former Minister of Education, Prof. Ruqqayatu Ahmed Rufa'i, at her keynote address delivered at the National Examination Summit held in Abuja on the 24th May, 2010 presented an increasing trend in cases of examination malpractice in WAEC SSCE between 2005-2009 (Table 1). In addition, she reported that NECO in its 2009 Nov./Dec. Examination recorded malpractice cases of over 263,000 and over one million cases in the 2009 June/July schools examination.

TABLE 1: Candidates involved in malpractice cases in WAEC SSCE (2005-2009) (Ruqqayatu, 2010)

YEAR	NO. OF CANDIDATES INVOLVED	%
2005	73,050	6.86
2006	82,941	7.19
2007	74,734	5.97
2008	100,428	7.88
2009	118,608	8.74

Furthermore, WAEC in 2011 withheld 39,066 results of candidates who wrote November/December West African Senior School Certificate Examination (WASSCE) while in 2012, 47,289 results were withheld as a result of malpractices.

In 2006, the Federal Ministry of Education (FME) blacklisted and derecognized 324 secondary schools across the nation as centres for conducting public examination from 2007 to 2010 (Table 2).

Table 2: Examination Malpractice in Nigerian Secondary Schools (Weekend Times, 2007)

GEO-POLITICAL ZONE	NO. OF SCHOOLS INVOLVED	%
North-Central	54	16.6
North –East	08	2.5
North –West	12	3.6
South-East	48	14.8
South-South	116	36.0
South-West	86	26.5
Total	324	100.00

The statistics above revealed that those involved in examination malpractice have increased over the years compared to the record of previous years.

### III. Methods of Examination Malpractice

In recent times, examination malpractice has gone from simple ‘giraffing’ where students occasionally stretch their necks to catch glimpse of what they want to copy from other students’ scripts to a variety of sophisticated ones. These include; (a) use of ‘Micro-chip’; writing very tiny summaries on pieces of paper, parts of the body, or on materials found within the venue. (b) sorting’; in which students negotiate with corrupt lecturers for scores by rewarding’ the lecturers in cash or kind (c) ECOMOG/ECOWAS/OAU’; which is an alliance among classmates, to communicate via coded language (d)Handheld smart devices such as modern cell phones.

The West African Examination Council in over sixty years of her existence has been able to detect various forms of malpractice perpetrated by candidates and their accomplices in its examinations. They include (a) bringing foreign materials into the examination, (b) Irregular activities inside or outside examination hall, (c) Collusion, (d) Impersonation,(e) Fore-knowledge of examination questions, (f)Leakage of question papers traceable to the printing press or other persons associated with the custody of the papers, (g)mass cheating and (h) Insult/ Assault on supervisors/ invigilators /inspectors by candidates (Nwadiani,2005).

It is clear from the various forms of examination malpractice that it is not limited to the time and place of examination. In fact malpractices occur either before, during or after examination. One important example of pre-examination malpractice is in the process of registering candidates for examinations. Ojerinde (2004), reported that one of the commonest forms is the registration of non-school candidates for school examination by Principals in spite of very clear instructions against this practice. What they do is to register candidates who are not in SS3 (the final years), often referred to as private candidates. Many of such candidates who are from the urban areas, prefer to register in less urban centres (aka miracle centres) where monitoring is not likely to be strict. These candidates do not have any record of continuous assessment which is a compulsory requirement for Secondary School Certificate Examination (SSCE). The Principals falsify continuous assessment results for the candidates depending on how much money the candidates they can afford.

Another aspect of pre-examination malpractice is that some Principals inflate the continuous assessment of their regular candidates which is likely to increase the number of passes in the school. They do this to present fantastic information about the school as one of the best schools in order to be in good book of the Ministry of Education (Gbenga, 2005).

The introduction of the Global System for Mobile communication (GSM) in the country has revolutionized examination malpractice in the school system. The emergence of these technological devices

has provided the candidates new methods of cheating during examination. A lot of academic information is now stored in these electronic devices for direct use in examination halls or for onward transfer via Short Message Service(SMS) to other students anywhere in the country. This way, a candidate can smuggle out a question paper especially the objective test to the mercenary outside the examination hall who could text correct option to candidates inside. This could be done without attracting much attention. Post examination malpractices include such activities occurring after examination, for example, candidates tracing their paper to marking centres. In other cases a candidate could trace his paper, for e.g. from Enugu to Kano, and another from Kano to Ibadan. Some examiners also could trace the candidate if they know how influential the parents of such a candidate are. In extreme cases, some candidates especially girls enclose money and photographs describing how they could be traced in case their papers happen to be handled by men considered to be moral perverts. In higher institutions, post examination malpractice could take the form of lobbying the examiners for marks by begging and sending close friends and senior colleagues to the examiner to be lenient while marking, while on the other hand some lecturers go to the extent of changing marks for reasons best known to them.

#### **IV. Factors Encouraging Examination Malpractice**

The root causes of examination malpractice in Nigeria include the following:

1.Nigeria has a deplorable value system, therefore immoral acts such as cheating, dishonesty including embezzlement and stealing of public funds and properties do not attract the condemnation and punishment they deserve.

2.The emphasis on paper qualification or certificate is another cause of examination malpractice. Nigeria's educational system places so much value and emphasis on certificate instead of knowledge, skills and competence. The effects of this cankerworm can be seen in many school leavers who cannot defend their certificates. This is why examination malpractices are increasing day after day for the rush to get paper qualification for jobs without the right skills to perform. The emphasis on certificates over skills and competence is so pronounced, prompting remarks by former President Obasanjo that students perceived education only as a means of getting a meal ticket and getting a job. The former President had argued that such perception or orientation must change so that students would appreciate the intrinsic value of education, which is the total development of the individual to be able to make meaningful contribution to the society.

3.Another major cause of examination malpractice is inadequate teaching and learning facilities such as classrooms, libraries, laboratories and even teachers compared to the population of students. These inadequate resources affect effective teaching and learning.

4.Other students' vices such as cultism, drug abuse, sexual promiscuity and truancy are also encouraging examination malpractice on our campuses as students devote more time to them than their studies.

5.Moral upbringing of some of the youths by parents has been very poor. In most cases parents pay mercenaries to write exams for their wards, children. There are reports that parents sometimes influence WAEC, NECO to even relocate their children to new schools considered to be less strict in search of miracles during exams.

6.Lack of confidence as a result of inadequate preparation. These days, students are no longer hard working and dedicated towards their academic endeavours. No matter what, a student who is not well prepared would cheat in examination hall in order to pass.

7.Students nowadays are characterized by quick emphasis on success and wealth without a corresponding emphasis on legitimate means and avenues to be used positively in achieving such success.

8.Others include;

- (a)low moral standard in schools (b) peer/ societal influence,
- (c)incessant strikes, (d) admission of unqualified candidates

## V. Strategies Towards Curbing Examination Malpractice

The Federal Military Government in its bid to curb examination malpractice promulgated Decree 20 of 1984 part of which reads thus:

Any person who fraudulently or with intent to cheat or secure any unfair advantage to himself or any other person or in abuse of his office, produces, sells or buys or otherwise deals with any question paper intended for the examination of persons at any examination or commits any of the offences specified in section 3 (27) (c) of this decree, shall be guilty of an offence and on conviction be sentenced to 21 years imprisonment.

However, Examination /Malpractice Act 33 of 1999 reversed the above decree but stipulates punishment ranging from a fine of N50, 000 to N100, 000 and imprisonment for a term of 3-4 years with or without option of fine. This development was due to the inability of appropriate authorities to enforce the old decree 20. Despite the provision of this law, examination malpractice has been on the increase and this is partly due to non-implementation of the law. Disturbed by increasing trend of this criminal act, the Federal Government at her Executive Council meeting held on 4/9/13 approved a proposal to amend the West African Examination Council(WAEC) Act for culprits to spend five(5) years in jail or pay a fine of N250,000

Besides Decree 20 of 1984 and later Act 33 of 1999 aimed at minimizing examination malpractice; WAEC has also embarked on public campaigns on effects of examination malpractice, the punishments attached to such offences using handbills, posters, jingles; seminars and workshops. NECO also conducted similar campaigns at various times. A Non-Government Organization (NGO) known as Exam Ethics project has been working tirelessly in fighting examination malpractice.

All along Government and NGOs have taken measures to minimise examination malpractice and these include;

(a)To maintain standards and avoid collaboration, senior officials of Ministries of Education on inspection of examination centres are often redeployed.

(b)To ensure compliance with guidelines by WAEC, NECO, enrolment of candidates for these school examinations are monitored strictly.

(c)Sanctioning of erring schools, principals, supervisors and other examination officers.

In 2001, JAMB, worried by increased cases of malpractice introduced variation in the numeration of questions for candidates sitting for the same matriculation examination. That year, candidates' performance in JAMB examinations was very poor. But it did not take long for the syndicates to devise other means to beat JAMB's innovation and without gainsay was with the collaboration and connivance of some unscrupulous JAMB officials.

Further determined to minimize irregularities, JAMB and NECO introduced the Biometric Data Capturing Machines to verify authenticity of candidates. With the use of the machines, candidates, for example not registered at a particular centre could not be captured thus allowing only the right candidates to sit for the examination. No doubt, the benefit to be derived from this concept is huge only if the policy is sustained, sensitized and mobilized while the machines should be well maintained by skilled professionals. Otherwise, the idea would only be a waste of resources just like other notable innovations in the past.

## VI. Effects of Examination Malpractice

a)Examination malpractice has grave consequences on the individuals and institutions of learning, communities and the country as a whole. Dismissal, termination, loss of position and self- confidence are

effects and have brought much embarrassment and suffering to individuals, families and communities. The guilty ones who are not caught and punished cannot defend their certificates issued to them not to talk of such people performing their duties effectively.

b) Examination malpractices lead to irreversible loss of credibility. A country that is ranked high in examination malpractices loses international credibility. The implication is that certificates/documents emanating from such country's educational system will be treated with suspicion and doubt. Since certificates are becoming valueless in Nigeria, our educational institutions are dead as far as international cooperation in education is concerned.

c) As long as Examination malpractices are prevailing, we will end up producing Doctors who will forget scissors and towel in the stomach after surgical operation. This vice will continue to produce students with distinctions in our examinations, without quality knowledge in any definite course or subject. In addition, we will continue to have teachers, who cannot impart knowledge to the students, as well as produce Lawyers who cannot differentiate between an accused person and the complainant.

d) Furthermore, production and indiscriminate sales of fake drugs by pharmacists and massive fraud in commercial banks are linked to examination malpractices.

## VII. Conclusion

Since examination malpractice sows seed of fraud and criminal values in our society, this vice cannot allow us to realize our future greatness because it renders our certificates useless and debases the foundation for assessing our skills and capacity. Examination malpractice not only promotes breakdown of moral and ethical standards in our society but it also prevents achievement of meaningful and sustainable development for example in our aspiration to become one of the top twenty economies in the world by the year 20:2020. Therefore, to resolve this perennial problem of cheating in examinations, the following recommendations could assist in stemming the tide:

a) The need for intensified continuous assessment and aptitude test at various stages of our educational system.

b) Ban the sale of handouts particularly in higher institutions to minimise incessant cases of examination malpractice as many students had been apprehended with handouts in examination halls.

c) There may be the need for new measurement and evaluation criteria that will reduce the burden on examination as the only yardstick for academic progress, ranking and ability.

d) While the students must be blamed for poor preparation of examination, the cases of examination malpractice may be reduced through intensive counselling.

e) Examination bodies, government, stakeholders, must confront this challenge by reducing or eliminating the administrative, institutional, attitudinal and logistic problems encouraging examination malpractices.

f) There must be a major and comprehensive overhaul of the educational system in the country since education is the best legacy that any parent or nation could bequeath to its younger generation. This is more so that no individual or country in this contemporary world would develop with a flawed educational system.

g) Adequate facilities such as classrooms or lecture halls and laboratories to make the environment conducive not only for teaching and learning but also to ensure effective check and control of candidates during examinations.

h) Candidates found guilty of the crime of examination malpractice should be punished severely to serve as deterrent to others.

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# Cross-cultural Pragmatics Strategies in the Translation of *A Dream of Red Mansions*

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## Abstract

As one of the four classics of ancient China, *A Dream of Red Mansions* has strong literary, epochal and cultural characteristics. This paper takes cross-cultural pragmatics as the theoretical framework, analysing the two versions by Yang Xianyi and David Hawkes from the perspective of pragmatic method, pragmatic context and pragmatic subject. The final conclusion is that when translating the more superficial text forms, both translators choose the domestication which points to the target language; when translating the cultural content at the pragmatic context and pragmatic subject level, the two translators generally adopt the strategy of foreignization as the main method and domestication as the auxiliary. The selection of strategies is not only subjected to the limitation of the transmission of pragmatic meaning, but also influenced by the translation purpose of the translators.

**Keywords:** Cross-cultural pragmatics; Translation of *A Dream of Red Mansions*; Pragmatic strategy; Pragmatic context; Pragmatic subject

## 1. Introduction

In the context of global integration, our country's political and economic strength is constantly increasing, and exchanges with other cultures are becoming more and more frequent. In the process of cultural exchange, the study of the intercommunication between language and culture is indispensable. As a book that converges profound Chinese utterances and culture, *A Dream of Red Mansions* had been translated into many languages. However, in the process of all the research on the translation of it, few scholars have conducted comparative analyses between different translations from the perspective of cross-cultural pragmatics. Therefore, based on the theory of cross-cultural pragmatics, this paper makes a comparative analysis of the two versions of Yang Xianyi and David Hawkes from three aspects: pragmatic method, pragmatic context, and pragmatic subject. By analysing the deep pragmatic connotation behind the discourse from a dynamic perspective, this paper will provide universal opinions on the cross-cultural theories used on classics, so as to enhance the accuracy of information transmission in cross-cultural practice, promote the understanding and recognition of Chinese culture by the people of other cultures, and enable Chinese culture to "going global".

## 2. Concept of Cross-cultural Pragmatics

Cross-cultural pragmatics, originated in the 1980s, is the result of the in-depth and horizontal development of linguistics. Due to the commonness and individuality between language and culture, and the actual needs of the internal development of linguistics and social reality, it has developed rapidly. Since 1976, western scholars Keenan (1976, p.257) and Leech (1983, p.144) have proposed research results such as the shelving criterion and

the new application of the politeness principle. What's more, Blum-Kulka has published the book *Intercultural pragmatics*.

Many Chinese and foreign linguists have put forward different views on the research contents of cross-cultural pragmatics. Istvan Kecskes (2004, p.3) believes that cross-cultural pragmatics focuses on the ways in which communicators with different mother tongues, usually representing different cultural backgrounds, use the same foreign language system to communicate in social communication. Besides, He (1997, p.245) holds that cross-cultural pragmatics is the study of communication between people of different cultural backgrounds, and its focus is on cross-cultural comparative studies of language activities in different cultures. Although these views are slightly different, they all emphasize that the research content of cross-cultural pragmatics is to study the communication between people of different cultural backgrounds.

This paper, based on the opinions of the above scholars, holds the view that the contents of cross-cultural pragmatics research are the pragmatic problems embodied in the use of the second language by pragmatic subjects in different cultural backgrounds. As is mentioned above, cross-cultural pragmatics mainly studies two levels of issues. One is the comparison of the surface form, structure, and discourse meaning of different languages; the other is the study of the deep cultural connotation, cultural differences, and pragmatic strategies of languages. Under the guidance of pragmatic core theory, this paper carries out analysis of the translation of *A Dream of Red Mansions* from three levels—cultural carrier, cultural implication, and cultural strategy.

### 3. Cross-cultural Pragmatics Analysis in Text

As is mentioned above, the three aspects of cultural carrier, cultural implication, and cultural strategy are closely connected and indispensable. Therefore, it's of great difficulty to analyze cases on any level separately. In this case, it tries to find the corpus from the research emphases of each level, and analyses the most focused level in every case.

#### 3.1 From Culture Carrier—Pragmatics Method

The pragmatic method is the dominant culture carried by language, such as phonetic feature, verbal form, lexical meaning, grammatical structure, phraseology and rhetorical devices, etc. (Wang, 2003, p.58), and other superficial forms of a language, which is different from other languages. Therefore, in the process of translating *A Dream of Red Mansions*, in order to maximize the transmission of pragmatic meaning, and reduce the possible cognitive and emotional errors in cross-cultural communication, the two translators select lots of different ways. Nevertheless, any expressions in spoken language are attached to discourses, and will inevitably be affected by the background of the times, the environment and culture, and the speaker's habits. In this paper, the writer searches for some of the most commonly used idioms in spoken languages, focusing on the analysis of the translation strategies adopted by the two translators at the level of pragmatic method.

##### ①Source text:

…… “‘癞蛤蟆想吃天鹅肉’，……” (... “‘Laihama Xiangchi Tianerou’...”) (Cao, 2018, p.438)

##### Translations:

“A toad hankering for a taste of swan” ... (Yang, 2003, p.209)

“A case of ‘the toad on the ground wanting to eat the goose in the sky’. ... (Hawkes, 1986, p.111)

##### ②Source text:

“卧榻之侧，岂容他人酣睡？……” (“Wota Zhice, Qirong Taren Hanshui?...”) (Cao, 2018, p.3048)

##### Translations:

“As the old saying goes: How can an outsider be allowed to sleep beside one's bed? ...” (Yang, 2003, p.2305)

“No one but me is allowed to snore in this bed room! ...” (Hawkes, 1986, p.515)

In case ①, Yang used “A toad hankering for a taste of swan” to literally translate this locution, using the

word “hanker” to express Ping’er’s disdain and contempt, and “swan” to correspond to Xifeng’s beauty and nobility. However, Hawkes does not translate “天鹅”(Tian’E) as “swan” but instead used goose in the English proverb “a wild-goose chase” (meaning “absurd pursuit”). He used “goose” instead of “swan” to make western readers understand Jia Rui’s unrealistic fantasy.

In case ②, this locution originated from the first Song emperor. Later generations use this sentence as an allusion and a metaphor for the inviolability of one’s own sphere or interests. Here, it is Xiangyun’s ridicule and comfort to Daiyu. Xiangyun compares the men of the Jia’s to “enemies on the bed”, and boosts Daiyu’s morale through such heroic words. Yang used “sleep beside one’s bed” to express this meaning vividly in the translation, while Hawkes used “snore in this bedroom” to translate 酣睡(Han Shui), which is actually a confusion between the words “酣睡”(Han Shui) and “鼾睡”(Han Shui) in Chinese. “酣睡”(Han Shui) refers to sleep blissfully and soundly, which means deep and quiet sleep; but “鼾睡”(Han Shui) refers to a deep sleep with snoring. In this sentence, “a sleeping snorer” can roughly convey the pragmatic connotation of “deep sleeping” in the original text, but if the readers go deeper, they will find that this translation has lost the profound semantic meaning that the enemy sleeps unsuspectingly in the original locution.

On the whole, two translators use strategies belonging to the category of domestication. Both choose words that are more in line with the cognition of western languages for the purpose of making western readers more accurately understand the semantics of the original text.

### 3.2 From Culture Implication—Pragmatics Context

The pragmatic context is the environment of language use, emphasizing the unity of the pragmatic subject and the discourse entity. The study of the pragmatic context needs to explore the cultural connotations contained behind the language, such as the cultural tradition and thinking mode under different language use backgrounds. This paper takes the euphemism “death” as examples to analyze the different strategies adopted by the two translators in various pragmatic contexts.

#### ①Source text:

“……我也想不到能够看父母回首。……” (“...Wo Ye Xiangbudao Nenggou Kan Fumu Huishou....”)  
(Cao, 2018, p.2022)

#### Translations:

“...I never thought I’d be able to be there when she breathed her last...” (Yang, 2003, p.1549-1550)  
“...When I went to tell Her Ladyship that she’d passed away, ...” (Hawkes, 1986, p.587)

#### ②Source text:

…… “贾娘娘薨逝。” (...“Jia Niangniang Hongshi.”) (Cao, 2018, p.3650)

#### Translations:

...“The Imperial Consort Chia has passed away.” (Yang, 2003, p.2983)  
...“Her Grace the Jia Concubine has passed away.” (Hawkes, 1986, p.980)

In case ① and ②, “回首”(Hui Shou) and “薨逝”(Hong Shi) are unique euphemisms for “death” in ancient China. If the translator simply interprets “回首”(Hui Shou) as “looking back” or “retrospect” without considering the context, it will result in a lack of semantics and make readers wonder about the pragmatic meaning. Luckily, both translators here combined the contextual content to determine that it is a pathos of death. In addition, the connotation of these two words not only reflects the awe of death itself but also reflects the status of the characters. For example, “回首”(Hui Shou) is a euphemism derived from the Weizhou dialect, referring to the death of civilians; but “薨逝”(Hong Shi) stems from the stipulation on the terms of death in Book of Rites. In Chinese feudal society, the death of the emperor is called “崩”(Beng); the next level is the death of prince-level figures, called “薨”(Hong). As a noble concubine, Jia Yuanchun has a prominent position, so in the original text, her death is replaced by “薨逝”(Hong Shi). Since western culture emphasizes “All men are created equal”, the euphemism for death does not reflect the social status of the character. Under such a

cultural context, both translators use the same English euphemism “passed away” to play down the identity differences but focuses on the transmission of the meaning of “death” itself. Among them, because Yang is more familiar with the local culture, he replaces the death of Xiren’s mother with “breathed her last”, which is more in line with the feudal era context that emphasizes the status and hierarchy in the original text.

The implicit expression of some negative images in Chinese and English is common, but due to the differences between historical development and traditional culture, readers’ cognition of these images is not the same. The metaphorical connotation in Chinese is often deeper than those in Western culture. In translating, Yang mainly uses foreignization to embody the cultural implementation in Chinese, while Hawkes is used to using domestication, which makes the pragmatic meaning of the original closer to the Western cultural concept that is easy for the Western readers to understand.

### 3.3 From Culture Strategy—Pragmatics Subject

The initiative and creativity exerted at the pragmatic subject level are important pragmatic strategies for the successful realization of cross-cultural communication and the key to the successful inheritance of culture. In dialogues, the pragmatic subject is not only the receiver of pragmatic meaning, but also the sender of pragmatic meaning. In the process of Chinese-English translation, the translator’s cultural structure, personal habits, and preferences play a key role in the implementation of pragmatic strategies and directly affect the cross-cultural pragmatic effect. This paper explores how the two translators construct pragmatic meaning in poetry translations.

Source text:

彩线难收面上珠，湘江旧迹已模糊；(Caixian Nanshou Mianshang Zhu, Xiangjiang Jiuji Yi Mohu;) 窗前亦有千竿竹，不识香痕渍也无？(Chuangqian Yiyong Qiangang Zhu, Bushi Xianghen Zi Yewu?)(Cao, 2018, p.1230)

Translations:

No silk thread can string these pearls; Dim now the tear-stains of those bygone years;  
A thousand bamboos grow before my window—Is each dappled and stained with tears? (Yang, 2003, p.947)

Yet silk preserves but ill the Naiad’s tears: Each salty trace of them fast disappears.

Only the speckled bamboo stems that grow; Outside the window still her tear marks show. (Hawkes, 1986, p.351)

In this poem, Daiyu uses the legends of Ehuang and Nvyng to describe herself, and uses the allusion of Xiang Fei bamboo to reflect her sentiment, expressing her sadness and feelings about her relationship with Baoyu. Yang’s translation takes the same measures as the original poem, and doesn’t specify the protagonist of the poem, but only creates a melancholic atmosphere through “pearls, tear-stains of those bygone years”, etc. The overall translation does not make much adjustment to the original poem, and is very close to the original in terms of form, structure, and word order. The communication between the original researcher and the original reader, including the original language and cultural characteristics are reproduced in the translation. The usage of such a strategy is related to the background when Yang himself translates *A Dream of Red Mansions*. It was in the 1970s, a critical period for China to establish diplomatic relations with Asia, Africa, and Latin America. His translation of *A Dream of Red Mansions* originated from the task assignment of the country, and also undertook the important task of promoting China’s excellent culture through the translation. Therefore, Yang is as faithful to the original as possible when translating, revealing the cultural elements contained in the original text between the lines, and annotating key points in order to convey Chinese cultural factors to the greatest extent.

Hawkes made great adjustments to the original poem in his translation. He replaced the stories of Ehuang and Nvyng in the relics of Xiang River in the original poem with “Naiad’s tears”, the goddess of water springs

in Greek mythology. Also, he adjusts the order of the original poem, changing the last question in the original poem to an affirmative sentence. This strategy guarantees the complete transmission of the content of the original poem, but reduces the cultural information contained. This is because Hawkes' purpose of translation is to make readers feel the joy of reading. Therefore, his translation focuses on conveying the meaning, using a lot of authentic English expressions and literary rules, but sometimes ignoring the cultural factors.

The translation of poetic images can best reflect the translator's personal characteristics. The purpose of translation often determines the translator's strategy. Yang mainly uses foreignization for the purpose of spreading excellent Chinese culture, so he keeps Chinese unique culture in some places. On the other hand, starting from his personal interests, Hawkes mainly uses domestication to integrate the values of Chinese text into the cultural values of his own country, coordinate the concepts and characteristics between the translation and the original text, and make the readers enjoy a more fluent reading experience from a more familiar perspective.

## 4. Conclusion

This study makes a brief analysis of the above examples and draws the conclusion. It can be seen from the above conclusion that when translating the more superficial text forms, both translators choose the domestication which points to the target language; in the face of the cultural content at the pragmatic context and the pragmatic subject level, the two translators generally adopt the strategy of foreignization as the main method and domestication as the auxiliary part. The specific emphasis of the choice of strategies is not only limited by the transmission of pragmatic meaning, but also influenced by the translation purpose of the pragmatic subject.

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# Ethnic and Religious Militia in Nigeria: The Case of Boko Haram

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## Abstract

Boko Haram(BH) is the name given to the Islamic militia group found within the residents of Maiduguri the North-Eastern City of Borno State, Nigeria. Their meaning and mission is simply put as western education is forbidden in Nigeria. It is for this reason that BH has been rising to great influence. It is in this city that the group is formed and has its headquarters. As an ethnic group, ethnicity is therefore defined as a social phenomenon associated with interaction among members of different ethnic groups. Boko Haram is also understood to be an ethno-religious militia group. Various theories are employed to give clear understanding and background to the study. Examples of ethno-religious instances, formation and activities were also discussed while the data used for the study was purely secondary. The study was undertaken to determine how the ethnic and religious groups are formed in complex ethnic countries like Nigeria with 250 languages.

Keywords: Ethnicity; Militia Groups; Religion; Boko Haram; Nigeria

## 1. Introduction

The dynamism of human behaviour quantifies the inherent conflict that is associated with a group of people. The study classifies these groups of people as militia, ethnic and religious groups. Ethnicity is defined as a social phenomenon associated with interaction among members of different ethnic groups<sup>1</sup>. He further explained ethnic groups as social formations that are distinguished by the ethnic boundaries. Such boundaries are attributed to language, geographical location and religious belief of the people.

This in essence is the case of Nigeria: with 250 spoken languages, three main ethnic groups with sub-tribes and clans. Among these three major ethnic groups found in Nigeria they are religiously divided between Christians in the East and West (mixed with Christians and Muslims) and North (mixed with Christians and Muslims). These three main ethnic groups constitute the Yoruba's in the West speaking Yoruba language, Hausa-Fulani in the North speaking Hausa language and the Igbos in the East speaking Igbo language, which suggests that each ethnic is identified by her language. The involvement of various ethnic and religious militia conflicts in Nigeria sort to solicit for support within and outside the ethnic group to carry out their course which in most cases is attached to sentiment and to get favours to kill or destroy lives and properties. At the early stage of identification of this support seeking, if they are not guided at the early stage of formation there is every tendency of transforming from micro ethnic and religious conflict into macro conflict; as in the case of Nigeria<sup>2</sup>. The study therefore focussed on Boko Haram as an ethno-religious militia group. What determines how the ethnic and religious groups are formed, mobilized and escalate to national conflict? What steps has government taken to address the fall out of the various ethnic identities which has led to conflicts in Nigeria? The paper is classified into 5 sections which includes the introduction, theories that guided the study, the focus of the study principles and methodology of the study.

## II. Underpinning Theories

The study is guided by five fundamental theories as it applies to the situation in Nigeria:

a.The theory of ethnicity: By definition ethnicity refers to a social identity formation that rests upon culturally specific practices and a unique set of symbols and cosmology<sup>3</sup>. This means that ethnicity is a collection of belief of a group of people with a common origin and history. Such beliefs and history are based on inheritance of symbols, heroes, events, values and hierarchies, and conform to social identities of both insiders and outsiders. According to International Institute for Democracy and Electoral Assistance<sup>4</sup> ethnic culture is one of the important ways people conceive of themselves, where culture and identity are closely intertwined.

Theory of Ethnicity articulates the relationship of ethnicity in a multi-cultural society like Nigeria and the causes of ethnic conflict in Nigeria. The complexity of these inter and intra ethnic communities of Nigeria, presents how each ethnic community violently or forcefully competes against one another for political power and supremacy, property, rights, jobs, education, language, social amenities and good health care facilities. Hostilities within these ethnic groups produce empirical examples linking socio-economic factors to ethnic conflict in Nigeria<sup>1</sup>. In the case of South Africa, ethnicity and ethnic conflict appear to be a response to the uneven development in South Africa: causing some ethnic groups like the Xhosas, Zulus or Afrikaners to compete for resources along ethnic borders. This suggests why some provinces are more developed than the others example, Eastern Cape compare to Guateng Province. Understandably, multi-ethnic countries are likely to experience distributional conflicts.

b.Theory of primordialism: The theory that attaches the supremacy of ethnicity as a positive sign of development. This theory is relevant to analyse the belief by the political North of Nigeria as they claim to have the inherent right to rule the country for ever. Furthermore, primordial theory stresses the uniqueness and the overriding importance of ethnic identity. As such ethnicity is argued as biological and fixed characteristic of these set of individuals and communities<sup>5</sup>.

c.Theory of nationalism: This theory lays emphasizes on the love for one' s nation and the supremacy of the state. There are factors that determine the extent to which militia activities and uprising can stretch within the nation<sup>6</sup>. Militia uprising of any sect is one in which the activity of one is actually or forcibly imposed at unacceptable costs, materials or psychic, upon another<sup>7</sup>.

d.The theory of instrumentalism discusses how political elite class hijacks apparatus of state power to promote their group interest. Facilitating the growth and development of sub-ethnic militia groups, negligence of national development plans and structures. In Nigeria, each region is represented with various militia group example Oodua People's Congress (OPC) in Yorubaland; Arewa People's Congress (APC) of the North; the Bakassi Boys in the East and the Egbesu in the South-South. Amongst these militia groups comes Boko Haram, is relatively, new to the militia activities, yet more deadly.

These national formations of militia agitate for various inadequacies against the government which is intricately financed by top politician. Due to the combination of poverty and shortage of resources this has sharpened ethnic divisions both in Nigeria<sup>4</sup>. As a result, ethnic sectarianism has left a trail of destructive violence and, in the case of Nigeria has threatened the territorial integrity of the country. It has also resulted in easy manipulation of the less privilege, vulnerable and the poor are mostly used in these militia activities. Theory of instrumentalism is very important to the study because it provides the grass-root understanding of power plays and mal-administrations that has fuelled the uprising of various ethnic, religious militias in Nigeria.

According to scholars in Africa argue that poverty and deprivation are becoming endemic, mostly as a result of distributive injustice; ethnicity constructionism, revolt, destruction and recognition remain an effective means of survival and mobilization<sup>8</sup>. On the other hand, they argue that ethnic groups that are formed for economic reasons are easily disbanded after achieving their objectives. This concurs to argument that ethnicity is "a construct" rather than a constant<sup>9</sup>. Theory of Social Constructivism is used to see if Nigeria could be reconstructed to accommodate every section of the country. Furthermore, the literature incorporates the idea of social reality in an attempt to present the ideal situation in Nigeria.

## 2.1 Study Focus

The study try to give detailed insight into the name, activities of Boko Haram then relate their activities to the impact on Nigeria and foreign investments in the area. The name, Boko Haram, is given to the Islamic group by residents of Maiduguri the North-Eastern City of Borno State, Nigeria. It is in this city that the group is formed and has its headquarters. Accordingly, the group's official name is Jama'atu Ahlis Sunna Lidda'awati wal-Jihad, which in Arabic means "People Committed to the Propagation of the Prophet's Teachings and Jihad." Boko Haram as it's now called is translated as "Western education is forbidden"<sup>10</sup>.

Boko Haram is both a militia, ethnic and Islamic (religious) group that seek to eradicate western education in Nigeria; which according to the group Western education is a sin. The group was founded in 2002 in Maiduguri, a predominantly Muslim region. Muslim ethnic groups are conceptualized in Nigeria as dangerous, convergence of religious and ethnic fears which are often difficult to differentiate between religious and ethnic conflicts, as the dividing line between the two is very thin<sup>4</sup>.

### a. Advances of the insurgents

Until recently, the Boko Haram's characteristic attack has been the use of gunmen on motorbikes. From gunmen on motorbikes, their activities recently have escalated to another level. They now deeply involved in more bombings in recent times, assassinations and killing of both military, Para-military and innocent Christians, targeting police officers, Government officials and religious leaders in Nigeria's northern city of Born, Plateau State (Jos) Kano and Abuja. The group has been responsible for several explosive attacks including the bombing of the National Police Headquarters in Abuja in June 2011, UN building in Abuja on the 16<sup>th</sup> of August 2011.

### b. Militia classifications in Nigeria

However, they are not the only ethnic and militia group(s) in Nigeria that has contributed to socio-political and economic instability in the Northern and the entire nation. Others include such Islamic ethnic and militia groups such as Ahmadiyya, Sanusiyya, Tijanniyya and Quadriyya, among which there have been conflicts<sup>20</sup>.

It is estimated the total number of ethnic groups in Nigeria is close to one thousand with every ethnic group, tribal and clans having intentions of developing a militia group, therefore, conflict in Nigeria is a huge mile stone to conquer if the Nation is determined to develop<sup>11</sup>. This has described Nigeria as a multi-ethnic, multi-lingua and multi-cultural nation. Example of recent conflicts in Nigeria include Jos, Tiv/Jukun, Bauchi, Kano, Ife/Modakeke, Sagamu, offa/Erinle, Kaduna, Saare/Tsaragi and of later Kafancha which are largely ethno communal in nature. According to former federal minister Nasir Ahmad El-Rufai, most of the apparent ethnic and religious crises in the north, and the youth violence and criminality in the south, can be linked to increasing economic inequality, corruption and weak judicial system. As such, the oddity and complexity of Nigeria as a nation attributes to the country's deepening ethnic and religious contradictions<sup>12</sup>.

Therefore, Poverty and unemployment in the north, coupled with population increase and government's

inability to deal effectively with non-state groups, can turn Northern States into an ideal recruitment ground for religious extremists and a foundation from which they could expand into the rest of the country and the world at large. The Abuja attacks suggest that this is already occurring. Boko Haram draws its membership from unemployed and marginalised youth.

### **III.Social Construction of Reality of Boko Haram**

Social construction of reality is defined as the reality that exists only in people's minds; with the expression, "if no one took it into consideration either positively or negatively, consciously or unconsciously then it would not exist in his/her mind"<sup>13</sup>.

#### **3.1 Classification of social construction of reality**

Social construction of reality is classified into primary and secondary realities. Primary reality comprise of basic data of social science while secondary reality refers to the accounts of primary<sup>14</sup>. Primary construction of an ethnic and religious militia conflict in Nigeria refers to the product of direct or indirect interaction between the members of the ethnic and religious group and to some extent between members and the rest of the society. Secondary construction is depictions of the movement that are offered in the public arena by sociologists and others as they seem to understand the situation and activities of Boko Haram as well as other various ethnic and religious groups in Nigeria and about their movement.

The stand point of scholars and sociologist assumes that no two individuals think and perceive situations of the Boko Haram alike. Due to the complex nature of their activities differences between perceptions, structure and understanding of social reality of Boko Haram vary. The variation depends on various factors and interests, were scholars have argued that past experience of Christians living in the Northern part of Nigeria, hope of the people still living in Northern part of Nigeria and their fears, what makes them live in such volatile area and their interest, what values and expectations they expect as well as social position from which they view the activities of Boko Haram and the impact of the reality their activities on residents of the North.

Undoubtedly the media fuels much of these perception and understanding of the true nature of these factors. Arguably due to short time to meet the demands of readers, viewers and listeners, as a result much of the broadcast are either over exaggerated or may not represent the true nature of reality, thereby given rise to different individual perceptions understanding of the social reality.

#### **3.2 Social reality and religious militia**

Social reality is not an unchanging structure. It is on-going processes that exist as far as individuals recognise their existence and act responsively<sup>14</sup>. Example: The armed assault on the branch Davidian compound in WACO, Texas in 1993, the massive killing of religiously identified opponents in former Yugoslavia and Northern Ireland, brings the question: who can deny that ordinary religion can also be a hazard to life? Therefore, it is important to understand why and how these ethnic and religious militia groups are formed and developed under the auspices of religion.

Under these conditions, children of the poor, who are in the majority are denied good education and by implication, robbed of a future built on the capacity to fulfil their potentials. Thus, majority of Nigerian youth have been condemned to unemployment and poverty and, unfortunately this has provided fertile land (mostly in the northern state) for militia activities like the Boko Haram which is on the rise, flourishing and recruiting new

members. Scholars have agree that the political class of Nigeria and the leaders, has contributed greatly to the formation of any ethnic or religious as well as militia activities in Nigeria<sup>4,15</sup>. The analysis of the formation of these ethno-religious groups could be based on the conditions through which these militia groups rising processes. This inundate processes follows an analysis of the process by first considering factors such as exploitation, authoritarianism, leadership, harassment, abuse, systematic fraud and deception, violence and patriarchy in the religious group<sup>14</sup>. The fact that members of same religious fraternity choose to oppose and live their lives in accordance with different priorities from the religion make them objects of public suspicion; this is among other things their unconventional ways of living imply that something is wrong with the machinery of normalisation<sup>19</sup>. It is also important to suggest that understanding their religion could be based on acceptance by faith or by reason.

Islamic religious outward expression becomes a threat to the Nigerian society; example in their way and mode of dressing, public language, educational and sexual orientation. These outward expressions assume a form of brainwashing of both the old and new converts which has been the medium through which Boko Haram operates<sup>19</sup>. They do this by brainwashing their converts through traditional education under the trees and mosque teachings. Brainwashing is modern expression representing the late medieval accusation of witchcraft and demonic possessions<sup>16,17</sup>. In essence such ethno-religious brainwashing of converts is represented as a free will exercise by the convert which is an unfair registration to which the accusers are deaf, blind and irresponsible. Therefore, a devotee must be prepared to give his/her entire self to live a life of day to day obedience and service<sup>18</sup>.

#### **IV. Methodology**

The study was based on secondary data sources such as government policies, international agendas, books, articles/journals, reports and electronic materials/internet sources. Furthermore, data it included speeches, figures and papers delivered by stake holders both within and outside the country. However, internet sources were significant and unavoidable. Above all, the constitution of federal republic of Nigeria was not be neglected in the process. This is necessary to ascertain if these conflicts are instituted by corporate entities; historical or constitutional problems.

#### **V. Significance and Justification of the Study**

The study offers readers the opportunity to understand the ethnic and religious sects or militia in Nigeria, their social, cultural and historical phenomena. Interpretation this phenomena as there is nothing intrinsically beyond the pale of comprehension or threatening about religious or ethnic militia as a subject of inquiry<sup>7</sup>.

Boko is not the only militia group in Nigeria as earlier stated. The interest of focusing on Boko Haram is justifiable because while other militias groups are mainly located in various corners of Nigerian ethnic sections especially in the South-South and South-East, there objectives and aims specifically are targeted at the oil industry within the region. But the effects of Boko Haram seem to be spreading rapidly all over Nigeria causing national panic and extreme fears. Their attacks and reprisal bombing on every state in the country have come to questioning with the possibilities of affecting every economic activity in all sectors of the economy in Nigeria.

## VI. Conclusion

Nigeria as a country presents a Nation with complex militia, ethnic and religious conflicts. However, some of the conflicts are individually as well as group motivated. Resource control, power and religious superiority are few examples of the causes and formation of conflict in Nigeria.

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# The Others, Public Space and Art Initiatives in Turkey

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## Abstract

Othering is a concept of the sovereign power of the people and taken out of their system and identify groups that are not included in the system. Human communities that we call the other, continues its presence also sometimes make feel it, and search for ways to achieve their own activities. This action and activity 'PUBLIC SPHERES' carried out in the area called. Other independent from the current hegemony of the public space, where artists can perform the installation from the hierarchy of creation outside of the control mechanisms emerge as the venue can be stripped. For "the other", independent from the current hegemony to perform the artistic production, outside of the control mechanism, also we find it as a place, the artist wriggle out from established hierarchy. In Turkey, in this sense, called "the other" who can not life within the current goverment and dominant capital are perform their own initiatives, we witness that. This is explaining for desire to "the other's" presence feel and stand against a capitation.

Keywords: Public; Capitation; Sovereign; Art initiatives

## 1. Introduction

The art and creativity like freedom and impositions, forced dictates are the concept that artists stand opposite to them, these are impediment to arts freedom and creativty. Whereas with historical process, human difficult to make in the arts, going to dominant policy, hierarchy and control mechanizms lines out. The system that accept one section and exclude the other section, it allowes different searches with public policy and capitals directions. At this point 'Public Sphere' has been present the others own initiatives.

## II. What is the Public Sphere?

The public sphere and private area are the indicator, as human sociality seem and policy practising mean, the goal to direct towards, which format has been designed. In this context the public sphere and private area designs and drawn distinctions are configure content in different formats depending on politic imagination.

We define a part of social life with 'Public sphere' concept, we create an area which simular with public opinion. Most important speciality the public sphere is being accessible. Accordingly, person in public sphere are act neither businessman or profecionallys nor submissive to the public order.

Public sphere and at the same time private area concepts has been subject to Hannah Arendt and Jurgen Habermas'es researchs. German political scientist and philosopher Hannah Arendt, explains the public sphere as self-realized, unclassified, visible political activities.

Arendt says "Work and labor activities are in the spacial area, and action is in the public sphere, becouse it is the political activities area. Action can not predict before, and it's a product among people, than this is a condition for move away from violence activity and becouse of politics. Action assumes people pluarity as an

activity among people, and people plurality has two different speciality, that equality, diversity. People are equal, because they can understand each other, people are different, because they are speaking and acting to keep clear himself” (Arendt, 1994, p.258).

Thus, public sphere is a scene, speech and action exhibited on it. Again, Henry Kressel (American engineer and scientist) as emphasized this speciality about public sphere : “Public spheres define us as a community, we contact with look like us and not look like us in the public sphere. We are all equal and we feel like our home in public spheres. We also can speak free and we can do meeting freely, we can do political criticism freely in public spheres” (Kressel, 1998, p.78).

In discussions about public sphere, different models suggested in modern era. These models various about public-private area, state-religion or social capital of public sphere. Depending on the changing society and thoughts of modern era, J. Habermas was made the first analysis about being reshaped public sphere. He has a major role of public sphere concept was taking place in the liberal arts agenda. Therefore, both, suggested this concepts for rapidly changing society of modern era and new thoughts of focused to concept take into account J. Habermas. Therefore, researching bourgeois public sphere analysed by Habermas and the other modern era public spheres assessment together and determination for common basic principles are important. German sociologist and philosopher in the tradition of critical theory and pragmatism. He defines the public sphere as “an area as open to everybody, possibility to all kinds of communication, an organ all national participation, separate from the state, even doing criticism against the state” (Habermas, 2005, p.18). Habermas says in his book “structural transformation of the public sphere” “People reasoning a common issue about themselves, entered into a rational debate and after all public opinion.” (Habermas, 2005 p.20)

Habermas analysed public spheres historical transformation with a depth sociological perspective, to emphasis that a stabilizer civil debate area against power mechanisms, public spheres have a vital importance for a democratic social structure. But, as a free and autonomous area state-society separation not enough in neither historical format, nor present society models conditions. Especially Fraser’s explanation about conflict with the present day welfare state is an important emphasis. “... if section out of the bourgeois can access easily the conditions disrupted and this is a social problem and polarized Eventually when come up mass democracy in welfare state, state and society pass mutually intertwined. Critical inquiry of state mean (publicity) staged shows via media, has been public opinions production and manipulation” (Fraser, 1991, p.56-80).

Public sphere theory, to take hand again by historians, the activities of the various groups and to maintain the difference of each group, is trying to figure out how they were in relationship with each other. Public sphere is only not into place accessible, can be conceptualized as an area where there is a struggle between different public too. The theory of the public sphere, is also associated with the acquisition of social identity Nancy Fraser says “Public spheres are not the only places where the creation of a number of discourses, the emergence of social identification and implementation takes place in these areas” (Fraser, 1992, p.125).

Social identity, value of the social environment in which the individual belongs to, norms, the reasoning, art, language, religion, traditions and expresses a sense of belonging developed against customs and other institutions. Individuals similarities between their society and other societies, contradictions, conflicts within the meaning recognizes the limits imposed on the social identity and develop an action strategy in this direction. Individuals will participate in practical life through social identity. Social identity, often people all the assets, meaning installation, ruled that the decision-making and activities. But the identity of the community or outside the system judges that do not meet many pleasant or observed by the monitoring mechanisms of the system. It

should be the role of the individual is actually imposed. Erik Erikson says “with what he wants to be the meeting point of the identity of the things that allow people to be in the world. What conditions nor the desire alone is decisive. In this sense, in an environment formed by the intersection of desire and identity conditions where people hold” (Sennett, 2002, p.148).

We live in this age of identity and age full of noise and fury. Search for identity divides and separates. Identities are determined largely by the identity lawmakers. Historical, cultural, ethnic has many roots and roots that form the majority. However, some of the factionalizes. As Jonathan Friedman pointed out, in our globalized world, "If there is something that does not happen, it is composed of the borders are disappearing. Conversely, every neighborhood of the decline of our world seems to be sewn on the edge of every new street corner." (Friedman, 1999, p.241).

### III. Who is “the Other”?

Many comments were made about who the other. Philosophy of psychology, literature, politics and the arts, many studies' focuses on the other, constructions and meaning. With the clearest way 'we' are not the personification of the 'other' incorporates many described.

"Many forms of Latin origin of European languages in the" Other "for Alius (ali and aliud) words are used. The most striking aspect of the word, alien in English (foreign) is the origin of the word. Another Latin "Other" if the word is ceterus and "remaining (other) means. Another indicating non-Romans "Other" in the word, is even today continues the legacy of this otherness Barbariae. The Greek allos (ἄλλος) The word for word with the same meaning as in Latin Alius. Allos and Alius words of my idea of a common feature of the opposite (Lat.) And idios (Gr. ἴδιος) means "the same" is the word. Thus, in terms of culture deeply affecting Europe "Other" also represents a sharp difference. The Turkish "other" is the Latin ceterus (from Eng. The rest) or "rest" is less" (Nahya, 2011, p.29).

'We' various opinions about the causes of a way to design at least take precautions were necessary to be afraid of the other humanity since the beginning of history are available. For example, Julia Kristeva people tracing it tries to foreigners in reference to Freud's description of themselves. According to him live in us reveal our foreign and alien consciousness occurs when each of our differences, if anyone is lost in self-evaluate as foreign. On the other hand, Alois Hahn increasing isolation and individualism in modern society with reference to the case where all of the other and the foreign 'other the generalization that' argues and argues that it forms a basis of universality. Both Kristeva both Hahn'n the output path from the individual and the individual's own in solitude emphasis is important, it is not only an internal situation to some unfortunate however, and they feel it every moment of social life. Therefore, as claimed by Hahn is difficult to say that there is a basis of universality.

From another angle, when viewed in terms of the structure of matter and the nature of man, the relationship between me and the other necessarily a relationship seem connects me to the other. Because human nature and to the structure shows a universality. His needs are almost always the same and varies according to the conditions of space needs also to correct format. This means that, to satisfy the needs of a community of people using the same tools, on the other hand will be another group of people who will go using other tools. Because no individual, does not have the power and opportunity to correct their needs on their own. Both for the satisfaction of needs, as well as the Camus, fate can not be a natural thing as joint action with the people who are the same. Because the creation of human need, is in need of the fellow being. Human may continue natural existence only through others. That makes it necessary to be in the nature of people's solidarity. Solidarity is

also a question of intentionality is a mutual relationship between the form and the other in such a relationship with me.

In psychoanalytic plane Lacan, the other will discuss three main topics:

First, as a result of a mirror stage, "symbolic other" : From the moment he first saw himself in the mirror of a child starting to build as a break from me and we summarize the biological identity.

Second, non-subjective, which is the basis of our legal rules are entirely social existence: We realize that this plane Leibniz ethics as an absolute God.

Third, potentially dangerous for everyone, outside of us, another or another the other.

To sum up the "Other", one or more persons, by culture or society, with reference to past or current relationships, vertical (class) or horizontal (ethnic, etc.) With a differentiated and separated, person, group, class, people and so on defined as. To define "The Other" such an essential element, the operational status of the social dimension; This is "otherness".

The presence of the realization of the society and the formation of order is important. There are many reasons to create a political community at the expense of the freedom of the people by the political theorists always seeking is from this order. Therefore, it is assumed that the formation of the consent of the individuals constituting the society. Human communities that make up the scheme has to comply with these norms. Already it is to draw the boundaries of the written and unwritten laws are available. Laws, traditions, social norms, culture, it is included.

'Perception of the Other, and' we 'is distorting the most important feature in terms of layout that defines him. 'We' how much that will bring instability, allowing the reproduction of the scheme and therefore matches the objectives of the society if we had formed, 'Other' in breaking that order, bringing instability, tradition which the functioning of the scheme, the law is having the potential to discharge norms, He is dangerous.

'The presence of the other is seen as the cause of social problems and the' other 'is seen as the cause of this problem. This is a binding element for the presence of other groups. According to Dominique Schapper; "Throw someone on your own challenges, is a defense mechanism that allows individuals and groups to resolve internal conflicts. The presence of the external enemy, known to contribute to the cohesion of how a group" (Schnapper, 2005, p.137). 'Other' is a danger to the public sphere. But it also enables the union. 'We' the formation of perception 'is explained by the other's presence and formation.

'Other' definitions go to making generalizations. Constructed features are generalizable to the entire group. This is a bias comes from maintenance. Prejudice can not be considered independent of the need for people to categorization. Although the categorization is due to the need to facilitate daily life, initiates the process as a set of values or ignore certain groups. Categorization is a state dominated by human behavior. Some groups within the public sphere ignores some of these systems and to incorporate into their own exclusive.

#### **IV. Orientation for “the Other” to Art in Public Sphere**

In the 18th century, and that the power of the place, change the state of the public to make them invisible visible desirable to have increased the importance of public space. The concept of the invisible, or we do not want to know to make known the existence of the "other" has led to the concept of thinking. Public space has an area of freedom due to the nature that everyone is accessible from this perspective. Art in public places, in some respects, which could be accessed by all segments of society, unrestrained, the art is to be independent. Art, mural and protest feature, it has been forced to move out of the various control mechanisms, galleries, museums

tool such systems has been hampered to reach the public with their most essential purpose. This public space creates a sense of being the best exhibition venue.

"Other" also provides our marginalized and devalued groups or different discourses as a marginalized communities in the public space that everyone can live together. He reveals creation in this medium. Boosted the amount magnifying the problem and the other is art. Protest and mutual structure is focused on the problems that his unseen or ignored. As art is known, the critical gaze of those who are, "It could be like this," is the field. Paul Eluard with the word "artist creating power, takes its incompatibility with what surrounds him." At the time the present governments without the artist's identity, the divine power shedding creativity, freedom offered descendants but also perceived as a structure that absolutist position against to blocked discipline and social power. Therefore, either the power of art can be made to the backyard "sterilized" as far as it is the affirmation flats, clearing land of sweeping power of the rest is taken as a serious purpose.

Art is questioning. The questioning face, look from different angles, the smash and rebuild. Applications generally known and floor systems, examines the mechanisms of art. Memorization disrupt existing ones. With Marcuse's words "Not something to identify, disrupt the magic of something that already exists. Outside the scheme of things, this is the entrance to the established order!" Thus, the 'other' and 'art' are united in a common denominator. In a way this ; "Screaming in the other's system and the "I also recognize my existence" is carried out with cries of art. Imprinted is, in the eyes of the dominant disciplines of art that can not be devalued and marginalized groups, to support each other in this way would be. 'Other' presence throws with art, is' not willing to be ignored or devalued to the other.

## V. The “Other” and Public Art Projects

Activities of “Art in public Sphere” started as an opposition art activity to standards and status quo in accordance with discourse and style against the system. In the context, artists chose this adventure to explain “others” in “public area”, in the middle of system, which separates its disclosure.

Artists have looked for alternative areas in order to take an attitude towards branding, conversation in source of prestige, cultural commercialization and instrumentalization of art by capital and they used open public areas, where they can more often communicate. These projects provided direct participation in activities on understanding existing problem of groups excluding “others”, rejecting bureaucracy and discipline in art.

Criticizing and uncovering the sovereignty trigger activation of art in public area. Artists, interfering in public area with political relations, develop their projects by relations with participants. They present the “others” reality to government and capital. From alienated groups due to gender selecting, rational or ethnical discrimination to groups due to social and economical stratum, artists present this “others” reality and use the public, discourse as a communication instrument. Decoding negativities of sovereign and capital is possible with public areas.

Actually “others” aren’t functional in authoritative systems. Panoptic observation idea in public area and Foucault’s view isn’t consisted of stabilization and locating of an individual. This view doesn’t accept objectivation for government and capital. Thus, art tries to go beyond the limits of panoptic area.

### 5.1 Public Art Laboratory

Today, most of urban are included in consumption and marketing system as public areas, thus there are interferences in it due to marketing strategies. While capitalist specification of motivation beyond these interferences penetrate in structural characteristic and tissue of city, cities in the process of rearranging and

reforming have a sectional structure. This sectional structure provides comfortable and habitable areas in consumption systems of city and develops strategies in order to move others away to backstage areas. In this regard, "the use of land in the area sterile rendered by the feature can not be consumed by the poor people out of the property and creating the identity, temporary or permanent cultural practices and the nature of representation in the open spaces in these areas, the subclasses keep away exclusionary psychological, invisible walls are knit" (Yardımcı, 2005).

In 1980's, art in cultural policies went into private sector. So, relation between art and politics disappeared completely. Companies reformed "art" according to interests. Thus, art lost its dependency. Public Art Laboratory started to produce new arts in 68-78's.

Public Art Laboratory organized an activity against 12. İstanbul Biennial to protest Koç Holding's sponsorship. They mentioned that they didn't want the main sponsor Biennial Vehbi Koç to be sponsor for an art activity. The stretchcards, in which the letter of Vehbi Koç to Kenan Evren the symbol of the protocol for alienated groups in order to make authority dominant in Turkish politics.

In 13. İstanbul Biennial, an art activity was organized for alienated ones by urban transformation and capital. Main problem of protestors was art-capital relationship. They were T-shirts textured "Emek Sineması", "Taksim" and "Tarlabaşı", which are the focuses of urban transformation. They covered "Koç", "Sabancı" and "Eczacıbaşı" posters.

## 5.2 Sulukule Platform

In Eastern and Western Europe and Turkey, main alienated minorities are Gypsies. They are considered as lazy, dirt and prone to crime. Gypsies, experiencing exclusions and racist attacks, also experience discriminations by capitalist government. Gypsies, forming the bottom of society, can be evicted from the region they live in Sulukule. They are evicted so that the rich people of capital system live in luxury.

In 2006 Association of Developing Gypsy Culture and Solidarity was established. Even though there was no project, they decided to organize "40 Days and 40 nights Sulukule" activities with non-governmental organizations, after they heard that buildings would be destructed 40 days later. Sulukule Platform informed about "40 days and nights" activity as following: "... we realized this organization with great participation or volunteers. We did advertisings by radio, TV, we held exhibitions, concerts, conversations. And we go on. Activities aimed at preventing extinction of the culture of society. It attracted people and had positive effect on public opinion. And it helped local community to have a positive look on future. This activity aimed at preventing socio-cultural lacks and making sustainable, creative urban transformation possible. It's a platform rather than an activity. It was aimed to gather people and establishments together to increase support, to form a creative urban transformation development model" (40 days 40 nights, 2007).

Gypsy identity of Sulukule provided the project to take its place both in national and international agenda. European Parliament UNESCO and International Gypsy Associations wrote letters to presidency and Fatih City.

## 5.3. Other Artists Initiatives and Collectives

Other Artists Initiatives and collectives started to occur in 1990's İstanbul. The reasons for these initiatives are the aim of creating art and artist environment of capital and market and attempts to break domination of group others. It Hanru explains this as following:

"Central powers like dominant ideology formed by global art and art centers determine the limits of present art and spread this ideology as universal reality. Resistance against this hegemony is inevitable" (Hanru, 2003).

But artists, occurring in current art environment since 1980, are different from preceding. Sociolog and art historian Pelin Tan describes the reason of art centers' establishment in Istanbul: "Private museums (in accordance with Eastern Modernism) and art galleries attacked to public area and they opened this art environments to privatization, thus many young artist and curators needed to take place in trans-local and international together with other artists" (Tan, 2007).

The fact that establishments don't want to take place in bureaucracy and they want crate an alternative environment away from this hegemony affected formation of initiatives and collectives. Artists have sought for independent environments, where they can develop themselves. This is the need for autonomous area, where the artists can create and produce away from hierarchy and capital.

Examples of the initiatives collectives are Atıl Kunst, established by Gülçin Aksoy, Yasemin Nur Toksoy and Gözde İlkin and Oda Projesi, Depo, Amber Platform and Hafriyat.

## VI. Conclusion

"Other" societies, excluded by public, seek for alternative ways away from control mechanisms of system and authority. Public area provides them to realize their independent activities. Public areas are places-, where they can communicate with all society and feel the capital less.

Initiatives and collectives, acting separately from hierarchy in galleries, museums and politics, realized their activities as a result of alienation. Alienated ones made their existence feel though platforms they established and they moved the problems to public area.

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# **Judiciary and Democratic Process in Pakistan: A Study of Supreme Court Judgments (1988-2000)**

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## **Abstract**

Constrained by unfavorable societal conditions that shape, the record of higher judiciary of Pakistan in promoting democracy has been mixed at best. Judiciary has often not been in a position to direct the state to uphold the rule of law and follow democratic norms for several reasons. The roots of constitutionalism in Pakistani state and society are weak. Judiciary is a part of the state structure and shares a common political culture with other state institutions. It is dependent on them for resources needed for its institutional development and enforcement of its judgments. It is yet to achieve a degree of durable institutional autonomy which can help guarantee its independence from other political actors and institutions. Whatever independence it has achieved is less the result of its own struggle or assertion and more the consequence of changes occurring in the polity and society. This research examines how changes in external conditions enabled or constrained the Supreme Court of Pakistan to deliver democracy – supporting or democracy – retarding judgments.

Keywords: Judiciary; Democracy; Descriptive; Qualitative; Quantitative.

## **1. Introduction**

An independent judiciary is considered a necessary element of democracy. Thanks to the beneficent inheritance of British theory of justice, the authority of the legal spirit can be explained as a special aspect of English institutions. At the same time the working of democratic institutions in Pakistan for example cabinet, parliament and political parties were far away from adequate and had established impolite setbacks under the direct or indirect severe management, the institutions of the judiciary in Pakistan has a reasonable record. Even the military rulers have shown some respect to the judiciary. In the same way several judges of Supreme Court and High Court have demonstrated courage and self-determination in charging the rule of law. (Azam, 2001; p.45)

The existence of an independent judiciary is a necessity for defending the constitution and enforcing the rule of law in a society and therefore ensuring order. Absence of an autonomous judiciary eventually leads to disorder. Pakistani judiciary has played a splendid role in complicated circumstances. It has ensured the ruling of law, protected the fundamental rights of the citizens and their rights to shape and connect political parties and contribute in the democratic process through them. (Burky, 1999; p.112)

It cannot be moreover insensible judgment by saying that the judiciary in Pakistan has several times acted to the maximum authority to support the welfare of the State against its citizens. The military has ruled the country for a great part of its subsistence and, both by default and intention, encouraged definite policies and

personalities. It presided over the national fortune in the 1960s, through the East Pakistan crisis and all during the late 1970s and 1980s and cannot release itself of quite a few decisive as well incapacitating developments of the past. It is this very organization which has encouraged and in many cases fostered and promoted forces of aggression and intolerance in society. (Malik, 1983; p.62)

The contentious role of the judiciary in politics can be traced back to 1955 as Chief Justice Mohammad Munir backed Governor General Ghulam Mohammad's illegal attempt to dissolve the first Constituent Assembly of Pakistan, which tried to decrease the Governor General Powers. (Ajmal, 2004; p.102)

Justice Munir in the Molvi Tamizuddin Khan's case stated that the Assembly was not an extreme body. Munir said that the Constituent Assembly had "lived in a fool's paradise, if it ever was considered with the idea that it was the sovereign body of the state."

Munir had not been able to find any firm cause to justify the move of the Governor General, who permitted his dissolution of the Constituent Assembly. But this was dismissed as a 'gap' in legal order. He maintained that in order to appreciate the role of Pakistan's Governor-General, it was necessary to go 'way back in history and trace the source and expansion of the British Empire itself. "(Ajmal, 2004; p.125)

The conclusion reached by the judge, in his dissenting note Cornelius was totally diverse. He stated Munir's clarification of the history of the Commonwealth had its own significance. He argued that the historical reality is that Pakistan was formed in comprehensive independence, and pointed to what he assumed to be clear differences in the state of administrative power, and the new domination of Pakistan. (Kibria, 1989; p.78)

According to Allen McGrath, author of the "Destruction of Democracy in Pakistan" when Munir rejected the 'existence of an independent body, he spoiled the constitutional foundations of the existing Pakistan. He had done more impairment when he did not state where sovereignty resided. It has produced a space that was a prospect for Ghulam Mohammed. The lack of a constitutional origin is an injury that has lived in Pakistan since Ghulam Mohammad left office.

However the judiciary has not been since powerful against infringement or deviation of constitutions. On four occasions when authoritative personalities abrogated, or suspended constitutions to accomplish their political ends it did not strain it. It either accepted or lent legitimacy to such procedures by invoking conflicting and irregularly suspicious doctrines such as a success of an attainment conferring authenticity to it. The higher judiciary also has ultimately influenced the democratic development to the lack of the opposition parties by delaying judgments deliberately or accidentally on some very important issues. (Zulfiqar, 1995; p.204)

Constrained by unfavorable common situations that shaped it the record of higher judiciary of Pakistan in supporting democracy has been mixed at best. Judiciary is frequently seen not to express the state to support the rule of law and follow democratic standards for many reasons. The origins of constitutionalism in Pakistani society and state are fragile. Judiciary is a component of the state composition and shares a common political tradition with additional state institutions. It is dependent on them for requisition of resources for its institutional development and enforcement of its judgments. It is until now, to complete a level of institutional autonomy which can help assurance its freedom from other political factors and institutions. (Shahid, 1991; p.32)

Many observers recommend that whatever independence it has attained not as much of the result of its own effort or affirmation but the effect of changes available in polity and society. On the other hand on every occasion conditions had been positive to its independence it did deliver judgments accommodating of democracy. In this research we will examine how change in external conditions facilitated or contracted the

Supreme Court of Pakistan to deliver democracy supporting or democracy retarding judgments. (Habib, 1988; p.138)

Since middle of fifties up to middle of nineties the Supreme Court has given some significant judgments that comprehensively affected the course of political development of the country. Some of these judgment may be expressed as democracy supporting judgment and some other democracy retarding .The democracy supporting judgments consisting of those given in the Usif Patel case (1955), the Asma Jilani case (1972), the Benazir Bhutto case(1988) , the Hajji Saifullah case (1988)and in the Nawaz Sharif case(1993).

The judgment in the Usif petal case had forbidden the Governor General from receiving the constitution framed by a particularly elected convention after he dissolved the Constituent Assembly in 1954.The judgment in Asma Jilani case completed the occupation of power by Yahya Khan from Ayub Khan as usurpation and upturned the former judgment of the court in Dosso's case that had legitimized Ayub, s martial law. It also confirmed the obligation of martial law itself as an, unconstitutional act. (Safder, 1987; p.62)

The judgment in the Benazir Bhutto's case stressed out two points: an election in a democracy cannot be legitimate without the contribution of political parties and that the development of political parties was a primary right of the citizens that the state cannot remove. The judgment in Hajji Saifullah case pointed the range of the president's powers of dissolving the assemblies. The judgment in Nawaz Sharif's case further restricted the option use of these powers and for the exceptional in the history of Pakistan reinstated the dissolved assemblies. (Sajjad, 1995; p.220)

The democracy retarding judgments consist of the judgment in Tamizuddin Case which cancelled the writ issued by the Sind Chief Court against Governor General Order of execution of the Constituent Assembly by the Governor General. During Bhutto rule the court confirmed a ban on NAP by the PPP Govt. The judgment in Nusrat Bhutto case that granted the authority on Zia-Ul-Haq martial law and the judgment in Khawaja Tariq Rahim case declaring valid the termination of assemblies by president in 1990. The impact of these democracy retarding judgments on democratic development had been diverse those that legitimized the two martial law had left the negative impact ranging from the stoppage of democratic process to exclusion of political parties. (Bhutto, 1974; p.43)

## II. Review of Literature

The importance of reviewing the relevant literature cannot be over emphasized, as it is pre requisite for obtaining background knowledge of the subject to be investigated. A number of books have been written regarding the role of judiciary in the development of democracy in Pakistan. This study will be mostly based on primary and secondary sources. Government publications and official data would also be consulted. However the following books have discussed the role of Judiciary and provide us somewhat background knowledge.

Ikram Azam,( 2004) in his book; Pakistan 1998 -2003; has discussed,the judiciary of the country and considered it the supreme custodian of its supreme law, the constitution and guardian of democracy.(p.112)

Tahir Kamran, (2008) Analyzed the relations between judiciary and Nawaz Sharif in his book, Democracy and Governance in Pakistan; and throws light on its political background. (p.78) Sajjad Ali Shah, (1995) in his book "Law Courts in a Glass House, describes and comments on some very important phases of judicial history of Pakistan. The book also provides background events of some of the crucial events of Pakistan's political cum judicial occurrences. (p.145)

The Myth of Constitutionalism in Pakistan by Zulfikar Khalid Maluka (1995) gives a detailed picture of hurdles in the way of constitutionalism, federalism and political legitimacy. Lust for power of the rolling elite, in particular the army that has caused great loss to democracy has also been discussed. (p.212)

A Judge Speaks out. is a book authored by Ajmal Mian,( 2004) ex-Chief Justice of the Supreme Court. It narrates some very important events of the history of Pakistani judiciary.

Pakistan Problem of Governance, by Mushahid Hussain(1997) described that the judiciary has essentially been a political institution which changed the course of history in Pakistan and its decisions have always had political fallout.

Muhammad Nasrullah Virk(2003) PhD scholar in his study under the title ‘Doctrine of Necessity-Application in Pakistan-Cases of Immense Importance-A Critical Review.’ has tried to critically review and analyze some titled case i.e. Molvi Tamizuddin Khan’s case , Usif Patel’s Case, Dosso’s Case, Asma Jalini ‘s Case, Begum Nusrat Bhutto Case, Miss Benazir Bhutto and Syed Zafar Ali Shah. These cases have provided the way out or way in for imposing martial law in the country time and again. It is also evident from these cases that due to reasons the court of law also supported such actions, which eventually adversely affected the spirit of the constitution of Pakistan. These actions by various individuals never allowed flourishing of Democratic and political institutions. (P.24-28)

Shahid Javid Burki,(1999) in his book ‘Pakistan Fifty years of National hood” Describes that Sharif, like Prime minister Mohammad Khan Junejo and Benazir Bhutto before him, then appealed to the supreme court: Junejo and Bhutto had Failed to convince the judges that the president- Zia Ul Haq and Ghulam Ishaq Khan , respectively –had acted unconstitutionally .Sharif was more successful ; the supreme Court under the direction of chief Justice Nasim Hassan Shah, ruled against the president and ordered the restoration of the National Assembly in order to develop democratic process in country.

Golam w Choudhury, (1997) stated the importance of judiciary in Democratic Process in his book “PAKISTAN TRANSITION FROM MILITARY TO CIVILIAN RULE” (P.115) an independent judiciary is also regarded as a fundamental ingredient of democracy. Thanks to the beneficent legacy of the British concept of justice, the predominance of legal spirit. According to him while the working of democratic institutions in Pakistan such as Cabinet, Parliament, and political parties were far from satisfactory and had received rude set back under the direct or indirect authoritarian regimes ,the role of judiciary in Pakistan has a better record. Even the military rulers have shown some regard to the judiciary; similarly, judges of Supreme Court and high courts have demonstrated courage and independence in upholding the rule of law.

According to Dr Inayatullah,(1998) wrote an essay by title “STATE AND DEMOCRACY IN PAKISTAN “ The presence of an independent judiciary is a prerequisite for protecting the constitution and enforcing the rule of law in a society and thus ensuring order. The Pakistani judiciary has played a commendable role in very difficult circumstances.

Mir Khuda Baksh Marri, (former Chief Justice of the Baluchistan High Court) wrote in his book “A judge May Speak “with reference to maulvi Tameezuddin Khan’ s case: “Note this ill fated judicial and executive engineering which was perpetrated on the people of Pakistan. Had it been avoid our present constitutional wrangles and successive Martial laws might not have been encouraged. (p.76)

### III. Methodology

The Research will be descriptive and analytical. All qualitative and quantitative techniques would be applied in the study. In order to obtain authentic information all documents and judgments of Supreme Court

would be consulted in depth. In addition, articles published in the reputed journals and news papers would be used.

### **3.1. Discussion and Findings**

The development of the accessible judicial structure in Pakistan took over an extensive period of time. The legal history of Pakistan can simply be divided into four periods the time of the Hindu and the Muslim period, as well as the Mughal Empire, the British period and the post - independence period. The system has evolved through a process of modification and development, and passes from side to side four significant stages of historical development, a Hindu kingdom, the Muslim rule, the British rule and the past partition period.

There are three types of fields for courts in Pakistan, in particular, constitutional courts, the ordinary courts and special courts. All constitutional courts obtain their powers and jurisdiction from the Constitution. Ordinary courts are originated and their jurisdictions and powers are defined by ordinary laws. Special Courts are established and their powers are provided by special laws.

The general rule with which to consider the jurisdiction and powers of all courts is that no court has a jurisdiction unless that jurisdiction is conferred by the constitution or by law. The Parliament has the power to determine the competence and powers of all courts, as regards matters in the Federal List, including the High Courts, but not the Supreme Court, which derives most of its powers by the Constitution.

### **3.2. Democracy Sporting Judgments of Judiciary**

Pakistan has experienced three constitutions (1956,1962, 1973) though the Constitution of 1973, which is currently under-enforcement, has to practice a range of alterations of basic nature quite a few times. The parliamentary structure of government was adopted by the nation after the formation of Pakistan. On the other hand keeping in view the extra ordinary circumstances the Indian Independence Act of 1947 empowered the Governor General with more powers in order to address the conditions of that time which demanded for an authoritative administration. Since mid-fifties up to mid - nineties the Supreme Court, the apex Court of Pakistan, has given ten important judgments that have significantly affected the course of political developments of the country. Some of these judgments which may be called democracy-supporting judgments' include those given in the Usif Patel case 1955 in the Asma Jilani case 1972, in the Benazir Bhutto case 1988, in the Hajji Saifullah case 1988, and in the Nawaz Sharif case 1993 and in the Zafar Ali Shah case 2000.

### **3.3. Democracy Retarding Judgments**

Pakistan might have been a different country today, if some events which distorted the course of its history had not occurred, Almost all these events are attributable to the conduct and performance of the civil and military bureaucracy, the politicians and the superior judiciary. Most of the bureaucrats exceeded their authority or deserted to follow the Law and liaised with every ruler. Some of them, namely, Ghulam Muhammad, Ch. Muhammad Ali, Muhammad Ali Bogra, Iskander Mirza and Ghulam Ishaq Khan directly ruled the country as head of the government or the State. The military overcame four times and ruled the country for more than half of the period of its life. They subverted the Constitutions and upset the democratic and political process. The politicians failed to establish democratic institutions and did not confirm themselves capable of giving the country a stable political system. They failed to frame the constitution although the first Constituent Assembly functioned for over seven years.

The judgment in the Usif Patel case prevented the Governor General Ghulam Muhammad from getting the constitution framed by a hand-picked convention after he dissolved the Constituent Assembly in 1954. The

judgment in Asma Jilani case declared the takeover of power by Yahiya khan from Ayub khan as usurpation and reversed an earlier judgment of the Court in Dosso case that had legitimized Ayub, s martial law. The judgment in the Benazir Bhutto, s case stressed two points, an election in a democracy cannot be genuine without the participation of political parties and it was a fundamental right of the citizens that the state cannot take away. The judgment in the Haji Suifullah, s case narrowed the scope of the presidential power of dissolving the assemblies.

## IV. Conclusion

The critics on president' s dissolution powers in the 1985 legislative debates were perceptive in many ways. Pointing out Zia' s mala fides and the special nature of this provision, they had predicted the negative fall outs of such a strong power in a person. As the Haji Saifullah Supreme Court decided, Zia' s succeeding termination of the Junejo Assembly turned out to be based on mala fides, and there is consistent proof to recommend that the three successive dissolutions were also not fully devoid of prejudice. The weak anxious, non-independent, and unsteady governments were repeatedly doubtful of a trigger-happy President. The subsequent and unstable stints in power by Nawaz Sharif and Benazir Bhutto testify this ailment in the political system. The elected leaders were apprehensive of the office of President for being politicized and used by vested interest groups. As it turned out, Ghulam Ishaq Khan and Farooq Leghari could not maintain their presidencies entirely free of such influences. The analysts are of the view that instead of creating stability, amendments in the constitution endangered constitutional disparity, and that then created instability. Four dissolutions in eight years gave substantial reliability to these views. In fact some argue that these powers were used in an inconsistent way, and all the dissolved governments should have been permitted to complete their periods. Their continuation would have helped create and strengthen a tradition of electoral politics and, ultimately, a culture of constitutionalism.

Whatever the pros and cons of the constitutional amendments and the resultant imbalance between the powers of the president and prime minister, it is not far off the mark to say that Higher Courts in Pakistan were not consistent in their Judgments. For Example:

The dissolution judgments showed disparities in the resolution and strength with which presidential reasons for dissolution were analyzed for legality. Justice Shafiur Rahman' s critical analysis of the reasons in the Tariq Rahim case and his wary study of the same in the Nawaz Sharif case pointed to the judge' s inconsistency.

As to the outcome of the cases, it had previously been discussed that the Haji Saifullah case might be decided in a different way, as the dissolution had been obviously unlawful. In the same way, while the outcome of the Nawaz Sharif case may be creditable, it made the judgment in the Tariq Rahim case decision looked harsh and at most terribly, biased. This was since, apart from a close relationship of diverse reasons, causal factors, and conditions, the one general component was the role of the President. It had to be said that Justice Sajjad Ali Shah made a few applicable clarifications when he noted a peculiar attitude on the part of the rest of the judges towards Nawaz Sharif, as compared to Benazir Bhutto, in conditions of the tests applied, and sense of assessment of presidential grounds for dissolution. His own ill feeling towards Bhutto, though, made it hard to believe the Benazir Bhutto judgment as entirely objective and impartial. When it turned out, in conditions of outcomes, Benazir Bhutto was all the time the losing party in these cases.

The political views and personal inclinations of the judges also emerged visibly during the hearing of the cases and their Judgments for example, the opinions of Justice Abdul Shakur Salam and Justice Rustam Sidhwa

in the Muhammad Sharif case; Justice Shafiur Rahman's attitude in the Nawaz Sharif case; Justice Rafiq Tarar's view in the Nawaz Sharif case; Justice Sajjad Ali Shah's belief in the Tariq Rahim, Nawaz Sharif, and Benazir Bhutto cases; and Justice Zia Mahmood Mirza's opinion in the Benazir Bhutto case.

The judgments, as experimented in greatly political questions of legitimacy and state structure and culture, not only encroached the legislative field but also, failed in providing any significant answers to the political dilemmas of the country. Judicial declarations vacillated between recognition and support of a prime ministerial system as under the original Constitution of 1973 and a post-Eighth Amendment amalgam of a prime ministerial and presidential system with a strong role ingrained for the President. Resultantly, no consensus emerged regarding the recent nature of Pakistan's constitutional arrangement or its future course.

In the light of above findings it could be stated that 'judiciary had not played its due role in strengthening the democratic system in Pakistan under the ambit of the constitution'.

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# Factors Contributing to Successful Organizational Transformation at Kenya Wildlife Service

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## Abstract

Existing research overwhelmingly puts a lot of emphasis on the importance of leadership in the transformation process. However, there is scarcity of literature on factors that influence successful organizational transformation. This study sought to determine the factors influencing successful organizational transformation at the Kenya Wildlife Service. The study employed a descriptive survey over a population of 50 supervisors at KWS Headquarters. The findings of the study revealed that clearly defined goals, top management involvement, HR capacity to manage change and financial control mechanisms are crucial for successful organizational transformation. Arising from the findings, the study recommended that organizations adopt a participatory corporate goal setting, sensitize the top management on corporate policy issues of as well as adoption of technology in financial risk mitigation.

Key words: Transformation; Strategy; Participatory; Sensitizing; Mitigation

## 1. Introduction

Organizational Transformation (OT) is the process through which an organization organization's strategic direction is radically altered, covering fundamental changes in structures, processes and behaviours (Cummins & Worley, 2005). Pascale (1990) defines OT as merely alteration of ways in which the organization does business and people interact with one another on a day-to-day basis. Sethi (2002) pointed observed that public confidence in corporate morality is on the decline and some corporations are beginning to reflect on how to gain back legitimacy in order to bridge corporate, social and environmental interests through transformational frameworks. As consequence, corporations' activities are currently scrutinized more closely by stakeholders in a quest to mainstreaming their operations as defined by the changes in the macro-environmental setups Waddock, (2000).

The Kenyan government relies on, tourism as one of the key economic streams. The sector directly employs more than 12% of the country's total active workforce and contributes to 10% of the GDP. The single most major player in the industry is the Kenya Wildlife Services (KWS), a state corporation established through an act of parliament CAP 376 of 1989. Its established came as a remedial intervention after its predecessor the Wildlife Conservation and Management Department (WCMD) failed in her mandate to manage the national parks curb poaching particularly of elephants and rhinos and also meet established revenue generation targets (KWS, 2005).

Despite heavy injection of donor funding and significantly evident successes in reduction of poaching, KWS still faces globally increased common threats to wildlife namely; human population growth, land pressure and ruthlessness to wildlife by landowners adversely affected by it. The main emerging threat in Kenya's tourist industry touches on political interferences leading to instabilities, insecurity and sound management of public affairs Kimilu, (2009). There has been need therefore to ensure a sound transformative agenda and process

position KWS as a corporate body able to counter the challenges therein as well deliver its mandate as a premier corporate body in the management of the tourism sector in Kenya..

## **II. Statement of the Problem**

Kenya has a diverse assemblage of natural resources requiring huge financial resources. Overall, Kenya's wildlife protected areas have been estimated to have an annual value of US\$ 250 million. Despite the huge proceeds generated by the sector, little of this fund is ploughed back either to support conservation or to benefit communities which support conservation (Karanja, 2001). During the period between 1989 and 1998, KWS reflected an increasingly huge operating deficit. This was attributed largely to the low allocation of financial resources towards wildlife conservation by treasury which led to loss of keystone species with elephant population declining by approximately 85% and rhino population by around 97% by the late 1980s.

However, during the period between 1999 and 2004, KWS received a boost from the donor community keen to support the rehabilitation of the dilapidated infrastructure. The corporation received huge financial resources (KWS, 2004) which resulted into gradual improvement in the performance of Kenya wildlife service. The Overseas Development Institute (2009), pointed out that KWS did exceptionally well among its peers. The positive organizational transformation gave KWS prestigious corporate awards like the Company of the Year and Corporate Governance Award in 2009. The KWS success story has been outstanding and questions arise on whether it was only financial support which contributed to this. This study therefore sought to establish the factors that influenced the successful transformation at Kenya Wildlife Services.

## **III. Broad Objective of the Study**

The broad objective of the study was to investigate the factors that influenced successful organizational transformation at Kenya Wildlife Service.

## **IV. Research Questions**

The study sought to answer the following set of research questions:

1. To what extent does clarity of KWS goals influence its transformational success?
2. How did the top management's involvement in the transformational process influence the enlisted success?
3. What was the contribution of KWS HR towards enhancing its transformational success?
4. What key financial control mechanisms did KWS utilize in achieving its current transformation?

## **V. Literature Review**

### **5.1. Theoretical Perspectives**

The study was founded in the results based theory which espouses that organizational resources such as leadership, goal setting/definition, human resources, financial procedures and controls which are either tangible or intangible can be uniquely configured to deliver organizational success, particularly competitive advantage like transformation.

### **5.2. Goal Definition**

Goals are a statement of what the organization or a subunit of the organization for example a function or department wishes to do. Clear goals are critical, because in the chaotic circumstances everything seems to be required at once, and there may be many actors with differing priorities (Collier et al., 2007). Bunker (1997), indicates that involving organizational members in goal setting helps reduce barriers to change by creating psychological ownership and promoting the dissemination of critical information. Kottler, (2007) asserts that in change management leaders should seek to set clear goals and communicate them well through every level of management. Barsky (2007) however argues that goal setting impedes ethical

decision making. Fleming and Zyglidopoulos (2008), opine that clear goals set with a focus to performance help employees to learn how to effectively perform a task. Locke and Latham, (2002) observed that poorly defined performance goals interfered with organizational learning.

### **5.3. Top Management Involvement**

Senior management and managers in most well performing organizations birth and drive transformational agenda, vision and processes. This is especially so, if the organizational leadership has the support of a competent HR function rather than Organizational Development specialists. Kemp (1993) asserts that successful implementation of new programs depends on top management's ability to disseminate information about the change and convince employees of the urgency of change through the people's caregiver: human resource managers. Denhardt and Denhardt (1999) described how effective managers verify the need for change through "listening and learning" and then communicating those needs in ways that build support for change.

This is perhaps the most common piece of advice concerning change management, yet it is frustratingly hard to pinpoint, quantify or measure. Top management support and commitment to change plays an especially crucial role in transformational success (Burke et al., (2002). Kanter, (1983) & Kotter, (1995) assert that one or two managers can launch organizational renewal efforts. Alternately, management reforms around the globe for instance, reports attribute the failure of reforms in Canada to a lack of support from cabinet ministers, who simply did not care much about the reforms because the top did not persuade or cause a buy in to the reforms (Aucoin, 2001; Armenakis, Harris, &Field, 1999).

### **5.4. Capacity to Manage Change**

The development and implementation of transformation strategies also require special capabilities (Armstrong, 2006). As Gratton, (1999) points out, transformation capability depends in part on the ability of an organization to create an embed processes which links business strategy to the behaviours and performance of individuals and teams. These clusters of processes link vertically to create alignment with short-term business needs, horizontally to create cohesion and temporarily to transform to meet future business needs. Conviction that leaders within the organization are able to manage a changing organization is a crucial foundation for growing employees' confidence toward a successful change program. Armenakis and Harris, (2002) aver that implementing organizational change is the most important, but the least understood skill of leaders. Gilmore (1997) found that numerous organizations have experienced less than desirable performance improvement and unfavorable employees' reactions to organizational changes due to conflicting programs in the organization's environment. Through program realignment, all programs and initiatives within an organization have to be managed to align with the ongoing change program.

Confidence that organization is able to deal with a challenging change is the reflection of change readiness. Sources of potential obstacle during change process have to be identified and anticipated. Pardo (2003) identified five fundamental sources of resistance to change in organizations. These include direct costs of change, cannibalization costs whereby change can bring success to a product but at the same time bring losses to others, hence it requires some sort of sacrifice (Rumelt, (1995; Lorenzo 2000). Different interests among employees and management, or lack of motivation of employees who value change leads to a higher ineptness on matters of transformation than managers' role would (Waddell & Sohal, 1998).

### **5.5. Financial Control Mechanisms**

Sufficient resources are required to support the process of transformation. Considerable findings in literature inform that change is not cheap or devoid of trade-offs. Planned organizational change involves a redeployment or redirection of scarce organizational resources towards a host of new activities (Burke, 2002). Boynes (2003) found that resources are one of the important factors for improving public services and hence bringing about change. According to Berry, Checkerian, & Wechsler (1999), ample funding is

necessary to support staff in implementing change and to build the administrative and technical capacity for ensuring that the objectives are met. Accountability of allocated resources and the need for an effective financial system should be overemphasized to avoid wastages. There a cross section of researchers who argue that a good public financial management system is essential for the implementation of policies and the achievement of developmental objectives by supporting aggregate fiscal discipline, strategic allocation of resources and effective service delivery Abedian et al., (1998).

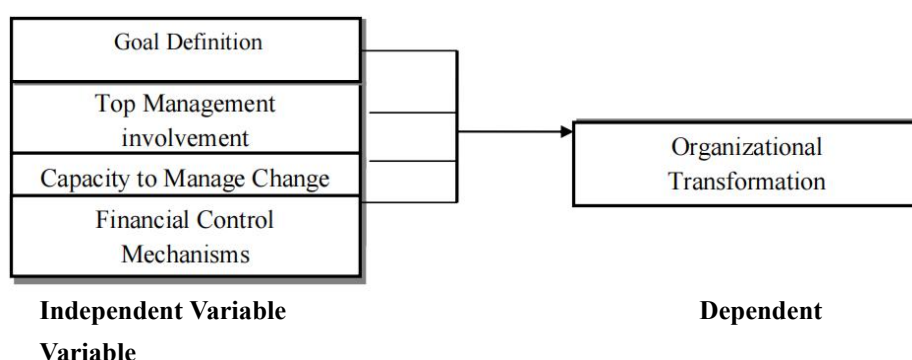
## 5.6. Knowledge Gap

One means of creating strategically competitive advantage in any industry is to enhance or perfect organizational transformation. Globally, organizational transformation has been studied across industries and is shown to increase organizational capabilities and value generation through exchange of resources, thus contributing to an organization's competitive advantage (McEvily & Zaheer, 2009). In Kenyan context, limited literature exists on the subject of transformation particularly factors enhancing the transformation process. This potentially leads to inability to compare the status of organizational transformation in the country with major counterparts or a lost opportunity to learn from those that have been successful or success transformation stories.

## 5.6. Conceptual Framework

Deriving from the literature review, the following depicts the conceptualization of the study:

**Fig 1: Conceptual Framework**



## VI. Methodology

This study adopted a descriptive survey design to collect, measure, analyze and interpret collected data. The data was obtained through a questionnaire and desk review of organizational reports on strategic disposition. The study results were analyzed by use of descriptive statistics as well as inferential statistics.

## VII. Sample

The target population was Kenya Wildlife Service's managerial Staff at the Headquarter who deal with strategic matters and also were in-charge of administration of the transformational journey.

## VIII. Findings and Discussion

### 8.1. Corporate Goals

The study established that 77% of the respondents in the study were well versed with their organizational corporate goals. The rest comprising 15% was not. Only 8% were aware at a moderate extent.

This signified a high level of value-emphasis that the top management had placed on information to their middle managers and staff. It was evident that managers understood their organization's mandate and direction to achieve the expected transformation. This coincides with the work of Collier *et al.*, (2007) who said that clear

goals are critical amidst the chaos that surround organizations

## **8.2. Involvement in Goal Formulation and Implementation**

Majority (93%) of the respondents acknowledged that they were often involved in determining goals in their departments/divisions and that they regularly converged with the strategists in deciding the level of goals to rank first over others. Those who were not often involved were 7% indicated that some key decisions requiring quick attention only needed the Managing Director in consultation with the Board of Directors to pass a resolution. The importance of this can be linked to the work of Bunker et al., (1997), which indicates that involving organizational members help reduce barriers to change by creating psychological ownership, promoting the dissemination of critical information, and encouraging employee feedback for the fine-tuning the change during implementation.

## **8.3. Extent of Management Commitment to Transformation Process**

Out of the 47 who responded, At least 33% of the respondents appreciated the top management commitment to the transformation process at KWS by ranking their effort at 'extremely high extent'. Those with relative satisfaction lowered their ranking to high extent (24%) and moderate extent (28%). On the lower extreme, 11% rejected the top management quality of contribution at 'low extent' while there were 4% portion that rated it near zero or 'extremely low extent'. This implies that despite some negative concerns, the majority were satisfied with their equity to the job and subsequent commitment. This is supported by the work of Burke et al., (2002), who asserts that an individual or group within the organization should champion the cause for change and that top management support and commitment to change play an especially crucial role in success.

# **IX. Capacity to Manage Change**

## **9.1. Human Resource Development**

A well developed human resource is one of the key ingredients in boosting transformation in any organization due to associated ability to access information and using it for intended purposes. It is with this in mind that the research sought to establish the methods adopted by top management to develop the capacity of their staff in achieving the desired transformation. The findings revealed that jobs at KWS were well designed in each position and that the pay was commensurate to the call of duty. The staff portrayed high willingness to be sustained which was good for the transformation. This is supported by the work of Locke and Latham, (1990) who says that money is obviously the primary incentives since without it, few if any, employees would come to work. But they go far to say that money alone is not always enough to motivate high performance.

## **9.2. Financial Control Mechanism**

The study also sought to find out the financial control techniques used by KWS. The study established that internal audit, staff sensitization and expenditure ceilings were highly preferred at 28%, 26% and 23% respectively as techniques for controlling the Corporation's funds. The other techniques were participatory budgeting and use of financial management soft ware's which were preferred at 17% and 6% respectively. From the analysis, it is inferred that KWS advocated for sound financial management system. However, the less adoption of financial management soft ware's and participatory budgeting suggested preference for more traditional and less accurate methods, which if incorporated would enhance efficiency and accountability. This is supported by the work of Abedian et al, (1998), who argued that a good public financial management system is essential in implementing policies and achievement of developmental objectives by supporting aggregate fiscal discipline, strategic allocation of resources and effective service delivery.

# **X. Conclusion and Recommendations**

## **10.1. Conclusion**

From the research findings, it is concluded that clearly defined corporate goals, top management

involvement, human resource capacity and financial resource control had a significant influence on the quality, quantity and speed with which KWS realized transformational success. The extent to which people are involved in goal formulation, implementation and cascading of the same among and across the entire staff is crucial in realizing transformation. Top management involvement is also very important and plays a key role as well as the human resource capacity and attitude towards transformation. Finally, the financial resource allocation and controls can influence a Corporation's transformation through staff awareness of various control techniques adopted and stakeholder involvement.

## 10.2. Recommendations

Based on the research conclusions, the study makes recommendations that more efforts should be made to make corporate goals entirely participatory starting right from formulation to implementation, monitoring and evaluation. This is imperative in creating a sense of belongingness for the operational managers and staff paramount in enhancing morale and sustainability of effort.

Top management deeded to be sensitized on corporate policy issues that touch on corporate governance, human resource capacity development, financial resourcing and collaborations with its stakeholders. This carries the potential to increasing efficiency and determination in directing resources to the most profitable operations that underpin the transformational agenda. Additionally, another research can be done covering a larger sample for comparable purposes or in the private sector to compare the dynamics therein. Finally, technology and its adoption in financial risk mitigation should be considered as extremely essential in driving most operations at the KWS.

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# **Nigerian Political Parties, the National Question and the Scorecard of Discontinuities**

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## **Abstract**

President Goodluck Jonathan inaugurated the National Conference of 2014 in Nigeria, in search of answers to the national question. During his campaigns for reelection in 2015, Dr Jonathan continued to highlight that as soon as he was reelected, the National Conference positions would be provided with constitutional imprint of authority. Jonathan's Peoples Democratic Party (PDP) was however defeated in the Presidential Election by the All Progressives Congress (APC). This study thus became interested in the implications of this defeat (and victory) on the role of Nigerian political parties, in attempting to answer the enduring national question in Nigeria.

**Keywords:** Nigeria; Political parties; National question; Scorecard; Discontinuities

## **I. Introduction**

A fundamental ambience of the history of Nigeria critically depicts the Nigerian narrative as a saga of the national question. Hence, Offiong (1995), cited in Ajagun and Odion (2010:353) asserts that the national question has been a major issue, before and after independence in Nigeria. Also, citing inter alia, Agbodike (1998) and Kurfi (1998), Bello (2012:3) argues:

The problem of acrimonious existence among the diverse groups and interests in the federation of Nigeria leading to mutual distrust, suspicion and inter-communal conflicts has become perennial and endemic in the nation's body politic and has militated against the political stability of the country since independence. The fear of domination of one ethnic group or section of the country by another and the national question of who gets what, and how the national cake should be shared, constitute major factors of this problem. As a result of mutual suspicion existing among the various social groups, whatever the issue at hand in Nigeria, the patterns of reaction to it will be determined by geo-political as well as religious considerations. This situation seriously hampers efforts at national unity as it applies to the building of a united Nigeria out of the disparate ethnic, geographic, social, economic and religious elements or groups in the country.

The final draft of the National Conference Report, 2014 has again graphically chronicled the tendencies and trajectories of the national question in Nigeria. This research is being conducted at the dying minute of the government of Dr Goodluck Ebele Jonathan, who inaugurated the National Conference and during his campaigns for reelection in 2015, continued to highlight that as soon as he was reelected, the national conference positions, would be provided with constitutional imprint of authority. Dr Jonathan's Peoples Democratic Party (PDP) was defeated in the Presidential Election.

The All Progressives Congress (APC) is taking over. What is the implication of this defeat and victory on the role of Nigerian political parties, in attempting to provide answers to the national question? What does the victory of the APC portend for the response of Nigerian political parties to the national question? Essentially, this study revolves around these questions.

## II. Nigerian Politics Parties: A Historical Account

The first political party in Nigeria, the Nigerian National Democratic Party (NNDP) emerged in 1923, under the leadership of Herbert Macaulay. Its activities were restricted to contesting elections into the Lagos city council and for years, the UNDP was hegemonic in its dominance in electoral politics in the country. This was to be challenged by the Lagos Youth Movement - latter Nigerian Youth Movement (NYM), formed in 1934 which defeated the NNDP for the three seats allocated to Lagos that year. By 1944, the increasing tempo of nationalist agitation had resulted in the formation of another political party, the National Council of Nigeria and Cameroon (NCNC), under the leadership of Herbert Macaulay and later Nnamdi Azikwe. This was followed, in quick succession, by the transformation of the Egbe Omo Oduduwa, a Yoruba socio-cultural organization, into a political party, the Action Group (AG), in 1950 under the leadership of Chief Obafemi Awolowo and the Northern People Congress (NPC) in 1959, with dominance in the Northern region (Omotala 2009). Citing further, Dudley (1973) and Osaghae (1998), Omotala (2009:620) continues:

By 1951, a breakaway faction of the NPC consisting mainly of radical youths based in Kano formed the Northern Elements Progressive Union (NEPU). These parties dominated the political landscape of the country, particularly in their respective regions in the march towards independence and in the First Republic. Although the Second Republic (1979-1983) witnessed the emergence of more political parties, there was no much difference with what obtained under the First Republic. Rather, what happened was the reincarnation of parties of the First Republic, under different nomenclatures, with some additional parties. The parties included the National Party of Nigeria (NPN), the Unity Party of Nigeria (UPN) and the Nigerian Peoples Party (NPP), replacing the NPC, AG and NCNC, respectively. Others were the Peoples Redemption Party (PRP) and Great Nigerian Peoples Party (GNPP), and later Nigerian Advance Party (NAP), which was registered in 1982, after failing the first round in 1978. These parties constituted major actors in the Second Republic.

While also citing inter alia, Oyediran and Agbaje (1991), Simbine (2005); and Onu and Momoh, (2005), Omotala (2009:621) highlights:

Under the aborted Third Republic, there was a fundamental change in the mode of party formation in Nigeria. This pertains to the official formation of parties by the state after a series of experiments with different political associations. The parties were the Social Democratic Party (SDP) and National Republican Convention (NRC), the former being a little to the left and the latter a little to the right. This development, executed after the dissolution of the thirteen associations that applied for registration, has been part of the grand design to execute a “hidden agenda”, to perpetuate the military regime in power. The eventual annulment of the June 12, 1993 presidential election by the military regime of General Babangida lends some credence to this claim. The country once again returned to multi-party democracy in 1999 following the transition inaugurated and successfully completed by General Abdulsalm Abubakar. Initially, three political parties, Peoples Democratic Party (PDP), the All Peoples Party (APP), later All Nigerian People Party (ANPP), and the Alliance for Democracy (AD) were registered by the Independent National Electoral Commission (INEC).

By December 2002, the number of registered parties rose to thirty (30), while additional three political parties were registered in January/February 2006.

According to another account, the Fourth Republic was initiated through the 1999 Constitution. For its first elections, the Independent National Electoral Commission (INEC) recognized only three political parties: the Peoples Democratic Party (PDP), the All Peoples Party (APP) and the Action for Democracy (AD). Following a Supreme Court judgment on the case, Balarabe Musa v INEC, conditions for registration of political parties were liberalized. Subsequently, Nigeria's political space witnessed an unprecedented opening with the emergence of 63 registered political parties by April 2011. Prominent among the new parties were the Action

Congress of Nigeria (ACN), the Congress for Political Change (CPC) and the People's Progressive Alliance (PPA). In addition, many small parties took advantage of the liberalization of the political space to register parties that have proven to be unviable, but meant to be vehicles through which INEC's funding support to parties could be cornered. In order to promote credible elections with the existence of strong political parties, section 78(6) of the 2010 Electoral Act provided INEC with the power to de-register any political parties that failed to win any executive and legislative seats in elections (Liebowitz & Ibrahim 2013:15).

Only ten parties won seats in the 2011 elections. On 18th August 2011, INEC de-registered seven parties that did not contest for any election office in the 2011 elections. They were the Democratic Alternative, National Action Council, National Democratic Liberal Party, Masses Movement of Nigeria, Nigeria People's Congress, Nigeria Elements Progressive Party and the National Unity Party. INEC also announced its intention to de-register more parties as soon as the numerous court cases by some of the parties were determined. At the end of 2012, an additional 31 political parties were de-registered, leaving only 27 registered political parties (Liebowitz & Ibrahim 2013:15). There were only 26 of these parties in existence for the 2015 general elections (Tukur 2014, Kumolu 2015). One of the former 27 parties must have fallen by the wayside.

### III. The National Question: A Conceptual Elucidation

Citing Toyo (1993) and Anyanwu (1993), Ajagun and Odion (2010:352), explain that the national question can be viewed from two dimensions. The first dimension on the national question is concerned with how the political union of diverse ethnic groups or nations or peoples who are conscious of their diversities should be ordered and run. Also, it is about whether relations among the diverse groups should be geared towards integrating the groups into a single nation or granting self-determination to them. It normally arises when groups within the political union (the state) seek advantages over others, try to dominate others or seek for measures of independence or self determination. Thus, in broad terms, the national question is all about trying to resolve or remove the tensions and contradictions that often arise from such inter-ethnic relations and which manifest in form of fear of marginalization, domination, inequality, unfairness and injustice in inter ethnic group relations.

Citing Ntalaja (1987) in continuation, Ajagun and Odion (2010:352), posit that the second dimension on the national question is the class relations dimension. Here, the focus is on tensions and contradictions that arise from class inequalities and antagonisms between the rich and the poor in the society. This is centered on similar issues of how to remove the fear of perpetual marginalization, domination, inequality, unfairness and injustice in poor and rich class relations.

Commonly however, Ajagun and Odion (2010:352) further adds that the second dimension of the national question is interwoven with, and indeed overshadowed by that of inter-ethnic group dimension. In this study, the concept of national question is invariably in tandem with the ethnic group dimension.

### IV. The Scorecard of Discontinuities

According to Sklar (1983), in the movement for Nigerian national independence, political parties led the way. Their origins lay in a multitude of associations that were devoted to community improvement, political reform, and racial liberation. Hence, at the time of independence in 1960, four political parties were firmly established on a broad territorial basis. These parties were the National Council of Nigeria and the Cameroons (NCNC), the Action Group of Nigeria, the Northern Peoples' Congress (NPC) and the Northern Elements Progressive Union (NEPU). From 1951 to 1962, three of these parties-NPC in the North, NCNC, in the East, and the Action Group in the West-controlled governmental regions. Given the presence of a predominant linguistic group in each region-Hausa in the North, Igbo in the East, and Yoruba in the West-the major political

parties were commonly identified with “ethnic” group interests in a misleading manner. Thus, it usually appears as if the pre-independence Nigerian political parties were all originally formed to promote ethnic or religious and divisive agenda (see Azeez 2009; Oladiran, 2013). However, Sklar (1983: xiii) further notes:

In Northern Nigeria, the NPC endeavoured to reconcile traditional authority in all parts of that culturally diverse region, with the requirements of modern government; rooted in the Muslim emirates, the party was never intended to promote a specifically ethnic interest. NPC policies were generally true to the nonsectarian precept of the party’s regionalist motto: “One North: One People, Irrespective of Religion, Rank or Tribe”. Sklar (1983: xiii) therefore highlights that the motto of NPC, was actually less belligerent than its usual presentation in extant literature. The motto of the NPC was never: One North, One Religion, and One Tribe. Ojukwu and Olaifa (2011:29), asserts that the NPC was a party with the philosophy of ‘One North, One Destiny and One God’. There is however, a remarkable difference between these two portrayals of the Weltanschauung of the NPC.

But if we specifically go by the position of Sklar (1983), the benefit of the doubt must be accorded to the founder members of the NPC that they did not set out to be tribal warlords and religious jingoists. Nnoli (1978:157) affirms that when the NPC was founded, the emphasis was on the region rather than any ethnic group. It was accordingly formed for Northerners, by Northerners and for the pursuit of objectives limited to the North and Northerners. And indeed, this scenario, succinctly expresses a tendency towards regionalization, as different from ethnicization. This is instructive because within the North, there were the other ethnic groups that the party policy did not exclude. Similarly in the case of the NCNC and the AG, Sklar (1983: xiii) further posits:

In Eastern Nigeria and the adjacent Midwest (which acquired regional status in 1963), the NCNC rarely lost an election in the Igbo-speaking constituencies. Yet this party was also supported by a decisive majority of the preponderant, Edo-speaking, linguistic group of the Midwest. Furthermore, the NCNC retained sizeable pockets of electoral and parliamentary strength in the Yoruba-speaking Western Region until 1964. Similarly, the Action Group, rooted in its Yoruba origins, emerged in 1956 as the foremost party of “minority” group interests in the Eastern and Northern Regions.

Thereafter, it could be argued, the party’s commitment to “home rule” for all ethnic and linguistic groups superseded its earlier particularistic orientation.

The NCNC in particular was therefore never initially founded for the promotion of Igbo interests. The NCNC as a party certainly had cosmopolitan viewpoints at this period. In the specific case of the Action Group, it must be pointed out that when the party finally emerged as a group that was inspired by, founded on, and nourished by ethnic chauvinism and regional parochialism (Nnoli 1978:155) the genesis of this tendency must appropriately be ascribed to a certain phobia of the increasingly rising political profile of the nationally influential Dr Nnamdi Azikiwe of Igbo origin, by the emergent leaders of Yoruba nationalism. Hence, the fear of Azikiwe as a person was a major impetus to the politicization of ethnicity by the new power bloc in Yorubaland. The original impulsion was not out of a morbid dislike of the Igbos as a collectivity. As a matter of fact, Nnoli (1978:161) specifically posits that the ethnic and regional origin of the AG arose from the failure of Yoruba nationalists like Chiefs Obafemi Awolowo and Bode Thomas to break the fiery political hold of Dr Azikiwe on Lagos (which was officially and politically part of the Western Region) and the inability of these leaders to carve out a national following for themselves.

In the process of the foregoing, the war-mongering tendencies of the individual political leaders became intertwined with the assumed political party positions. Consequently, according to Nnoli (1978:158) by 1953, the major political parties in the country, the NCN, AG and NPC had become associated with the three major ethnic groups; Igbo, Yoruba and Hausa, and the three regions of the country; East, West and North respectively.

The parties became associated with the ethnic groups and regions, not that the ethnic groups or regions founded the parties. The political parties of the First Republic therefore were not principally ethnic political entities that merely escalated the problem of the national question. There were in the structures and styles of the three major parties, profound avenues of discussing the national question.

Hence, the fact remains that despite the appellations of ethnic war-mongering usually ascribed to the parties of the First Republic and their leaders, these political entities never stopped exploring the avenues of proffering solutions to the national question. It is illuminating that, after the 1959 federal elections, the AG (the same AG) sent emissaries to both the NCNC and NPC, in search of a winning coalition to form the government. The NCNC later entered the coalition with the NPC (Nnoli 1978:160), all in the spirit of seeking solutions to the national question.

The truth therefore is that the national question is not about the dissolution of the different nationalities that make up a new nation-state or to outstrip such nationalities of every ethnic sentiment. It is more about the harmonious survival of these different nationalities, in their cosmopolitan new entity. The national question is also about ethnic identity and self-determination. Besides, the national question is about true federalism. Hence, the first generation Nigerian political parties, in the First Republic, were not profoundly deficient in volunteering answers to the national question. Incidentally, the individual greed of the ravenous politicians was exhibited under combatant ethnic nationalism. In the process, an entire political class and the political parties that represented the class became categorized as teams of ethnic belligerents.

According to Sklar (1983: xiii) therefore, the appearance of ethnic conflict in Nigerian national politics at this time, actually masked a more complex struggle between interests that were non-ethnic. Thus, in every region, political leaders exercised authority and dispensed patronage to build support for themselves and discourage or repress opposition. Thus did regional government become the fount of privilege and the fulcrum of social control. Defenders of the social order were strongly inclined to defend the regional power system as well. Opposing them, critics of the social order were just as determined to crack its protective political shell (Sklar 1983: xiii). The protective political shell of the social order was ethnic politics.

In some extant literature, the impression is also given that it was the bellicosity of the ethnically minded political leaders that led to the Civil war of 1967 to 1970 in Nigeria. Contrary to this notion, it was the apparent discontinuity in the volunteering of answers to the national question by legitimate political parties, occasioned by the intervention of the Military in Nigeria's political affairs which squarely led to the Nigerian civil war. It was not some feuding ethnic militias in the political parties that precipitated the civil war. It was precisely the gullibility of the impressionable political neophytes in military uniforms that resulted to the civil war. It was not that some irreconcilable political party gladiators were into combatant exchanges. It was not the political parties that executed the pogrom against the Igbos that saw nearly 60,000 nationals (Nnoli 1978) of the Igbo ethnic stock, exterminated even prior to the commencement of the civil war. The surrounding atrocities on all the sides were hatched by identifiable individuals. Hence, the issue that accelerated the process that dovetailed into discontinuity in the location of valid answers to the national question at the time was not that the political parties had strong presences at the regional levels. The issue is that some of the political leaders of the time were inherently too greedy for power and morbidly tyrannical in their tendencies, using the ethnic podium for the propagation of their heinous political philosophies.

It needs to be further emphasized that the main thrust of this study is not on if the activities of Nigerian political parties, from the earliest times to the current period were ever highly ethnicized. The major thrust of the paper is on the activities of the parties, towards addressing the issues that border on the national question. Furthermore, there are sometimes the tendencies to generically describe the parties of Nigeria's subsequent

Second Republic as being also all ethnically based or that the parties were all reincarnations of the political parties of the First Republic (see Azeez 2009, Omotola 2009, Ajagun and Odion 2010, Salawu and Hassan 2011 and Oladiran 2013). There is however in this general description, an inclination towards misrepresentation. Indeed, among the three dominant political parties, the Unity Party of Nigeria (UPN) mainly based in the current South-West geo-political region and the Nigerian Peoples Party (NPP), also mainly based in the South-East, might fit into this common categorization. But the National Party of Nigeria (NPN) was truly a largely cosmopolitan regrouping of political leaders from different First Republic persuasions. For example, the highly influential National Chairman of the NPN, Chief A. M. A. Akinloye, was a high-ranking member of the First Republican Action Group. He hailed from the South-West. Chief K.O. Mbadiwe from the South-East was equally highly influential in NPN. He was a notable participant in the National Council of Nigerian Citizens (NCNC). The fact remains therefore that the NPN had strong presence in different parts of the Nigerian Federation. The UPN and the NPP were stronger in some already mentioned areas and accordingly defeated the NPN in those areas at some of the elections. But this does not detract from the fact that the NPN was fully operational as a political party, in all these areas where they were even defeated. This same contention cannot be made about the UPN and the NPP in every part of the federation. Therefore, as a political party, the NPN was also providing a way forward, in responding to the national question. The coup d' état of December 1983, which ushered in the Muhammadu Buhari led Military Government, incidentally also ushered in the next stanza, in the debilitating template of discontinuities.

In this misleading continuum of historically dismissing all Nigerian political parties as ethnic assemblages, the only two parties that were registered by the Military, during the aborted Third Republic have not been spared. The parties, the Social Democratic Party (SDP) and the National Republican Convention (NRC) are also said to be strong in the South or based in the South and strong in the North or based in the North respectively (see Oladiran 2013, Azeez 2009). But, where would the parties have had their bases? Is it in neighbouring countries? The reality is that by being the only two parties permitted by the Military, these two parties were nationally based. By being nationally based, the parties were veritable platforms of responding to the national question. By aborting the Third Republic however, the trajectory of political parties and the national question in Nigeria, witnessed another discontinuity. The so-called political parties of the Sani Abacha brutality are not worth any salient mention, within the context of this study. They have been aptly described in eternal terms, as the five fingers of a leprous hand, evidently machinated to unanimously adopt General Abacha, as the Presidential candidate of all the ostensible political parties, to enable the dark-goggled politician in military clothing, transform into a de facto civilian leader (see Azeez 2009).

In our historical account above, it has already been submitted that People's Democratic Party (PDP) became the ruling party at the dawn of the 4th Republic. The ruling People's Democratic Party (PDP) was however seen to have deviated a bit from the usual ethno-religious dominated party politics of the past, with their membership and formation cutting across the clime of Nigeria (Azeez 2009: 4). The genesis of the PDP could be traced to a civil society organization, formed in late 1997 with the aim of enlightening citizens about their right and obligations in a militarized political atmosphere. The society, which later transformed into a group of 34, was made up of mostly antagonists of the General Sani Abacha's self-succession plan, including eminent Nigerians from both the North and South of the country. It was the only party that could boast of retired soldiers, business moguls, members of the dominant class, among others (Azeez 2009:4, Omoruyi 2001). It was also a party that from its antecedents seemed to possess the capacity to discuss the national question.

Invariably, the obsession of the politicians in PDP fold, apart from ousting the military, was to show that the political class could cohere into one formidable force. However, if this was desirous at the time, it was soon

to prove the undoing of the PDP. For even as the political class verily cohered and presented a formidable front that wrestled and became the dominant party in the country, the party became a collection and amalgam of strange bedfellows. Most of these strange bedfellows were to desert the PDP, with the registration of more parties and the expansion of the democratic space; which gave expression to the various tendencies that hitherto congregated in the party, allowing each to go its separate way (Azeez 2009:5). The dismembering of the PDP incidentally became the most current display of the pseudopodium of discontinuities. Yet, the truth remains that the lingering national question constitutes a great impediment to the multifaceted aspirations of the Nigerian state.

## V. Concluding Remarks

The solution of the national question is possible only in connection with the historical conditions taken in their development (Stalin 1913) or in connection with the historical conditions taken in its escalation. It is in this regard that we have in this study taken the immensely historical rout that has brought us to this concluding intersection. In conclusion therefore, it needs to be acknowledged as highlighted by Salawu and Hassan (2011:32) that:

In the present 4th Republic, ethnic politics has less prominence than it had in the first and Second Republics. This may not be unconnected with the informal rotation arrangement of principal political offices of the federation among the six geo-political zones in the country.

It is instructive to highlight that the informal arrangement in question was a product of the Peoples Democratic Party (PDP). It was in the process of proffering solutions to the national question that the PDP as a political party arrived at this apparently effectual informal arrangement. Critical reference has also been made in the paper to the import of the National Conference of 2014 as a veritable vehicle for attempting to answer the national question. The fate of the provisions of the report, currently hangs in the balance. Hence, the implication of the defeat of the PDP at the Presidential polls of 2015 for Nigerian political parties, in attempting to answer the national question is that the subsisting possibilities have been truncated; it is another trajectory of discontinuity. The implication on the part of the victorious APC is that either advertently or inadvertently, the party has become an instrument of a truncated process of addressing the national question in Nigeria. As the APC takes over from the PDP therefore, the occasioning change needs to impede the tendencies of discontinuity on the issue of Nigerian political parties and the national question. As a matter of fact, this is among the greatest challenges that face the APC, which is currently not commonly viewed as a formidable national movement. The performance of the APC on this score will largely demonstrate in historical terms how Nigerian political parties as a collectivity have further hoisted or effectively participated in dismantling the debilitating obstacles, preventing the political class in Nigeria from positively responding to the national question.

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# **Health, Fitness and Physical Activity: A Key to Enhancing Wellness for All Ages in Building a Vibrant Nation**

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## **Abstract**

It is generally assumed that participation in physical activities and exercises is an essential ingredient in enhancing total health and youthfulness. Amusa (1980) confirmed in his research that participation in exercises is vital for the optimum function of the brain and for the retardation of onset of serious heart diseases such as arteriosclerosis. In a bid to alleviate some of this health issues, this paper through review of related literature examines; concept of health, the relationship between health, fitness and physical activities (PA), Prescription of exercises for healthy living and wellness, health benefits associated with PA, health, fitness, and correlates of PA, health fitness and academic performance among youths , PA and quality of life, fitness and life expectancy, economic consequences of inactivity, maintenance of a healthy body weight through PA, summary, conclusion and recommendation. The paper recommended that to enhance wellness, sedentary and inactive lifestyle be discouraged and individual be involved in selected physical activities and some forms of recreation which should last for at least 30 minutes. This should be done at least three (3) times a week. In addition, a number of interventions were recommended to enhance participation and sustainability.

**Keywords:** Health; Fitness; Wellness; Cardiovascular diseases; Physical activity; Youths; Vibrant nation

## **1. Introduction**

Physical activity is defined by Marchie and Uzoniche. (2010) as any body movement produced by skeletal muscles that result in energy expenditure above basal level. Effective physical activity has been defined in terms of regularity and intensity of exercise recommended per week for at least 30 minutes per session. Vansluijs et al; (2004), showed that engaging in regular physical activity can prevent the onset of many chronic diseases such as cardiovascular disease, coronary artery disease, ischemic, stroke, obesity, diabetes and some forms of cancer. Regular physical activity and fitness are very important for the improvement of health and well - being of people of all ages. Research have demonstrated that virtually all individuals can benefit from regular physical activity, either by participating in vigorous or moderate exercises in achieving sound health, fitness and wellness.

Surgeon General's report on physical activity and health concluded that moderate physical activity can reduce substantially the risk of developing diseases, such as diabetes, colon, cancer, and high blood pressure (NCCDHP, 1996). Regular physical activity has been shown to reduce morbidity and mortality from many chronic diseases. According to Butley, Davis and Lewis, (1998), millions of Americans suffer from chronic illnesses that can be prevented or improved through regular physical activity. The current consensus is that physical activity and physical fitness are reciprocally related and that they exert independent effects on health and wellness.. This implies that people need to be physically active even if they have reasonable level fitness. Individual with low levels of fitness can also obtain health benefits by remaining physically active. Although,

some of the factors influencing fitness are out of a person's control (e.g. genetics and rate of maturation), the fact remains that physical exercise and activity can ameliorate negative effects of such factors.

Despite the well known benefits of physical activity as stated by researchers that most adults, youthss and children in Nigeria live relatively sedentary lifestyle and are not active enough to achieve exercise benefits. The objectives of this study were to examine the concept of health, the relationship between health, fitness and physical activity, prescription of exercises for healthy living and wellness, health benefits associated with quality physical activity, health, fitness and correlate of physical activity, physicals activity, health fitness and academic performance among youths, Physical activity, and quality of life, fitness and life expectancy, economic consequences of inactivity and maintenance of healthy body weight through PA.

### **1. Concept of Health/Wellness**

The word health and wellness is generally accepted to mean a condition of the body free from physical diseases. It is a condition of soundness of any living organism, that state in which all the natural functions are performed freely without pain or diseases, freedom from sickness or decay. WHO (1947) defines health as a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. The quality of life is therefore at the root of health and this quality is determined by how one feel physically, socially, mentally, emotionally and spiritually at any given point. Health is a continuum and not static, See Fig. I in appendix.

The report of the US President Commission on health of the nation (1983). Supports the point of view that there are gradation of health and that everyone not affected by diseases or disability is not equally healthy. The report further stated that health is not a condition but an adjustment. It is not a state but a process. It is through this process that human being adjust to their environment. Thus, the status of health that one enjoys at a given time is determined by multifaceted factors in which physical activity plays a vital role. The interaction of all these factor determines the level of fitness and wellness, an individual might experience at any given time. This wellness – Illness continuum of an individual which shows that with participation in physical activity, the highest level could be achieved, See Fig.II in appendix.

### **2. The relationship between Health, Physical Activity and Recreation (HPRA)**

Whelk and Blair (2001) explained that exercise and physical fitness are directly related but they actually represent different things. Physical activity is behavioural, while health fitness is a trait or characteristics. The effects of physical activity on the incidence of diseases has been established by (Siscovick, LaPorte, Hewman, and Taylor, Sallis, and Neddle, 1985), and it appears that these effects are produced through both direct and indirect mechanisms respectively. For example, physical activity may directly help prevent hypertension by lowering elevated plasma catecholamine levels and may indirectly affect hypertension risk by producing weight loss. According to Steven, PED, (1985), the full impact of physical activity on health and disease can be appreciated only when both the direct and indirect effects are considered and possible causal mechanisms are described. Steve, PED, David, et al and Powell, (1985), illustrated some possible relationship between physical activity and disease prevention. Associations between physical activity and disease may be direct, indirect or both.

These lines of relationship may influence physical activity or other health behaviours or both. Considerable interest currently exists in how physical activity indirectly influences health by acting through other behaviours, such as smoking, drinking or overeating. If these indirect effects can be documented, the relationship will be of importance not only to epidemiological research, but also to health educators and health promotion programmes.

Olubayo-Fatiregun and Aderonmu (2010), stated that regular physical activity and exercise are critically significant for the health and fitness and well-being of people. The authors further advanced that exercise is one

way to prevent certain disease, including obesity and that individuals who engage in regular exercises are presumed to be healthier than those who do not.

The role of physical activity in preventing coronary heart disease (CHD) is of particular importance, given that CHD is the leading cause of death and disability in the United State. This also is applicable to other communities in both developed and developing countries who have a life style similar to those victims in the United States of America. The risk posed by physical inactivity is almost as high as several well-known CHD risk factors, such as cigarette smoking, high blood pressure, and high blood cholesterol. Regular physical activity is especially important for people who have joint or bone problem, The Centre for disease Control and Prevention (1997) found that people with arthritis (20 percent of the adult population) are less active than those without arthritis. Regularly physical activity is also found to improve muscle and cardiovascular function. People with osteoporosis, a chronic condition affecting more than 25 million people all over the world, may respond positively to regular physical activities, particularly weight-bearing activities, such as walking. The combined effects of walking and appropriate drug therapy and calcium intake yield excellent results. (NIA, 1994). Increased bone mineral density has been positively associated with aerobic fitness, body composition, and muscular strength (Snow-Harter, Shaw & Matkin, 1996).

Although vigorous physical activity is recommended for improved cardio respiration fitness, increasing evidence suggests that moderate physical activity also can have significant health benefits. For people who are inactive. In addition, moderate physical activity is more readily adopted and maintained than vigorous physical activity (Pate, Pratt & Blair, 1995). As research continues to illustrate the links between physical activity and selected health outcomes, people will be able to choose physical activity patterns optimally suited to individual preferences, health risks, and physiologic benefits.

Cross-sectional studies have shown an association between higher activity levels and lower levels of body fat, increased bone mineral mass, in conjunction with other interventions to treat obesity, hypertension, and other chronic disease (CDCP, 1997; Sallis, 1994; Simons-Norton, 1998; and Bar-Or, 1994). Some of these exercises or physical activities programme which has been successfully implemented in school settings in developed countries of the world can also be adopted by physical and health educators in developing countries like Nigeria to enhance wellness for all ages.

### **3.Prescription of Exercises for a Healthy Living and Wellness**

Human body is designed for an active life. People all over the world are becoming aware, interested and committed to a healthier life so that they could have prolonged active life. However, the introduction of modern technology and automation have led to physical inactivity, as machines now do most jobs previously done by manual labour. This results to a situation where minimum state of physical fitness, which is a prerequisite for healthful living and long-life, is seriously lacking. Onifade (2001) was convinced that many Nigerians today are living sedentary life lacking physical and vigorous activities. Movement experiences are the means through which fitness and wellness can be achieved. Attempt to produce an unsurpassed all round results in wellness would involve effective exercises called Running, on-the-spot, running in place, sit-up and push-up.(RSP) programmes as recommend by Ajisafe (1991). These programmes include; running, on-the-spot running in place, sit-ups and push-up. These exercises help in providing a minimum programme for total body development and help to develop a high level of general fitness and built in daily evaluation.

Edlin, Golanty & Brown (2000) stated that taking part in exercises such as swimming, jogging and walking helps to cancel the negative emotional stresses that accumulated. Aerobic exercises and regular exercises for 30minutes produce maximum benefits by increasing heart capacity and helps in weight management. Weight training programmes with light barbells, dumbbell and weight machines are pathways to gain strength for body

building. Increasing the length of time of strenuous activity followed by rest periods would help the performer to improve endurance and power levels.

Adegboye & Olanipekun (2010) stated that participating in human movement experiences can prepare one to cope adequately with all types of emergencies in life. Occasionally individuals find themselves in situations that require strenuous and prolong movement under stressful environmental conditions. To develop maximum cardiovascular fitness, one needs to put stress on the body system above the normal level. This is referred to as overload. The system of adding more loads to performance should be gradual. This indicates that people should undertake exercise gradually and progressively. Cardiovascular efficiency can only be attained through gradual but constant training. This show the relationship between frequency, intensity, duration, overload and processes to achieve improved physical fitness and full healthy living. Oladele (2010), reported that exercise is significantly related to reduction of all anxiety, emotional stress and the meta-analyses showed that the effects of exercise on anxiety reduction are shown when: the exercise is aerobic e.g. running, swimming, cycling as opposed to non-aerobic. The length of the aerobic training programme is at least 10 weeks.

Daley (2010) found out that exercise had positive effects on schizophrenia and generally reduce depression, increase well-being and improved aerobic fitness. In selecting activities that individuals will enjoy and be willing to pursue possibly, it must be ensured that the exercises are of endurance in nature such as walking, jogging, running and swimming. It should comprise those activities that would develop the general physique, strength, muscular endurance and flexibility. If the aim of participation is for the individual to get back to shape, then he would concentrate more on endurance activities. Duration and frequency of participation in exercise influence the magnitude of improvement. As stated by Amusa, (1980) individual training for 3 to 5 days per week at 20 to 60 minutes per day in endurance exercises will receive a minimal level of threshold. Longer and more frequent exercise bouts would definitely produce greater improvement. The individual performer should note the intensity and the significant changes in participating in cardiovascular endurance exercises at least 50% of his endurance capacity. The improvement in an individual's cardiovascular efficiency is greatly influenced by the duration of training. The fitness component being developed and the fitness of the individual will determine the duration of the activity desired to attain cardiovascular fitness level.

#### **4.Health Benefits associated with Physical activity and Fitness**

Physical activities are considered very important in contemporary society. The benefits of activities are well documented and these have both physical and physiological benefits. Participating in physical activities has been linked with reduction in tension, reduced state of anxiety, depression thus enhancing sense of wellness and reduction of mortality rate in both developed and underdeveloped nations of the world. There is an overwhelming amount of scientific evidences on the positive effects of sports and physical activity as part of a healthy lifestyle. The positive direct effects of engaging in regular physical activity are particularly apparent in the prevention of several chronic diseases as previously stated to include cardiovascular disease, diabetes, cancer, hypertension, depression, obesity, stress and osteoporosis. A number of factors influence the way in which physical activity impacts on the health of different populations. Physical activity in itself may not directly lead to benefit but in combination with other factors and determinants such as nutrition, intensity and type of physical activity, suitable footwear, clothing climate or injury, stress levels and sleep pattern. There are evidences to suggest that changes in the environment that can have a significant impact on opportunities for participation and addition, the conditions under which the activity takes place can heavily impact on health outcomes. See Figure I under appendix.

Stone (1993) listed a number of beneficial physiological changes which individuals experience from active life as including:

A lower heart rate at any sub-maximal work load;

a lower systolic and diastolic blood pressure at any given sub maximal work load;  
 a greater extraction of oxygen from the circulating blood;  
 an ability to pump a larger volume of blood with each contraction of the heart chambers;  
 increased efficiency, leading to a lower heart work demand (power or fuel requirement) for any given external work; and decreased susceptibility to degenerative diseases of modern life-style.

Individuals can acquire the physiological benefits listed above by engaging in vigorous exercises that will keep the body systems in their optimal functional capacity. There are evidences that the potential benefits from physical activity cannot be stored. This suggests that exercise habits should be continued regularly if the gain resulting from them is to be retained. (Ikpeme, 1995; Onifade, Agbonjimi & Ososanya, 1991; Hockey, 1993). Therefore, it is healthier and more profitable for an individual to remain physically active than just to achieve a certain level of fitness and then return to sedentary life style. It is obvious that many feel delighted and are more able to cope effectively with the stress of life with regular exercise. It is important to know that the sort of physical activity being advocated for in this write up is not only for life extension, but what we need is an exercise/activity programmes that will bring about improved quality of life, fitness and wellness. Summarily, physical activity can make a substantial contribution to the fitness and wellbeing of people in developing countries in the following:

(i) Developed healthy musculoskeletal tissues i.e (bone, muscles and joints).

(ii) Develop a healthy cardiovascular system (heart and lungs).

(iii) Develop neuromuscular awareness (coordination and movement control of the body). Exercises and sports have long been used in the treatment and rehabilitation of communicable and non-communicable diseases. Physical activity for individuals is a strong means for prevention of diseases and for nations is a cost-effective method to improve public health across populations.

## **5. Health, Fitness and Correlate of Physical Activity**

Beyond the physical benefits of regular physical activity, research has revealed that there are also strong correlation between physical activity, and various aspects of life. Engaging in regular physical activity may affect crime prevention, academic performance, quality of life and life expectancy, health care, cost and the work environment.

## **6. Physical Activity, Health, Fitness and Academic Performance among Youths**

In Nigeria youths are becoming more inactive due to the introduction of technology. With the increase use of video games, films and television, the decline of opportunities for games and physical activities in schools, and concerns for safety outside home, youths find themselves living sedentary lifestyles. During the transition from secondary school age to high school adolescents, physical fitness, aerobic fitness, and participation in regular activity is steadily declining. This is especially demonstrated in early maturing females, and overweight youth. Basch, (2010), stated that population wide adolescents studies have indicated that females are less active than males and that black youths are less physically active than white young adults. Research has demonstrated that apposite correlation exists between physical activity and academic performance in adolescent students. Students who are physical inactive are more prone to academic failure, more absence in school, lower grades and test scores, and less ability to pay attention in class (Centres for Disease Control and prevention (CDC); 2009).

## **7. Physical Activity, Quality of Life, Fitness and Life expectancy**

People of all size and ages, ethnicities and abilities can benefit from some forms of habitual physical activity. Scientific researchers have confirmed that regularly physical activity can help to produce endorphins in the brain, which can promote feeling of well-being and help to reduce symptoms of anxiety and depression. In older adults, regular physical activity can help reduce the risk of falls, back pains, arthritis, can increase stamina and energy, and improve balance and posture.

Research demonstrates the importance of avoiding inactive lifestyle by all humans. Life style choice can make a big impact on mortality as participating in physical activity scientific research estimate that an individual who participate in physical activity for seven (7) hours a week has 40% less chance of premature death compared to one who engages in physical activity for 30 minutes or less per week.

## **8. Economic Consequences of Inactivity**

Physical inactivity and its associated health problems have substantial economic consequences to health care system in both developed and developing countries. A physically inactive population is at both medical and financial risk for many chronic and deadly diseases such as cardiovascular disease, stroke, cancer, diabetes, Hiv/Aid, syphilis, obesity, arthritis and host of others. The increasing prevalence of chronic medical conditions and diseases related to physical inactivity are linked with two types of cost. Firstly, there are the health costs for preventive diagnostic and treatment services related to the chronic conditions. The cost may include expenditures for doctor and nurses, visits, ambulance services, rehabilitation services, hospital and nursery home care and pharmaceutical services. Secondly, there are other costs associated with the value of lost wages by people who are unable to work due to illness and disability and value of future earnings lost by premature or untimely death. Individuals suffering from chronic diseases bear a significant portion of tier medical cost. A study carried out by Stram (2002) revealed that the obese spend approximately 36% more than the general population on health services and 77% more on self medications. The study also indicated that the effects of obesity on health spending were significantly longer than effects of current or post smoking. Since regular physical activity helps prevent disease and promote health, it may decrease health care cost.

A study carried out by researchers at the Centres for Disease Control and Prevention (1996) discovered that physically active people had on average lower direct medical costs than inactive or sedentary people. Pratt, Madera and Wang (2002) found that physically active people had fewer hospital stays and physician visits and used less medication than physically inactive people. And the cost savings were consistent for men and women for those with or without physical limitations. The researchers concluded that adoption of a population wide physical activity strategy might produce health care cost savings among most adult age groups.

## **9. Maintenance of a healthy body weight through physical activity**

Otinwa (2008) noted that obesity is increasing at an alarming rate throughout the world. It has been estimated that there are more than 300 million obese people worldwide. The prevalence of obesity in most part of the world is affecting men, women, adolescent and children alike. Sedentary lifestyle has been identified to play a big role in the development of overweight and obesity.

Obesity is an abnormal accumulation of body fat, usually 20% or more over an individual's ideal body weight (Payne & Hahn 2002). The World Health Organisation (2006) defines overweight as a BMI equal or more than 25, and obesity as BMI equal or more than 30. Thus it could be conveniently deduced that obesity is the end product of overweight. Thus obesity is a body mass index with a (BMI) of 30 or greater but has received more attention than overweight. Overweight with a (BMI of 25 to 30) is typically even more prevalent and also confers elevated risk of many diseases such as cardiovascular diseases, hypertension and a more than tenfold increase in the risk of type 2 diabetes as compared with lean individual with a BMI less than 23. Calle et al (2003), stated that overweight and the obese people experiences elevated mortality from cancers of the colon, breast postmenopausal, kidney endometrial and other diseases All these could be prevented if the obese and the overweight people participate in physical activity and other forms of recreational activities.

Kolapo and Dietz, (1999), revealed that contemporary life in development nations has markedly reduced people's opportunity to expend energy, whether in moving environment or at home. Dramatic reduction in physical activity are also occurring in developed countries because of urbanisation, increase availability of vehicle to replace working and bicycle riding and mechanisation of labour. However, regular physical activities

and recreational exercises is an essential ingredient in the control and maintaining of weight and its resultant effects in building a vibrant nation.

## II. Summary

This paper examined the importance of health, fitness and physical activities as a key to enhancing wellness for all ages in building a vibrant nation. It is imperative to know that regular physical activities and exercise programmes produces major change in men, women, adults and adolescents as it improves levels of fitness and enhances wellness. From the literatures reviewed, studies highlighted the overwhelming health benefits of regular physical activity, its role in preventing both communicable and non-communicable diseases, coronary heart diseases and general fitness of the individual, health as a correlate of physical activity, PA and academic performance, PA, quality of life and life expectancy, economics of consequences of inactivity and maintenance of a healthy body weight through physical activities.

## III. Conclusion

This review makes clear the pressing need to encourage a more active lifestyles, (fitness and health) among people of all ages in building a vibrant nation. Clearly, the goals of a more active population will be a challenge requiring a commitment to change on the part of individuals, families and communities. It is worth to note that both public and private sectors will come together to promote fitness and more healthy habits for people of all ages. Encouraging fitness and wellness through PA can be as simple as establishing working programme, at offices, schools and communities. Schools provide many opportunities to encourage children to engage in physical activity as well as healthy living. Thus, health and physical activity (HPA) should be a priority for all especially among Nigerians of all ages where participation of PA is at the lowest ebb as this could help to build a vibrant nation.

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# **Ethnicity, Conflict and Population Displacement in Northeast India**

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## **Abstract**

Since India's independence Northeastern region of India has been witnessing episodes of secessionist and insurgency related violence and conflict. The problem has become more complex, as the region is inhabited by people belonging to different racial stock, speak different languages and have varied socio-cultural tradition. These people are now fighting for the same geographical space to protect and preserve their identity and culture. Illegal immigration from neighbouring countries, especially from Bangladesh has aggravated the problem as it has reduced the number of indigenous people to minority in some parts of the region. Though the Sixth Schedule of the Constitution of India has become an important tool to provide special protection to indigenous people in Northeastern states, the problem lies in the fact that many of these ethnic groups do not live in distinct areas and their demand for ethnic homeland often overlap with other groups. As a result their demand for ethnic homelands has led to conflict and in turn internal displacement.

**Keywords:** Conflict; Insurgency; Displacement; Indigenous community; Immigration; Land alienation

## **I.Introduction**

Northeast India refers to the easternmost region of India comprising of states of Assam, Arunachal Pradesh, Meghalaya, Nagaland, Manipur, Mizoram, Tripura and new inclusion is Sikkim. The region shares international border with countries like China, Tibet, Bhutan, Burma and Bangladesh and is connected to the rest of India by a narrow passage. Northeast India is the homeland of large number of ethnic groups who came to the region from different directions at different historical times. These groups belong to the different racial stocks, speak different languages, and have varied socio cultural tradition. As a result the region has become the epicenter of numerous ethnic nationalities. Especially the society in the hills of Northeast region reflect high degree of diversity as each community living therein has its distinct characteristics.

According to the 'People of India' project sponsored by Anthropological Survey of India out of 5,633 communities living in India 635 are categorized as tribals, of which 231 are residing in India. The project had listed 325 languages of which 175 belonging to the Tibeto-Burman group and Mon-Khmer group are spoken in Northeast India. (Bhaumik S. , 2005).

For the past several decades the Northeast has received a continuous flow of economic migrants from neighbouring countries and as a result of that in the states like Tripura and Assam demographic imbalance has been tilting against indigenous population. The waves of refugees and migrants besides causing demographic change also causing displacement of indigenous population from their ancestral land. In such cases displacement generally takes place quietly without direct conflict. Only when indigenous people realizes the danger to their existence, they begin to express their grievances through mass protest and social movement and only then the displacement drew public attention (Dutta, 2008). This had happened in the states of Assam, Arunachal Pradesh, Tripura and Meghalaya.

## 1. Causes of internal displacement in Northeast India

Considering the magnitude of the problem of internal displacement in Northeastern region, it is difficult to outline all the causes of internal displacement. However some of the prominent causes of displacement in the region are listed below.

Due to natural disasters like earthquake, flood, erosion, draught and climate change;

Due to violence—ethnic, religion and language conflict, wars and revolutions;

Due to development driven reasons and governmental policies;

Due to take over of land by migrating communities

Conflicts have regularly caused considerable internal displacement of population in most of the northeastern states. Displacement of population is caused by violent conflict between security forces and insurgent groups, different dissident armed groups and counter-insurgency operations of security forces. The Northeast India accounts for almost half of India's conflict induced internally displaced persons.(Bhaumik, 2005). The region has witnessed a number of major causes of conflict-induced displacement in recent years.

Displacement of Bengali Hindus and Muslims from and within Assam;

Displacement of Adivasis and Bodos within and from western Assam

Displacement of Bengalis from Meghalaya, particularly from Shillong, the capital city of Meghalaya;

Displacement of the Bengalis from and within Tripura;

Displacement of Nagas, Kukis and Paites in Manipur;

Displacement of Reangs from Mizoram;

Displacement of Chakmas from Arunachal Pradesh and Mizoram (Bhaumik, 2005).

## 2.Conflict and displacement in Assam

Violent conflict that has been witnessed to-day in Assam is the result of number of socio-economic factors operating right from the advent of British rule. Human migration is an ongoing phenomenon in the Brhmaputra valley for centuries. Various immigrant groups belonging to Mongoloid group had entered Assam from neighbouring South-East Asian countries. When the British took over the administration of Assam in the year 1826, it changed the traditional social culture of Assam. After taking over of Assam, British established tea and oil industry in Assam and brought educated Bengali Hindus to work in important positions in the colonial administration and other important professions like teachers, doctors, lawyers and magistrates. The local people were reluctant to work in tea gardens which results in lack of labour force in colonial Assam. As a result the colonial rulers encouraged migration of tribal people from Jharkhand and Orissa in order to meet the demand of cheap labour in British owned tea gardens. In search of better living the poverty ridden tribal people of those areas migrated to Assam. The situation opened the floodgates of migration of people during British regime. Thus the British owned tea gardens had remarkably grown but failed to accommodate emerging Assamese middle class in jobs. This had eventually led to an anti Bengali feeling amongst Assamese middle class who failed to understand the colonial limitation. The British also ignored the demand for replacement of Assamese as language in schools and courts. The linguistic conflict between migrant Bengalis and native population generated socio cultural conflict between the two groups.

The immigration of people from erstwhile East Pakistan took a dangerous turn during post independence period but the Government of India did have no definite policy to tackle the problem. On the contrary Nehru-Liaquat Pact facilitated and accelerated infiltration during post independence era by providing for restoration of rights of immigrants over their properties, if they choose to return not later than 31st Dec. 1950 (Pact, 1950). The agreement was against the spirit of Immigrants (Expulsion from Assam) Act, 1950 enacted by Parliament that provided for expulsion of certain immigrants from Assam (2, 1950).

In early sixties, the Govt. of Assam armed itself with Prevention of Infiltration from Pakistan (PIP) Plan, 1964 launched an aggressive campaign to flush out immigrants, who settled in Assam since January 1951. Bimala Prasad Chaliha then Chief Minister of Assam even disregarded the then Prime Minister's plea to go

slow on the deportation. Chaliha even went on to say that the problem was so critical that Assam's demography and culture would be permanently damaged (Hazarika, 2000). Chaliha's campaign pressed a panic button among the Muslim immigrants. Ultimately Chaliha's Plan was put in cold storage and those who were deported earlier gradually returned and again settled in Assam.

It has to be noted here that the Assamese members of the Constituent Assembly advocated for giving much wider power to the States. The proposals include the right to legislate on immigration; inclusion of citizenship matter in the concurrent list; giving residual powers to the states; limitation of central power over subjects in the central list; not to give power to the Union Government to unilaterally redraw state boundaries; to make state Governorship an elected office and to give a much larger share of the exercise and export duties on tea and petroleum to the producing states (Baruah, 2005).

During the post Bangladesh era, the All Assam Student's Union (AASU) started a movement called Bideshi Khedao Movement which is also known as Assam Movement. The movement was actually triggered by the discovery of sudden rise of registered voters in the electoral rolls in 1970s. Taking advantage of the deep rooted sentiments and discontentment of Assamese people, AASU successfully translated the agitation into widespread popular movement. Tens of thousands of Bengalis—both Hindus and Muslims were displaced all over Assam in violence unleashed during the 1960s, 1970s and 1980s, particularly during six years of anti foreigners agitation. However, the agitation leaders when came to power and ruled the state since 1985 to 1996 failed to detect and deport the illegal immigrants.

According to the noted security analyst and former Army Lt. General (Retd.) D.B. Shekhatkar, the efforts made by some political parties to create vote bank of illegal migrants changed the demographic pattern in Assam especially in BTAD areas and in the process, the land belonging to the tribal groups including Bodos, are being occupied by the suspected migrants (Chaudhury, 2012, Sept. 6).

### **3. Conflict and displacement in Bodo areas**

Like other sub-nationalists and ethnic movements the Bodo movement in Assam has been associated with ideas of autonomy, liberation and revolution. The violent conflict in Bodo areas started with the Bodo movement in 1987. The Bodos who are the largest plains tribe in Assam alleged that there has been long socio cultural alienation, discrimination, de-culturalisation and anti-tribal policies of the government to deal with them. Moreover, two other factors have contributed in the alienation of Bodo people from the Assamese people. First reorganization of states particularly Assam on the basis of language and second their perception of Assamese hegemony. The Assam Movement that resulted in Assam Accord mainly aimed at preserving and protecting Assamese identity and culture. The Bodos objected the clause 6 of the Assam Accord (1995), which promised to safeguards the culture and identity of Assamese people. The All Bodo Students Union (ABSU) along with Bodo Sahitya Sabha launched the Bodo Movement demanding a Bodo state for protecting and preserving their identity. In initial years the movement was quite peaceful and democratic but later on the movement turned violent because of emergence of insurgent groups targeting the non-Bodo population. To establish peace the state government and ABSU signed an accord making provision for setting up of Bodoland Territorial Council (BAC). However, BAC failed to meet the aspirations of Bodo people (Deka, 2012). The BAC area is not contiguous and in some areas under the BAC there were more than fifty per cent non-Bodo population. This dissimilarity stalled the process of demarcation of boundaries of BAC. Many people argued that with a view to have complete hold over the territory Bodos started ethnic cleansing with large scale attack on Muslims of Bengali descent in October 1993. Violent clash between Bodos and immigrant Muslim settlers displaced 3568 families consisting of 18,000 people in Kokrajhar and Bomgaigaon district. Again in May-June 1996 massive attack was launched against Adivasi Santhals. The conflict has resulted in displacement of 42,214 families consisting of about 22,62,682 persons throughout western Assam. After this initial outbreak, conflict between the two ethnic groups became a regular feature in western Assam (Phanjaubam, 2007).

In 1998, clash between Bodos and immigrant Muslims displaced 48,556 families and within a span of two years, nearly 5.5 lakh people were living in camps at some point and about 44,000 of them are children. Again in August 2008 communal violence took place between the two groups in Udalguri, Darang, Chirang and Sonitpur districts killing 55 and displacing 2,12,000 persons. During the conflict 54 villages were directly affected and residents of 150 villages fled from their homes for fear of being attacked though there was no attack in their villages. More recently in July 2012 conflict between the two communities displaced 400,000 people from about 400 villages (2012 Assam Violence, 2012). In 2004 Bodo Santhal conflict resurfaced again leaving 37,000 people displaced.

The enmity between immigrant Muslim settlers and tribal communities have increased over the years in Assam as the migrants encroaching upon the areas previously dominated by tribal communities. Both groups are fighting over the same natural resources and geographical space.

Over the years, it has been found that majority of the protected class of persons are so backward both economically and socially that they could not protect themselves against more advanced immigrant farmers. Further Government's failure to protect tribal belts and blocks leads to vast tracts of land belonging to tribal people were illegally transferred to various non-tribal and immigrant settlers. As a result tribal people are being displaced from forest as well non-forest areas.

Due to the non-implementation of the accord two insurgent groups the Bodo Liberation Tiger (BLT) and National Democratic Front of Bodoland (NDFB) came into existence making a fresh demand for separate state for Bodos. However the state and central government selectively engaged in peace talks with BLT and a new peace accord was signed February 10, 2003. The accord created the Bodoland Territorial Council (BTC) under Sixth Schedule of the Constitution of India. The new accord tried to meet the deficiencies of the earlier BAC accord. However, the government did not negotiate with the NDFB while signing the BTC accord and thus the group's demand for a sovereign Bodoland continued to persist (Deka, 2012).

#### **4. Conflict in North Cachar (NC) Hills and Karbi Anglong**

The two hill districts of Assam NC Hills and Karbi Anglong are mostly inhabited by indigenous tribes like Karbi, Dimasa, Kuki, Khasi, Jaintia, Hmar, Bodo, Tiwa and Zeme Naga. These two districts are continued to be plagued by unprecedented ethnic conflicts in recent years. Root causes of the conflicts are control over land resources and establishment of homeland based on ethnicity. A number of insurgent groups representing different tribal groups emerged demanding independent tribal homelands. Karbi-Kuki, karbi- Dimasa, Dimasa-hmar, Dimasa-Zeme Naga groups fighting with each other leading to killing and displacement of people in large numbers. Dimasa insurgent group Dima Halam Daoga was formed in 1995 with the objective of establishing a Dimasa homeland comprising of Dimasa inhabited areas of North Cachar Hills and Karbi Anglong and also parts of Nowgaon district. However internal dissensions have led to bifurcation of two outfits, one led by Dilip Nunisa and the other by Jewel Garlosa. Another most domination insurgent group in Karbi Anglong is United Peoples Democratic Solidarity (UPDS). Formed in 1999 UPDS is fighting for separate Karbi homeland outside the state of Assam. According to report by the Asian Centre for Human Rights, as a result of ongoing conflict 44,016 Karbis and Dimasas have been displaced till October 2005 in Karbi Anglong, North Cachar Hills and Hojai sub-division of Nowgaon district (Laskar, Insurgencies in NC Hills and Karbi Anglong, 2008).

#### **5. Naga Insurgency and displacement in Manipur**

Naga people's struggle for independence is one of the oldest struggle for self determination in India. In pursuant of their declared national decision, the Naga people launched Civil Disobedient Movement and successfully boycotted the general election of the free India. In 1963, when Nagaland was formed as a separate state within the Indian Union militants were not satisfied and continued their freedom struggle. In 1975, a section of rebel leaders came out and signed Shillong Accord. Under the accord the militants were asked to accept without condition, the Constitution of India. It irritated leaders like Issac Swu and T. Muivah, who

openly denounced the accord and decided to continue their struggle. By aligning with S.S.Khaplang a leader of Konyak Nagas the two radical leaders formed the National Council of Nagaland (NSCN) in 1980. But NSCN suffered a jolt in 1988 when the organization was split into two factions one led by Swu and Muivah and the other by Khaplang.

In the year 1997, when Government of India concluded a ceasefire agreement with Muivah faction of NSCN to extend ceasefire agreement to all Naga areas in the Northeast, it was met with violent protest in Manipur, Assam and Arunachal Pradesh. The ceasefire agreement was seen as a step towards the establishment of a greater Naga state, which could infringe on the territory of the neighbouring states. Some 5,000 Nagas, fearing revenge attack fled the Imphal valley in Manipur to Naga dominated districts in Manipur and Nagaland (IDMC, 2006). The riot forced the Indian Government to reverse its decision, and limit the ceasefire to Nagaland only.

In the middle of 1992, conflict between Nagas and Kukis resulted in wanton killing, kidnapping, and burning and destruction of houses. Conflict had forced the common people to flee from their original place settlement. A large number of people affected by ethnic clashes moved to villages and towns where there is some sense of security and more economic opportunities leading to significant change in demography in the hills districts of the state. As a result of that, population in the state's least populated district of Chandel, that had only 71,014 as per 1991 census jumped to 1,18,327, in 2001 census (Thongbam, 2006).

Naga-Kuki clash was followed by Meities and Pangal clash in 1993. The last in the series was the Paite-Kuki clash in Churachandpur district of the state. A number of factors are responsible for the outbreak of the clash. There was an disagreement between Kukis and Paites over the acceptance of the term to be used as the common nomenclature to describe all the Kuki-Chin-Mizo group of tribes in the state. Another important factor which contribute to the Kuki-Paite clash was the fact that the Kukis and Zomis including Paites are at loggerhead over the issue of Kuki homeland taxes and fees. The third reason was that the Paites always wanted to rename Churachandpur as Lamka, which was opposed by Kukis. The Paites killed 210 Kukis in clashes and lost 298 of their own tribesmen. Three thousand houses in 47 villages were destroyed and 22,000 Kukis and Paites displaced (Phanjaubam, 2007).

## **6. Displacement in Tripura**

After independence of India, the plains of Tripura i.e. Chakla Roshanabad which generated surplus revenue, was taken away from Tripura and annexed with Pakistan. As a result a large number of Hindu Bengali entered into Tripura from Chakla Roshanabad. This migrant population put sudden pressure in the state. The influx of large number of people over a long period of time brought about demographic changes in Tripura. The indigenous people in the state, who accounted for 95 per cent of the population of Tripura in the 1931 census, had been reduced to just 31 per cent at the time of the 1991 census. This had resulted serious discontent among tribals, who have become minority in their own land (SATP). The demographic explosion which reduced the tribals to minority created fear psychosis in the minds of the tribal people and paved the way for ethnic conflict.

The continuous influx of Bengali people from Bangladesh intensified the progressive alienation of tribal lands and traditional forest rights. As the Bengali migrants practiced relatively advanced pattern of wet-rice cultivation compared to the age-old jhum cultivation. There were large scale transfer of cultivable land of the tribal people to the Bengali migrants. Almost all writers on Tripura insurgency have identified land alienation amongst the tribal people as the major cause that had fuelled the violent insurgency in the state (Bhaumik S. , 2005). In settled agricultural areas like Khowai and Sadar, between twenty to forty per cent of the tribal lands have been alienated by the end of seventies, when tribal insurgency gathered momentum. In some parts of south Tripura district, as much as sixty per cent of the tribal lands were sold in distress conditions as sequel to an unequal economic completion with the Bengali settlers (Bhaumik S. , 2005).

As a consequence of influx of large number of migrants, a growing number of ethno-centric tribal parties mushroomed. The Debar Commission and Hanumanthiya Commission which looked into the development of the Scheduled Castes (SCs) and Scheduled Tribes (STs) suggested a tribal compact area to fulfill the aspirations of development of tribal people. In the mean time the government enacted Tripura Land Reforms and Restoration Act in 1960 to restore alienated tribal land. The Act was amended in 1964. But all these had failed to prevent the alienation of tribal land to other non-tribal groups, creating a feeling of mistrust and betrayal amongst the tribals. This led to the formation of Tripura Upajati Juba Samity (TUJS) in 1967 (Ali S. , 2011). In 1967, when as a direct fall out of large scale alienation the Sengkrak Movement started, the ruling Congress government backed the forcible occupation of tribal in the Deo valley by the Swasti Samity—an organization of Bengali settlers (Ali S. , 2011). The Sengkrak movement was subsequently outlawed by the state. The state witnessed serious ethnic conflicts between tribals and non-tribals since 1980 till March 2002 and during the conflict about 2000 Bengalis displaced in the state (Phanjaubam, 2007).

In an attempt to tribal insurgency, the state government enacted Tripura Tribal Autonomous District Council under the Sixth Schedule of the Constitution of India with a view to empowering indigenous people to bring all round developments so as to protect and preserve their culture, customs and traditions. The problems of indigenous people of Tripura has been continuously ignored by the successive governments. As a result, instead of exercising control over their land these people have found themselves politically displaced.

## **7. Displacement in Mizoram**

### **7.1. Reang (Bru) displacement**

Tension started in 1997 between Mizos and Reang community presently known as Bru which is the second largest tribal group of Mizoram, because they demanded autonomy within Mizoram. Mizos consider it as an attempt to fragment the Mizo state and became very emotional. To counter such demands of minority tribal groups Mizos branded them as outsiders. All sorts of attempts were made to nullify their claims like deleting their names from the voter's list, questioning the census report. According to Bru leaders, their cultural practices were obstructed and they are forced to adopt Mizo language. Despite their having native language Kokborok they are forced to accept Mizo language as medium of instruction. Bru leaders also alleged that the names of about 20,000 Reangs were deleted from the electoral rolls (Ali S. S., *The Reangs of Northeast India: A tireless battle of existence*, 2005).

In 1997 Mizos had reportedly unleashed a wave of terror against the minority Reangs. As many as 35,000 to 50,000 people belonging to Reang tribe crossed over from Mizoram to Tripura following atrocities committed against them allegedly by Mizo tribes (Ali S. S., *The Reang Refugees*, 1998). The Reang women were raped and men were beaten up and killed. The Reang militant group, which calls itself the Bru National Front (BNLF) started attacking Mizoram police and that further provoked the Mizos to commit atrocities on Reangs. The Tripura Government says that 30,690 Reangs belonging to 6,859 families have fled into Tripura during the period of three years. But the Mizoram Government refuses to accept them. According to Mizoram government Tripura government has not given details of residence of 10,435 people belonging to 2,075 families. Therefore, their claim to be residents of Mizoram is untenable (Bhaumik S. , 2005).

### **7.2. Insurgency in Mizoram**

There are various causes of growth of insurgency in Mizoram. Exploitation by chiefs, poverty, economic imbalance, poor communication, lack of contact between government and people, long history of neglect, corruption, nepotism and non-participation in the process of development alienated the people from the ruling elites. Further differences in culture, language, religion, habit etc. also contributed towards the growth of insurgency (R.K. Satpathy).

Immediately after the outbreak of insurgency in Mizoram, the Government of India launched a counter insurgency operation both by land and air. During the operation houses were burnt and demolished, men were arrested and tortured. As a result, many Mizos had to leave Mizoram and taken shelter in neighbouring states

like Manipur and Meghalaya. Magnitude of internal displacement during the period of insurgency was so much that at one time Aizawl, the capital of Mizoram was almost empty. But this was not for a long period. Majority of Mizo families who fled to Manipur and Meghalaya came back to Mizoram after staying there for some years. But some of them did not go back to Mizoram and staying there till today (Lianzela, 2002).

### 7.3. Grouping of villages

One of the biggest causes of internal displacement in Mizoram during the period of insurgency is the grouping of villages. Nearly 45,000 Mizos from 109 villages were herded into 18 group centre guarded by military in the first phase of grouping.. In the second phase another 87,000 Mizos were grouped in 84 regrouping centers. Almost half of the population of Mizo hills was affected by displacement engineered by army. However, the final phase of displacement could not be carried out due to stay order issued by the Gauhati High Court (Bhaumik, 2005).

## 8. Displacement in Meghalaya

One of the unique feature of the state of Meghalaya is that majority of tribal population follows matriarchal system where lineage and heritage traced through women. The non-tribal communities in Meghalaya made up of migrants from other parts of India and recent migrants from neighbouring countries particularly Nepal and Bangladesh. The Khasi and Garo hills fall under the Sixth Schedule of the Constitution of India that provides for establishment of autonomous district council to enforce customary law, use of land as well as reservation in Parliament, educational institutions and government employment. There are mainly two militant organizations operating in the state. Hynniewtreps Achik Liberation Council (HNLC), Achik National Volunteer Council (ANVC) are the two most prominent militant groups in the state. The HNLC aims to transform Meghalaya into a state exclusively for the Khasi tribe, which it claims long been dominated by Garos. On the other hand ANVC founded in 1995 demands 'Achik Land' in the areas of Garo hills comprising the present districts of Garo hills in Meghalaya and large chunk of Kamrup and Goalpara districts of Assam. Other political groups such as Hills State People's Democratic Party (HSPDP) fight for the self-governance of the Khasi Pnar and Garo people. The Garo National Council (GNC) is an independent separatist organization, which demands a Garo state comprising of three districts of Garo hills in the state (Sahni).

It has to be noted here that unlike some of the states in the Northeast which have been passing through violent insurgencies, Meghalaya has not yet experienced a full blown insurgency but large scale exodus of Bengali and Nepali people had taken place on several occasions.

Since late eighties numerous cycles of ethnic cleansing rocked the state and people belonging to Nepali, Bengali, Bihari and Marwari communities became the target of the attack. In the 1990s Bengalis remained the prime target of the ethnic violence. The pattern was repeated at regular intervals mostly before or during the main Bengali Hindu festival of 'Durga Puja'. Unlike Tripura or Assam, only about 50 people had died in these attacks, but that was scary enough to trigger a Bengali exodus. Since the early 1980s, an estimated 25,000-35,000 Bengalis have left Meghalaya to other parts of India especially to West Bengal. In 1981, there were 119,571 Bengalis in Meghalaya—8.13 per cent of the state's population. Ten years later in 1991 it stood at 5.97 per cent of population (UNHCR).

Ethnic conflict between Rabha and Garo communities in December 2010 and January 2011 displaced tens of thousands of people in Assam's Goalpara district and adjoining East Garo Hills district of Meghalaya. During the conflict ten people had been killed and more than 50,000 persons displaced from both communities. Conflict between the two groups took place because of tension between the two communities over the legislative and executive status of the Rabha dominated Rabha Hajong Autonomous Council.

## II. Conclusion

Ethnic tension in Northeastern region in most cases is a byproduct of land alienation owing to demographic change as the people are fighting for natural resources in the same geographical space. Therefore,

it is obvious that peace can be restored in the region by land restoration, poverty alleviation, education and development especially in rural areas. Problems of indigenous people of the region have been continuously ignored by successive governments. Instead of exercising control over their land these indigenous people have found themselves politically displaced. Further there is dearth of strong and dedicated leadership in the region because of which human resources of the region couldnot be utilized in an effective and productive way.

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