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Psychosocial Variables and Overschooling at the Tertiary Education Level: Implications for Psycho-Academic Interventions

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Abstract

This study examined the individual and collective contributions of selected psychosocial variables to overschooling at the tertiary education level. This ex-post-facto research randomly selected 500 graduate students from the University of Uyo for the study. The Self-assessment Graduate Overschooling Questionnaire (S-GOQ) was used in obtaining data. Chi square statistics and regression analysis were used in testing the two hypotheses in the study. The results indicate that there is significant relationship between overschooling and each of the selected psychosocial variables while the variables returned a no significant collective effect on overschooling. The implication of these findings for psychoacademic intervention was drawn.

Keywords: *Overschooling; Labour Economics; Unemployment; Occupational Mobility; School counselling.*

I. Introduction

Overschooling, the situation whereby individuals operate occupationally below their level of acquired education or completed schooling with concomitant wage penalty is spawned by a handful of psychological, social, and economic variables. These variables, as exposed by scores of researches, include favourable expectations on the marginal economic returns to educational investments, favourable position in the person queue in the labour market, social mobility, occupational mobility (both vertical and horizontal), personal idiosyncrasies, attitude towards education and certification, employability of graduates, and job-skills utilization concerns, inter alia.

Contemporary concerns for overschooling at the tertiary education level are founded on the apparent lack of justification for the value of education as the machinery for productivity. Education is generally assumed to positively correlate with productivity. As Becker's (1964) Human Capital Theory postulates, education

enhances productivity through its creation of human capital and development of skilled labour. This perceived correlation has over the years fuelled heavy investments in education by individuals, government and nongovernmental agencies.

This study therefore sought to expose the contributions of selected psychological and social variables to the incidence of overschooling at the tertiary education level using graduate students of the University of Uyo as a case in point.

1.1 Statement of the problem

The economic and health implications of overschooling among other issues makes it imperative to investigate the influence of selected psychosocial variables on overschooling at the tertiary education level with a view to furnishing an empirical outcome that that would serve as a basis for expert psycho-academic intervention at all levels of education. The problem of the paper therefore is whether psychosocial variables contribute to overschooling at the tertiary education level in Nigeria.

1.2 Research Questions

The following research questions were formulated to guide the study:

1. Do the listed psychosocial variables (parent's level of education, self concept, peer influence, and job satisfaction) significantly relate to overschooling at the tertiary education level?
2. To what extent does the collective effect of the listed psychosocial variables (parent's level of education, self concept, peer influence, and job satisfaction) predict overschooling at the tertiary education level?

1.3 Hypotheses

The research questions were converted to the following hypotheses:

1. The listed psychosocial variables (parent's level of education, self concept, peer influence, and job satisfaction) do not significantly relate to overschooling at the tertiary education level.
2. The collective contributions of the listed psychosocial variables (parent's level of education, self concept, peer influence, and job satisfaction) do not significantly predict overschooling at the tertiary education level in Akwa Ibom State.

2.0 Literature Review

In the past few decades, scores of empirical investigations have raised doubts challenging, as it were, a tentatively tenable explanation of the contribution of education to productivity (Tsang & Levin, 1985). While this contention is subject to empirical ratification, a more worrisome cum potent concern is the attempt by scholars to correlate overschooling with wage penalty, job dissatisfaction and attendant counter-productivity and mental health issues (cf. Allen & van der Valden, 2001; Cohn, 1992; Cohn & Ng, 2000; Dolton and Vignoles, 2000; Groeneveld & Hartog, 2004; Halaby, 1994; and Walker & Zhu, 2003).

About why individuals continue to invest in education, Walker and Zhu (2005) discovered wage premium (high earnings as a result of possessing a degree or higher qualification) as a prominent factor. Lenton (2011) submitted that education subsidy with resultant limited personal cost and prospects of job mobility are potent sustainers of overschooling. In the same vein, Fielding (1992) and Champion and Combes (2007) assessed the escalator effect of overschooling at the tertiary level of education to back up the position that horizontal job mobility prospects and labour market competition fosters overschooling. This is however argued based on research findings by Rice and Venables (2004) to depend on the geographical reach of the labour market for skilled labour.

Lenton (2011) found a general correlation of age with overschooling, implying that older persons are less mobile occupationally and thus more likely to be adjudged 'genuinely overschooled' in the long run as opposed to younger workers who, though apparently overschooled in the short run, are more likely to migrate to their occupational niche—thus changing their overschooling status.

Messinis (2008) found parental occupational status as a significant predictor of overschooling with such variations as father's occupational status impacting more strongly on male overschooling than overschooling among female children; and both parents' statuses combined predicting female overschooling. Furthermore, Messinis (2008) found no positive correlation between marital status, unemployment and overschooling in their study population. Other researchers have found positive linkages between job dissatisfaction resulting from job-skill mismatch and overschooling in tertiary education (cf. Green & McIntosh, 2006; Allen & van der Velden, 2001; Bauer, 2002; Frenette, 2004; Chevalier, 2003).

Finally, in the study by Chevalier (2003), gender and type of educational institution attended did not influence overschooling. However, the study revealed that those with better school credentials were less likely to be overschooled in the absolute sense as opposed to those with lower or poorer school credentials. Other researchers have found a positive correlation between schooling and social mobility. The education

system is often seen as a channel for upward social mobility; people with more education tend to have higher earnings and higher social statuses. Parents therefore help their children to move ahead by investing more in their children's education. This may be the only strategy for most parents to gain upward mobility for their children in the absence of better access to capital markets (Tsang & Levin, 1985).

In sum, the foregone perceived role of psychosocial variables in the incidence of overschooling informs this empirical inquest with a view to proffering psycho-academic strategies implementable in the school system to counteract possible negative outcomes of overschooling due to the influence of the selected psychosocial variables.

3.0 Research Method

3.1 Population, Sample and Sampling Technique

The research was conducted in the Postgraduate School of the University of Uyo, Nigeria. The population of the study comprised all graduate students in all the faculties in the University of Uyo at the time of the study. A total of 500 postgraduate students of the University of Uyo were selected for the study using the stratified random sampling technique.

3.2 Instrument

The instrument for Data collection was the Self-assessment Graduate Overschooling Questionnaire (S-GOQ) which comprised two sections. Section A obtained demographic data whilst Section B assessed indices of overschooling. The face and content validities of the items on the instrument were ensured by subjecting the items to rigorous assessment and reviews by 3 experts in Measurement and Evaluation based on existing literature on overschooling. Their expert recommendations were duly integrated into the final copy of the instrument.

3.3 Design and Statistics

This survey adopted the ex-post-facto design since the variables under investigation could not be kept under control. The Chi Square statistics was used to assess the significance of the relationship of the selected psychosocial variables with overschooling while regression analysis was used to assess the significance of the collective contributions of the selected psychosocial variables to the incidence of overschooling.

4.0 Presentation and Discussion of Results

Data analyses for the relationship of the psychosocial variables with overschooling are presented in Tables I-4 while the analysis for the contributions of the psychosocial variables to overschooling is presented in Table 5. The discussion of these findings will be done in the light of the two hypotheses formulated to guide the study.

Hypothesis One

The first hypothesis predicted that the psychosocial variables (parent's level of education, self concept, peer influence, and job satisfaction) do not significantly relate to overschooling at the tertiary education level. Chi Square analyses of the individual psychosocial variables returned 36.07 (7.82), 83.27 (16.92), 42.05 (12.59), and 53.36 (12.59) as the calculated X^2 (Critical Value of X^2) for Parents level of education, Job satisfaction, Self concept and Peer Influence respectively. Since the computed values of X^2 are, in each case, greater than the Critical values of X^2 , the first hypothesis was rejected. This means that the listed psychosocial variables do significantly relate to overschooling.

This findings are in consonance with those of Walker and Zhu (2003), Cohn and Ng (2000), and Dolton and Vignoles (2000) who found in their separate studies a positive correlation between job satisfaction and overschooling. Also, Messinis' (2008) finding that parent's level of education does predict overschooling is in agreement with the result of this study. Similar results were also obtained by Green and McIntosh (2006), Bauer (2002), Frenette (2004) and Chevalier (2003). Furthermore, an earlier study by Tsang and Levin (1985) found a correlation between social self concept and overschooling. This study supports that result as evinced by the significance of the contribution of self concept to overschooling. In the dearth of empirical findings on the influence of peer influence on overschooling, this study thought it wise to probe the possible influence of that psychosocial variable on overschooling. The result shows that in reality, peer influence exerts a potent force on the incidence of overschooling wherefore expert psycho-academic intervention is imperative.

Hypothesis Two

The second hypothesis claimed that the individual contributions of the listed psychosocial variables (parent's level of education, self concept, peer influence, and job satisfaction) do not significantly predict overschooling at the tertiary education level in Akwa Ibom State. To assess the extent of significance of the collective contributions of the listed psychosocial variables to overschooling, regression analysis was employed.

The result returned 1.04 as the F-ratio of the collective contributions of the psychosocial variables to overschooling. Since this was not statistically significant at $p < 0.05$, this second hypothesis was upheld, indicating that collectively, the listed psychosocial variables do not significantly predict overschooling. Although this is not statistically significant, it highlights the need for psycho-academics to assess and cater for these variables singly when planning and implementing psycho-academic intervention programmes.

Though this research returns a no significant interpretation on the collective effect of the listed psychosocial variables on overschooling, potent results were obtained by Messinis (2008), who found that parent's education statuses do influence overschooling. Also, Chevalier (2003), Green and McIntosh (2006), van der Velden (2001) and Frenette (2004) found a potent correlation between job satisfaction and overschooling. Further, a study by Tsang and Levin (1985) showed a correlation between social mobility and overschooling. These separate findings lend credence to the result spirit of this research, highlighting the fact that though these psychosocial variables do not possess a collective influence on overschooling, they (as a cluster) should not be ignored altogether.

5.0 Conclusions

The purpose of this study was to ascertain the individual relationships and collective contribution of psychosocial variables (parent's level of education, self concept, peer influence, and job satisfaction) on the incidence of overschooling. Based on empirical findings, these variables (individually) correlate with overschooling. Since contemporary concerns over overschooling bears also mental and social health issues (positive self concept, job satisfaction, and internal frame of reference) it has become imperative to probe and counteract the influence of negative psychosocial variables on schooling through the design and implementation of expert psycho-academic programmes at all levels of education as expounded in the next section.

6.0 Implications for Psycho-academic Intervention

In designing and implementing psycho-academic interventions against the incidence of overschooling, the following should be given due consideration:

- Adequate numbers of psychologists, social workers and guidance counsellors should be on ground to render satisfactory psycho-academic intervention services to students. Such services will necessarily include career orientation, career guidance and counselling, psychological testing and evaluation, personality inventories, and other pertinent psycho-academic assessments

needed to ensure proper direction of students through academics with a view to attaining self actualisation in areas of career preparation and adjustment.

- Intakes into degree programmes should be informed and constantly reminded of the need to pay careful attention to their future job requirements, the prevailing situation in the job market, job risks, and employment alternatives in their chosen area of discipline with a view to forestalling long years of sojourn in the labour market, a situation which as exposed in this study spawns overschooling among other economic, social, and mental health predicaments.
- Fresh emphasis during orientation programmes, usually mounted to enhance the progress and adjustment of students, should be placed on the acquisition of skills relevant for employment and the development of positive attitude towards prospective jobs.
- Acquisition of affective and psychomotor skills relevant to prospective jobs should be emphasised alongside with the acquisition of cognitive skills.
- Appropriate and continual guidance services should be rendered to students throughout the duration of their programmes as this would curtail future incidence of overschooling.

Finally, the planning and implementation of expert psycho academic intervention programmes will help reorient students and other investors in education to see education as a means to an end not just an end in itself. With such de-emphasis on the intrinsic value of education, students will be assisted to have a comprehensive understanding of and appreciation for the extrinsic value of education—a machinery for economic productivity, a machinery for social adjustment and national integration, a machinery for personal development and adjustment. If education stakeholders give serious consideration to the foregone implications of the association of the psychosocial variables examined in this research to psycho academic interventions, then not only will student be assisted to study with focus and direction, but the incidence of overschooling will also be curtailed in the short run and totally forestalled in the long run.

Tables of Chi Square and regression analysis of the individual correlation and collective contribution of listed psychosocial variables to overschooling

Table I: Parents Education and Overschooling

O	E	$(O-E)^2/E$	Calc X	df	Crit X
15	12.9	0.22			
6	7.2	0.14			
74	58.2	4.51			
5	21.7	13.16	36.07	3	7.82*
11	12.9	0.22			
8	7.2	0.14			
42	58.2	4.51			
39	21.7	13.16			

*Significant at $p < 0.05$

Table 2: Job Satisfaction and Overschooling

O	E	$(O-E)^2/E$	Calc X	df	Crit X
69	52.4	5.26			
17	28.5	4.32			
8	10.9	0.75			
6	8.3	0.85			
24	52.4	15.18			
48	28.5	13.62			
22	10.9	11.87			
5	8.3	0.98			
43	52.4	1.69	83.27	9	16.92*
29	28.5	0.03			
10	10.9	0.02			
17	8.3	9.71			
73	52.4	8.42			
19	28.5	3.17			
3	10.9	5.97			
5	8.3	1.44			

*Significant at $p < 0.05$

Table 3: Self Concept and Overschooling

O	E	$(O-E)^2/E$	Calc X	df	Crit X
37	31.7	1.04			
35	42.9	1.44			
11	15.4	1.50			
17	10.1	4.78			
36	31.7	0.49			
54	42.9	3.00			
4	15.4	7.86	42.05	6	12.59*
6	10.1	1.81			
22	31.7	2.95			
39	42.9	0.28			
31	15.4	16.21			
7	10.1	0.71			

*Significant at $p < 0.05$ **Table 4:** Peer Influence and Overschooling

O	E	$(O-E)^2/E$	Calc X	df	Crit X
14	13.5	0.00			
2	15.7	11.64			
56	38.0	8.15			
29	32.7	0.52			
11	13.5	0.40			
31	15.7	15.60			
35	38.0	0.18			
22	32.7	3.52	53.36	6	12.59*
16	13.5	0.38			
14	15.7	0.29			
23	38.0	5.92			
48	32.7	6.75			

*Significant at $p < 0.05$

Table 5: Regression analysis of the collective contribution of the listed psychosocial variables to overschooling

<i>Regression Statistics</i>	
Multiple R	0.091390081
R Square	0.008352147
Adjusted R Square	0.000338831
Standard Error	2.477704059
Observations	500

<i>Source of Variation</i>	<i>df</i>	<i>Sum of Square</i>	<i>Mean Square</i>	<i>F-ratio</i>
Regression	4	25.59	6.40	1.04*
Residual	495	3038.81	6.14	
Total	499	3064.41		

<i>Variables</i>	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>
Constant	18.538	1.108	16.736
PE	0.004	0.014	0.294
JS	0.015	0.010	1.483
SC	-0.008	0.020	-0.392
PI	-0.020	0.015	-1.337

* $p < 0.05$; Critical $F_{(4, 495)} = 2.39$; Critical $t = 1.96$

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Hospital Infections, Cost and Benefits of Control Program

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Abstract

The "Hospital - Nosocomial infection" is taken 48 -72 hours after admission of the patient in the hospital and that appears clinically with increasing temperature after the third day of hospitalization. Here are not included diseases that have an incubation period before hospitalization but only those getting another infection in the hospital during the stay. Nosocomial infection is an indicator of quality of service in our hospital facilities. "Nosocomial" - from Greek "Nosos - disease" and "Komein - care". The increasing percentage nosocomial infections is dedicated to more frequent application of catheterization and extended number of instruments usage in invasive techniques. Patients most likely to be affected by nosocomial infections are: **vulnerable** or **frail** patients. Operated patients, burned patients, patients with neoplasia, patients under chemio-therapeutic treatment, patients using steroids and undergoing radiation, patients with diabetes, catheter wearing patients, patients under dialysis, patients with immunodeficiency. Control of infections in health care Institutions is a standard of quality and has a crucial role for the welfare and safety of patients, healthcare workers and visitors. 10% of patients hospitalized in acute care can have intra hospital infection. This group of infections belong to the 10-60% of infections, which may occur after discharge the patient from the hospital. Hospital infections constitute a significant factor of morbidity and mortality, so they should be strictly controlled as part of patient care.. Hospital infections have considerable * economic * influence in hospital services and health care costs nationally.

Keywords: Nosocomial infection", pathogenic organism, hospital cost.

I. Introduction

Infection is defined as presence of a pathogenic organism in tissues or liquids of the human body, accompanied by the presence of a clinical effect (local or systemic). Must distinguish from colonization that includes the presence of the organism without clinical signs.

The "Hospital - Nosocomial infection" is taken 48 -72 hours after admission of the patient in the hospital and that appears clinically with increasing temperature after the third day of hospitalization. Here are not included diseases that have an incubation period before hospitalization but only those getting another infection in the hospital during the stay. Nosocomial infection is an indicator of quality of service in our hospital facilities. "Nosocomial" - from Greek "Nosos - disease" and "Komein - care". According to the progression

and development in time of physio-pathologic process of infection, nosocomial infections are divided into:

Early infection development after 48 hours of hospital admission. **Late** infection which is developed after 5-th day of hospitalization. The increasing percentage nosocomial infections is dedicated to more frequent application of catheterization and extended number of instruments usage in invasive techniques. Patients most likely to be affected by nosocomial infections are: **vulnerable** or **frail** patients. Operated patients, burned patients, patients with neoplasia, patients under chemio-therapeutic treatment, patients using steroids and undergoing radiation, patients with diabetes, catheter wearing patients, patients under dialysis, patients with immunodeficiency.

2. The purpose of the study

- Knowing the rate of nosocomial infection in the University Hospital Center.
- Specification and analysis of their bacterial origin.
- Determining their structure at the level of clinical units at UHC
- Identification of each bacterial isolate responsible for hospital infection.
- The cost of hospital infections and benefits from infection control program.

Based on the administrative division of the University Hospital Center the study was performed in following clinical:

Urology and Nephrology

General Surgery and Surgery Intensive Unit Care (ICU)

Burning & Plastic Surgery and Endocrinology

Oncology and Cardiosurgery

Neurosurgery

Pediatrics (ICU) and dermatology

3. Study Methodology

The study is **punctual** or **transversal** where the specimens in given clinical unit are gathered within the day following the agenda for the afore mentioned Clinical Services (1 week-I Service). For collection and storage of clinical specimen for testing, a protocol was compiled. Main source of information was use of clinical patient schedule (Card). Isolation and identification of strains was performed related to Laboratory protocols.

4. Results

Of 177 clinical samples examined 86 of them resulted positive for the presence of various bacterial isolates. Types of microorganisms isolated from tested samples

Escherichia coli	19	10.7%
Pseudomonas aeruginosa	15	8.5%
Enterococcus cloacae	14	7.9%
Staphylococcus aureus	13	7.3%
Klebsiella pneumoniae	7	4%
Acinetobacter baumannii	5	2.8%
Proteus mirabilis	4	2.3%
Enterobacter aerogenes	3	1.7%
Morganella morganii	3	1.7%
Enterococcus faecalis	2	1.1%
Streptococcus viridans	1	0.6%
Total	86	48.6%

Distribution of clinical samples obtained by services

Nr	Clinic Service	Nr of Samples
1	Internal Medicine	37
2	Surgery	57
3	Pediatrics	15
4	Burnings & Plastic Surgery	11
5	Surgery ICU	15
6	Cardiosurgery	12
7	Oncology	18
8	Neurosurgery	12
9	TOTAL	177

Categorization of infection

Category 0 (zero)-infection develops within first 48 hours. That category is not classified as Nosocomial Infection (NI)

Category 1 (a) infection develops between day 2 and 4 of hospitalization

Category 2 (two) infection develops between day 5 and 10 of hospitalization

Category 3 (three) infection developed after day 10 of hospitalization

Nr cases of infection observed in our study by categorization

Category	Nr. Cases	Percentage
0	97	54.8%
1	25	14.1%
2	23	13%
3	31	17.5%
Total	176	99.4%
No Categorisation	1	0.6%
Total	177	100%

Of 177 samples examined, 86 resulted positive for NI causing microorganisms. Among 86 positive samples only 48 belongs to patients with nosocomial infections either early and late, other 37 samples were not included in nosocomial infections.

Relatively high prevalence of 27.1% is explained by the facts that are included in the study only risk services and not all of the hospital.

Of 29 Hemocultures resulted positive 5 or 17.24% of them

Of 42 Urocultures resulted positive 9 or 21.42% of them.

Of 69 Urinary catheters resulted positive 48 or 69.56% of them.

Of 33 Matter cultures resulted positive 23 or 69.7% of them.

So as evidenced, infections associated with urinary catheters constitute the largest share of infections, then those of operator wounds, less urinary infections in patients not catheterized and subsequently sepsis. Service related is evidenced highest rate of infections in Oncology, Neurology ICU, ICU of Burning & Plastics Surgery and Urology.

Control of infections in health care Institutions is a standard of quality and has a crucial role for the welfare and safety of patients, healthcare workers and visitors. 10% of patients hospitalized in acute care can have intra hospital infection. This group of infections belongs to the 10-60% of infections, which may occur after discharge the

patient from the hospital. Hospital infections constitute a significant factor of morbidity and mortality, so they should be strictly controlled as part of patient care..

Hospital infections have considerable * economic * influence in hospital services and health care costs nationally. Economic consequences of hospital infections could have the following results:

N.I. by extending the length of stay in hospital lead in setting up costs * hotel *. The patient carries additional costs due to absence at work. Families spend time and money in coming to the hospital to visit the sick.

Emerging infections cause an increase in treatment spending (additional drug therapy, different curative procedures).

N.I. Additional need for research and radiological laboratory for diagnostic purposes.

Addition spending for controlling I.S. including epidemiological and medical research, time spent nurses and managers.

N.I. often are subject to judicial denunciations, whose costs can be high.

Direct Cost

- ☐ Includes hospital costs rather than real cost which is difficult to obtain.
- ☐ Consists more cost comparison between infected with uninfected patients.
- ☐ Severe ill patients have not only a greater risk for IN development but also for more complications, increasing the overall cost.
- ☐ Influencing factors are age, sex, pregnancy, major diagnosis.

Indirect Cost

- ☐ Includes the cost of personal income, the cost of training employees to deal with the patient.
- ☐ Reduced labor productivity in these working places is the main impact of indirect costs.
- ☐ Changes in medical practice (when replacing antibiotics commonly used with the most expensive due to nosocomial multi resistant prevalence).

Loss from suffering, pain, disability and premature death.

Hospital Cost

As long as the cost of hospital nosocomial infections passes to a third party (the state or health insurance) is difficult to calculate profit & loss of infection control program. One hospital can evaluate N.I. cost by calculating the index of hospital stay time, additional costs for treatment of nosocomial infections group.

Assessment of the Cost-Effectiveness

Centre for the control of hospital infections has found that 1/3 of N.I. can be prevented by an effective program of infection control. A hospital in the U.S. with a capacity of 250 beds that has primary and secondary service has about 12,000 a year hospitalized patients of which about 5500 undergo surgery. The hospital may have 713 infections per year with no control program and only 487 under effective infection control program. Hospital costs to cover these infections are \$ 800,000. Effective program of infection control saves \$ 250,000 per year. A hospital with 700 beds with an efficient control of infections could save \$ 1,000,000 per year.

Data Q.S.U.T. For the cost of I.N.

□ Prevalence project data in 2008 show an infection rate by 47% to PIC (peripheral intravenous catheters), where the surgical service has the following indexes:

□ Clinic I	2108 hospitalizations	8357 Leke (cost per day)
□ Clinic II (Urology)	1484	3180
□ Infantile Surgical Clinic	229	3026
□ Clinic III	2317	5324
□ Central ICU.	176	3727
□ Burns&Plastic	1589	5710
□ Cardiovascular Surgery	1064	5439

□ Counting 8 additional days of stay / for each admission multiplied by the daily cost with the percentage of infection found PIC, additional costs for hospital infections in QSUT are:

Additional Costs For H.I

Clinic I	66,234,239	leke (8 days 47%)
ALL Clinic II	17,741,8568	leke days 47%
Kir.inf Clinic	2.604.708.8	
Clinic III	46,378,428	
Central ICU	20,990,583	
Burns&Plastic	35,820,954	
Cardiovascular Surgery	21,677,678	
TOTAL ALL	11.448.446.8	

Q.S.U.T. Budget for 2008 was 882,625,000

With the introduction efficient infection control, reduced by 1/3 of hospital infections cost values, then the above figures are reduced by 70.482.815.6 ALL (savings).

5. Conclusions

- In this calculation (with 47% of IN) value for the coverage of hospital infections in surgical and Intensive Care Unit constitutes 24.19% of the total budget.
- In case of well functioning of the control and prevention of nosocomial infections, it's valued cost savings for N.I. ranges at 8.06 % (About 47% I.N).

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The Prostitute / City Analogy in Modern Arabic Poetry

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Abstract

Within a trans-cultural perspective, this paper explores the image of the city in modern Arabic poetry in order to investigate the city / prostitute dialectics in addition to other trajectories integral to the Arab socio-political context. The paper compares and contrasts city images in Arabic and English poetry in order to underline common thematic interest linking these two literary traditions. The paper argues that the Arab poet's attitude toward the city is shaped by local economic / political realities different from western concepts. In Arabic poetry, the hostile attitude toward the city is not only due to imitation of western poets but also because of the peculiar nature of the Arab metropolis . In the Arab world, the city is the centre of political / military establishments and police institutions which are abhorred and despised by the Arab people. The Arab poet's hostile attitude toward the city is intensified by what the city represents as a symbol of persecution, governmental corruption, police brutalities and oppressive / repressive policies advocated by puppet regimes. Therefore, the capital Arab city, the abode of tyrannical regimes, is frequently viewed as a prostitute. However, the feminine representation of the city, in Arabic poetry, is due to socio-political reasons and is not related to gender or sexual politics. But the image of the city is telescoped in order to lend greater force to the poet's criticism of modern Arab life .

I. Introduction

In "The Poet and the City" W.H. Auden mentions some aspects that characterize the image of the modern city which make the poet's job more difficult than before. These aspects - which constitute a cultural basis for the western poet toward the urbanized metropolis - not only determine the western poet's comprehensive vision of the city but also of the entire world (Auden1975 : 187). According to Auden, the modern western poet lost faith in the city because of its excessive use of machines which had a dehumanizing impact on people. The machine, according to the western poet, has disrupted the relationships between man and his world. In this cultural and social context, the philosophical attitude of the western poet toward the city is formulated. The same cultural situation constitutes the poet's vision of the western city which is part of his attitude toward the world.

In a related but not similar context, the Arab poet's vision of the city is not rooted in a similar civilizational context or in a similar philosophical crisis. Due to its simple life patterns and structures, the Arab city does not constitute a source of alienation for

the Arab poet. Technologically, there is no similarity between the Arab city and the western city dominated by the machine and Moloch¹. In Arabic poetry, the hostile attitude toward the city is not only due to imitation of western literature but also because of the peculiar nature of the Arab metropolis. In the Arab world, the city is the centre of political/military establishments and police institutions which are abhorred and despised by Arab poets and people as well. In the Arab cities, human rights are violated on daily basis, thus, the Arab poet's negative attitude toward the city is intensified by what the city represents as a symbol of governmental corruption, police brutalities and oppressive/repressive policies advocated by puppet regimes.

Nevertheless, some Arab poets express their hatred toward the city simply because of their nostalgia for a pre-city / rural past which they long for. This trend in Arabic poetry which associates the city with a corrupt present and the village with an idealistic past of childhood and innocence is rooted in the Arabic Romantic tradition. This trend constitutes an obstacle that prevents the Arab poet from developing a comprehensive and realistic standpoint toward the city/ village motifs. However, with the rise of a new generation of poets – in the post WWII era- who were influenced by the socialist ideology particularly the Egyptian poet , Ahmad Abdul-MutiHejazi and the Syrian poet , Adonis (Ali Ahmad Said) , the image of the city in Arabic poetry began to acquire new philosophical and intellectual dimensions.

The poetry written by the above-cited Arab poets and others reveals varying degrees of intimacy and alienation toward the city and the phenomenon of urban industrialism. It is easy to realize that the city that figures full-face in its physically concrete lineaments and peculiarities in one poem is no more than a reminisced backdrop or even a hallucinated vision in other poems. Thus, snap-shot images that help one perceive the city's power, evil, ugliness, oppressiveness and solitude are too frequent in the Arabic poetry of the city. Here, the city holds together desperate impressions of reality and therefore, it acts as a unifying image amidst conflicting visions of the contemporary scene. For example, the city in the poetry of the Syrian poet Adonis (Ali Ahmed Said) occurs as a manifestation of the frustrations and defeats pervading contemporary Arab history .

Conversely, fragmentation is perceived from time to time through images of the fragmented and schizoid cityscape. Complete passages in "Mihyar al-Demashqi / Mihyar The Damascene", for example, invoke the figure of the city to enhance the dismemberment or disjunction of reality as perceived by the narrators / protagonists in Adonis's epic poem . As unifier or dissipater as realized focus or blurred vastness, the

¹The ancient Jewish God who feeds on children presented to him as sacrifices . Moloch is figuratively used by Allen Ginsberg in **Howl** as a symbol of modern commercialized / industrialized civilization which dehumanizes people.

city remains the most outstanding figure/image that influences modern Arabic poetic consciousness. Adonis's city poetry, in this context, illustrates how the image of the modern city – Damascus - is subsumed in a multitude of historical and mythical reality that reflects the impotent culture of the Arab world. The point, therefore, to be made about the modern Arab poet's vision of the city is that the city seldom appears full or intact or sufficiently realized in its concrete/physical form, but it invokes a multiplicity of meanings.

Furthermore, the city forces its way into modern Arabic poetry in different shapes, vague forms, pictures and scenes communicated poetically in different ways to fulfill particular ends. For example, in the poetry of Adonis, the city is the literal environment against whose background the poet organizes and sets forth his desperate samples of cultural fragmentation and deracination. Moreover, Adonis's city poetry invokes both the physical city and its symbolic counterpart, both Eliot's London in *The Waste Land* "under the brown fog of a winter noon" and the city of Baudelaire. In other words, the city poetry of Syrian poet recalls the Elizabethan London of history "the city over the mountains" and the unreal cities "Jerusalem, Athens, Alexandria / Vienna, London", as symbols of European cultural disruption and moral bankruptcy. In Eliot's city, human relationship diminish and life is depicted through the fearful image of the robotic masses flowing over London Bridge: "UnrealCity / under the brown fog of a winter dawn / A crowd flowed over London Bridge, so many / I had not/ thought death had undone so many / sighs, short and infrequent, were exhaled / and each man fixed his eyes before his feet" (Eliot 1973: 236). According to the preceding passage, Eliot's western city is a world dominated by war and death, and governed by chaos and fear.

Moreover, Eliot's city – in *The Waste Land*- and the infernal cityscape of Dante recur in different contexts in Adonis's poetry which targets the city of Damascus. These poems which collect his occasional sketches of the Damascene cityscape including the Qaysoun mountain carry many oblique and deviated scenes of metropolitan life. Adonis's city poetry focuses on the metropolis which is full of socio-economic corruption and exploitation. Here and elsewhere in his poetry, the idea and the image of the city - Damascus - are telescoped in order to lend greater force to the poet's criticism of modern Arab life. Therefore the Arab city is figured out as a whore, an embodiment of moral bankruptcy and stagnation peculiar to contemporary Arab reality. Moreover, the physical reality of the city is the most dominant image and the most successful organizing metaphor in the poetry of Adonis where the city assaults the poet's sensibility as an obsessive image of modern life.

2. TheCity / Prostitute Dialectics : A Trans-cultural View

Historically, the image of the city as a prostitute which appears in Arabic poetry can be traced back to literature on eighteenth-century London, a city which is associated with prostitution and debauchery. In *Prostitution and Society*, Fernando Henriques provides a detailed account of the extent and nature of prostitution in eighteenth century London. He speaks about the various efforts to enforce existing laws against bawdy houses and public indecency and various calls for new laws and arguments “that prostitution should be legalized and regulated and efforts to help penitent prostitutes” (Henriques 1956 : 143). Apparently, London prostitutes were major figures in eighteenth-century literature, in works as varied as *Moll Flanders*, *The Beggar’s Opera*, *The London Merchant*, *Clarissa*, *Fanny Hill*, *The Man of Feeling* and others. Most English writers introduce prostitutes as typical of the city which means eighteenth century London. A few writers present prostitutes not simply as incidental London figures but as indications that things are radically wrong in the city – as signs of the perversity of human relationships in the city and perhaps in England as a whole. Writers such as Steele, Boswell, and Johnson saw prostitutes as inevitable city figures and they did not therefore condemn the city as a whole. Steele writes about prostitutes in *The Spectator* describing both the sad prostitutes and the zestful happy hookers.

Revealing no ambivalent attitudes toward the city prostitutes, Johnson in *The Rambler*, warns girls of the horrid consequences of prostitution, however he attempts to raise compassion for the whores. Steele, Boswell and Johnson associate public prostitution with the city of London and they move on to attack seducers or bawds or the whore’s customers but not the city as a whole. Goldsmith, Fielding, Wordsworth, and Blake have a different perspective. They write about prostitutes, not primarily to caution young girls, or to attack rakes, bawds, and keepers, or to awaken compassion for prostitutes, or to suggest ways of helping some (or most) of them. Instead, they use the prostitute -in different ways - to indict the whole city, and sometimes the whole nation.

In “*The Deserted Village*”, Oliver Goldsmith describes a “poor houseless shivering female” (Goldsmith 1966: 326) at her betrayer’s door. She is the one figure viewed at length in the city night piece that comes near the end of the poem, as the speaker considers where the villagers ousted from sweet Auburn might go. Here the significance of this female is enhanced by the city-country dialectics, and her fate contains much of the argument of the poem. In the poem, the village is a place of wholesome, solid pleasures, of natural ties, innocent love, marriage, and children. The city is a place of “toiling pleasure [that] sickens into pain” (Goldsmith 1966 : 262) – pleasure of few at the expense of many, specifically pleasure at the cost of formerly

innocent girls who are then discarded. Goldsmith's female persona was perhaps once a villager with "modest looks" (Goldsmith 1966 : 327), who "wept at tales of innocent distressed" (Goldsmith 1966 : 328) while herself protected. In the city, she lost everything. Consequently, her friends and her virtue have fled, and she deplors "that luckless hour / When idly first, ambitious of the town / She left her wheel and ropes of country brown" (Goldsmith 1966 : 334-36).

The female speaker in "The Deserted Village" has been seduced and abandoned by a rich man who lives in the city, the seat of wealth and power, the home of Parliament, which passed the law that doomed the village. The city is also associated with the callous treatment of her parallels - the poor female villagers who have the option of sharing her pain if they are foolish enough to go to the city - London. If she is not wholly innocent (as the villagers are), she has been lured to the city by precisely by the same false taste that seems to have seized the whole nation - a taste for ease and luxury rather than her wheel and simple country ropes. And her present condition not only resembles what has happened to the village, but also shows what is happening to the whole nation, whose rural virtues are being destroyed by short-sighted and oppressive luxury, which treats both lovely girls and lovely villages shamefully.

In Arabic poetry, the city is also associated with prostitution and vice. For example, the Iraqi poet, Badr Shaker Al-Sayyab, in his long narrative poem, "The Blind Prostitute", depicts not only the stagnation of the city - Baghdad - but also the catastrophic history of Iraq. "The Blind Prostitute" could be considered as a turning point in the history of Arabic poetry because it is the first poem which discusses the subject of women as victims of both city and village in such a comprehensive way. The poem starts with the image of the night as it falls down on the entire city. The poem portrays the city as blind as a bat in daylight but unlike the bat, the city becomes more blind at night - the nightfall adds to its blindness. Men in Baghdad visit the ugly, rotten prostitutes in the company of the city's devil, Mammon - the God of Greed. To explore the background of the blind prostitute, Al-Sayyab uses the device of a passing bird-seller peddling his merchandise. Being a country girl, the prostitute yearns for the feel of the bird's feathers and calls him over so that she might touch the bird's wings with her fingers. Suddenly, the prostitute has a flashback to her country - flocks of ducks flying by and the sound of a shot, which she takes to be her father shooting duck for supper.

In reality, she finds her father dead in a field, killed by the feudal sheikh who caught him stealing grains of wheat. The men of her village will not marry her due to her poverty; instead they deceive her, and the men of her tribe even try to kill her. Then war breaks out, bringing a huge influx of soldiers to Iraq and she becomes a town prostitute. Either prostitution or becoming a servant or beggar, is the only avenue open in the city to illiterate women who have to earn their living. Ironically, her name

becomes Sabaah – which means "morning" in Arabic. In one of fate's ironic twists, she is blinded. Her condition deteriorates so that no man wants her besides her young daughter, Raja'a "which means hope" dies. Sabaah is alone, blind and hungry, waiting in vain for men to visit her, as they do to her colleagues. Al-Sayyab emphasizes the social tragedy of the prostitute by referring to the lamp she lights in her room for the visitors who never come, while Iraq is rich with oil. As the noises of the visitors to the other prostitutes begin to fade, the speaker in the poem ironically comforts Sabaah saying "This night has passed / there is another to come"². The poem expresses the trauma Al-Sayyab, himself, underwent in the city, looking for a love he could neither obtain nor buy in the country. This poem reveals the rancor the poet bore against the town, and its psychological disgust with his experiences in its dark streets, therefore, the poet decides to escape from the city and return to his village, Jaikur, southern of Iraq.

In a related context, William Wordsworth decided to escape the city, due to its vices and prostitution, however, in books VII and VIII of *The Prelude*, he is chiefly concerned to explain how his country education allowed him to survive in this modern hell - London - and to leave it with an even stronger faith in man. His reaction to London, primarily involved moral disapproval and a new feeling of alienation in city crowds and city chaos. Prostitutes are his chief example of city vice, therefore he reveals what happens to human nature in the city. The key passage is in *The Prelude* VII, 310-434, is where Wordsworth's speaker first recalls the Maid of Buttermere who was married to a city man who already had a wife and children, and then was deserted when pregnant. Then he describes a London theatre scene, the chief figures being "a rosy babe" (Wordsworth 1972 : 367) and his mother, probably a prostitute, on whose "cheek the tints were false,/ A painted bloom" (Wordsworth 1972 : 372-373). Then he tells of the shock he had three years earlier when he first came from the pastoral hills where both he and the Maid were nursed and in Cambridge "for the first time in my life did hear /The voice of woman utter blasphemy / Saw woman as she is to open shame /Abandoned, and the pride of public vice" (Wordsworth 1972 : 416-419).

Wordsworth is not primarily interested in the usual questions asked about prostitutes : how and why they became prostitutes, what their life is like, or what they are like. He is most interested in his own shocked reaction to prostitutes and how he overcame it, which seems to be one reason he leads up to the Cambridge passage as he does. Unlike Wordsworth, Blake in his city poetry, dealing with poverty and

²See Al-Sayyab, Badr Shaker. *The Complete Poetic Works*. Beirut: Dar Al-Awda, 1986. These lines are cited in Gohar, Saddik. *The Map of Modern Arabic Poetry and Western Influence*. Cairo :Oyun Press, 1998.P. 24.

prostitution in London , looks ahead to a redeemed city, a New Jerusalem . But he sees the present city – the city of “London” – as a place of charters and bans , of weakness and woe. London is another night-piece, in which the speaker singles out three figures – the chimney sweep whose “cry/ Every blackening Church appalls”; the hopeless soldier whose “sigh, / Runs in blood down Palace walls”; and, most of all, the youthful harlot whose “curse / Blasts the new-born Infants tear / And plights with plagues the Marriage hearse (Gohar Saddik 1998: 28)”. Like Goldsmith, Blake uses a traditional figure (The young streetwalker) to show what human relationships are really like in the city. His London is not Goldsmith’s city of luxury or Fielding’s sinful city that preys on marriage , or Wordsworth’s city of vice and confusion. It is a city of “mind-forged manacles” – a city dominated by Church and Palace and the “Marriage Hearse”. He connects the young harlot not to her seducer or to some bawd but to the central institution in human society, marriage. Blake’s point seems to be that marriage, because it is a “Marriage Hearse”, produces harlots just as the palace creates soldiers and the blackening church, chimney sweeps.

In a related context, the Harlem city prostitute in Claude McKay’s poem “Harlem Dancer” recalls the eighteenth century and nineteenth century British prostitutes – cited above - who appear in the poetry of Blake and eighteenth century British novelists. Like Blake’s whores, the Harlem’s prostitute is a victim of society. The African-American poet points out that the Harlem prostitute is not supposed to be in what he calls (that strange place):"Applauding youths danced with young prostitutes /And watched her perfect, half-closed body sway;/Her voice was like the sound of blended flutes /Blown by black players on a picnic day./She sang and danced on gracefully and calm,/The light gauze hanging loose about her form;/To me she seemed a proudly swaying palm /Grown lovelier for passing through a storm./Upon her swarthy neck black shiny curls /Luxuriant fell; and tossing coins in praise,/The wine-flushed, bold-eyed boys, and even the girls, /Deferred her shape with eager, passionate gaze;/But looking at her falsely smiling face,/I knew herself was not in that strange place" (Stanford 1971 : 104).

Unlike the Harlem whores, in McKay’s poetry, who are victims of society, Eliot’s prostitutes are integral to the wasteland community. Like most of the female and male figures in *The Waste Land*, T. S. Eliot’s prostitutes are evil, sterile and vicious representatives of life in a sinful city. Unlike Al-Sayyab’s poor / blind prostitute or Blake’s victimized harlots , Eliot’s whores practice sex not because they need money or shelter or food, but because they are sinners living in a city full of vices and curses. Discussing the image of the prostitute in Eliot’s city as delineated in *The Waste Land*, Philip Sicker argues that Eliot’s prostitute is a sterile woman who “despite innumerable fornications never conceives nor gives birth. Whether she is an actual prostitute or merely a promiscuous female, she is characterized by acute neurasthenia, nervous

chatter, hysterical laughter, and general physical and psychological debilitation" (Sicker 1984 : 420).

3. The City Analogy in Modern Arabic poetry

In "The Poet and the City", W.H. Auden describes the relationship between the artist and the city identifying the city as a woman:

A metropolis can be a wonderful place for a mature artist to live in, but, unless his parents are very poor, it is a dangerous place for a would-be artist to grow up in; he is confronted with too much of the best in art too soon. This is like having a liaison with the wise and beautiful woman twenty years older than himself (Auden 1985 : 184)

The city, personified as a woman is also one of the peculiar characteristics of Arabic poetry. For example, the great Syrian poet ,NizarQabbani, personifies Grenada as a beautifulArab woman who falls into the hands of the enemies of the nation after the collapse of the Islamic empire in Andalusia by the end of the fifteenth century and the re-conquest of Spain . Therefore , critics argue thatthe Arab / Muslim history in Andalusia is one of the major motifs in the poetry of Qabbani .In his city elegies , Qabbani engages the rise and fall of great / historical cities in ancient Andalusia. In his poem , "Sadness of Andalusia",NizarQabbani laments the decline and fall of the Arab / Muslim civilization in Spain identifying Grenadaas a woman raped by the enemies. In Grenada "the only remnants of the Islamic civilization / are the weeping minarets "of the mosques (Saddik 1998: 49)

Qabbani is one of the most prominent urban poets in the Arab world who is concerned with life in the city. Unlike most of the modern Arab city poets - who came from poor rural backgrounds - NizarQabbani was born in the city of Damascus. In his city poems , men and women are figured as modern urban lovers in their taste, dress, mentality and behavior. In his poetry as a whole , there is distinction between the Damascus city of his childhood - which he loves with deep nostalgia - and the cityof Damascus as an Arab metropolis with its ancient religious and social customs and spirit of stagnation and defeat . In "The Whore",Qabbaniexplores a major aspect of life in the Arab city as he vividly delineates the city's prostitution area : "In a street full of illuminated hovels/ where each house is one long tragedy/ narrow pestilential rooms/ and a name above each door – Mary or Jamilah/ Flesh is displayed to those who would feed on it/ As the stableman too offers his beasts/ what slavery like that of the woman cast down/ For mere scrapes of paper – underneath her buyer?" (Khouri/ Algar 1975 : 161). In the Arab city, women are victimized by law, tradition, religion and poverty: "their breasts awaiting the butcher/ patient in expectation of fate". Like the whores in William Blake's poetry who are victims of capitalist society Qabbani's

prostitutes are portrayed as victims of patriarchal tradition that shows no mercy to sinful women while considering male sexual adventures as an integral part of one's manhood.

The prostitute persona in the preceding poem expresses her hostility towards the moral codes and social traditions of the Arab city and its inhabitants: "O thieves of flesh! O dealers in flesh/ it is thus that the hunted beast is eaten/ since lust has been upon earth/ you have been as wolves and we as lambs/ we have been the tortured tools of lust/ acting out love, impassively/ Dance over our crucified breasts/ where all softness and light are dead". Then Qabbani alludes to the famous Quranic verses (in The Light section / Surah which discusses the fate of adulterers inflicting punishment on those who are involved in adultery: "The woman and the man guilty of adultery or fornication, flog each of them with a hundred stripes: Let not compassion move you in their case in a matter prescribed by Allah if ye believe in Allah and the Last Day: and let a party of the Believers witness their punishment" (Ali 2001 : 504).

Qabbani's inter-textual hint – cited above - aims to affirm that in Arab cities dominated by men, women are destined to pay for their sexual sins regardless of the Quranic instructions in this respect "Stone me, aim well your rocks:/ you are all heroes on that day when I fall". According to Islamic traditions, married women who commit adultery should be stoned to death: "You who judge me, you who stone me/ you are too cowardly to be just". By the end of the poem, The prostitute persona, challenges the moral codes that fail to achieve justice: "You shall not cause me fear, for your law / aids the tyrants, stones the weak/ you call the adulteress to account/ While how many a bloody adulterer goes free!/ But a single bed unites them both:/ The woman who perishes and the man thus guarded" (Khoury & Algar 1975: 167). Unlike Qabbani, who portrays the fears, pains, the whims and erotic desires of Arab urban women to express his opposition to the taboos of Arab society among which sex and women are the most critical, other Arab poets, of country descent, are not interested in approaching these issues. Instead, they express the shock they experience as they encounter the big city. Their poetry obviously reflects the traditional tension between their country values and those of the city.

Furthermore, Qabbani's poem "Diary of an Indifferent Woman" sharply criticizes the stagnation and backwardness of the Arab city in the 1960s especially the attitudes of men toward women. The woman of the title expresses her love for her city in terms of irony referring to the calls of its salesmen, its street songs, minarets, churches, drunkards, worshippers, its tolerance and fanaticism: "its worship of its past/ My city is satisfied with what it contains:/ thousands of dead people chewed up in its coffee houses/ they have become part of its chairs/ Mummified crickets, blinded by the sun rise/ our city is spending its night behind the trick track/ Indifferent to any important event/ indifferent to history" (Gohar 1998 : 134). The preceding successive images

which portray a religious and lazy environment are followed by the female speaker's conclusion that "Our city is without the love/ that would refresh its calcified face and irrigate its deserts/ Our city is without the woman/ who would melt the frost of its loneliness and confer upon its meaning" (Gohar 1998 : 138).

In a more daring poem, "Bread, Hashish, and Moonlight", Qabbani laments the way the lazy inhabitants of Arab cities entertain themselves in the moonlit mountains: "When the moon is born in the east/ people leave their shops and march forth in groups/ to meet the moon/ carrying bread, and a radio, to the mountain tops/ And their narcotics./ There, they buy and sell fantasies/ And images/ and die as the moon comes to life" (Khouri & Algar 1975: 175). In Qabbani's city, people are lazy, ignorant and superstitious. They believe in fate, divine decree and they visit the graves of the saints entreating them to provide them with food and children. Although they live in poverty, they dream of marrying four wives: "On those eastern nights when/ the moon waxes full/ the east divests itself of all honor/ and rigor/ the millions who go barefoot/ who believe in four wives/ And the day of judgment" (Khouri/ Algar 1975 : 179). In the Arab city, an emblem of the Arab world, people escape from reality and live on the memories of the false heroism of the past enjoying banal songs: "In my land/ where we slowly chew on our unending songs/ A form of consumption destroying the east/ Our east chewing on its history/ Its lethargic dreams/ its empty legends/ our east that sees the sum of all heroism/ In picaresque Abu Zayd Al-Hilali" (Khouri & Algar 1975 : 179).

Like Qabbani, Adonis (Ali Ahmad Said), employs the metaphor of the woman to refer to the city. In a poem entitled "A Chapter of Tears", Adonis approaches Damascus as if it were a woman depicting the city as a prostitute . He entreats the city/woman to rescue its stranger (the poet) from the loneliness he feels inside his soul but Damascus is unyielding and "the trees weep in the ground of the city". Recalling his suffering in Syrian cities, the poet reveals how he is besieged by the "dreams of terror in the shades of Qaysunmountain, (located in Damascus) dreams of the blind past, of the shriveled corpses, of the dumb graves". In his terror, he calls out: "Damascus do not return. Oh, outcast woman, woman with plump thighs, Oh Damascus/ Oh woman consecrated to any man who would come/ to luck, or the bold who would come/ lying in fever and relaxation/ under the arms of the East/ Oh, woman, destined for mud and sin/ Oh shining seduction/ Oh city whose name was Damascus" (Gohar 1998 : 76).

In the same vein, the poet cries out: "The sky of Damascus is dark, its history is black". The source of the poet's anger is indicated in his description of a woman/city representing lack of conviction, noise and distraction. According to the poem, the woman/city pays attention only to her dead, to her graves and to the dervish refugees. While Damascus in the poetry of Ahmed Shawqi, the prince of Arab poets , is

associated with sheer delight, gardens and sweet basil , it is figured out as a prostitute in the poetry of Adonis. In Shawqi's poetry the earth is described as an abode with Damascus as its garden and the River Barada is likened to Ridwan, a river in paradise. Damascus is referred to as the "dwelling of paradise" (Shawki 1960 : 89) even when Shawqi was describing the city after being bombed by the French forces during the Druze revolt of 1925.

In the poetry of Adonis, Damascus is figured out as a submissive woman who relishes in the yellowed corpses of her victims and she feeds on mud and tears. However, this negative view of Damascus does not reflect the whole picture about the poet's feelings towards his city. In the last section of the poem, Adonis is torn between his love for Damascus and his hatred of it. This ambivalent perspective appears in the following lines: "And I said: No! Let Damascus stay in my nostalgia and in my blood/ And I said: No! Let Damascus burn"(Gohar 1998 : 77)At the end of the poem, Adonis asks Damascus for forgiveness because his anger toward the city was born out of love. For her sake he "had plunged into the depth, destroyed the walls, and experienced the fire which gives light to the oncoming ship of the universe"(Gohar 1998 : 78).

This love/hate relationship is articulated in the text of the poem in terms of the sexual feelings of a man toward a lusty woman: "Damascus is a caravan of stars on a green carpet/ Two breasts of embers and oranges/ Damascus/ A loving body in bed" (Gohar 1998 : 79). He yearns for his city asking Damascus -the woman - to come to him: "Damascus/ The fruit of night, fruit of his bed"(Gohar 1998 : 81). This personification of Damascus as a lusty woman prevails in Adonis's poetry. In "Damascus, a Dream", for instance, as the poet envisions Damascus being recreated or reborn, he uses erotic imagery: "Damascus is naval of the Jasmine/ pregnant/ spreading its fragrance/ As a roof/ waiting for its newborn" (Gohar 1998 : 82).

In his dramatic poem "Taymur and Mihyar", Adonis speaks about Taymur, the cruel conqueror who represents power and brute force, and Mihyar who represents the poet, the wizard, the prophet, "the breath implanted in the lungs of life". In the city, a location for tyrannical regimes, Taymur attempts to burn the poet alive by immuring him in a copper statue of an ox and setting fire to it. To a background of thunder, lightening and smoke, Mihyar rises triumphantly from the ashes like the phoenix who rises from the funeral pyre with renewed youth: "It was said that the sky showered fire upon the city/ It was destroyed/ crushed and burned/ and while its debris smoked/ people smelled them and fell dead/ Mihyar is blood and water/ The earth resembles his face/ Began, like his voice/ And people began to be born" (Cited in Gohar 1998 : 88).

This dramatic poem expresses the vision of Adonis which signifies that the legendary phoenix/Tammuz will destroy the materialistic city and that a new world

will be born on its ruins. This image of rising, rebirth from the ashes is used to indicate the last stage of decadence and decay of the Arab civilization alluding to a new Arab Renaissance. Within the symbolic structure of the poem, Taymur represents the values of a materialistic/corrupt Arab city which seeks to destroy Mihyar. In the end, this process leads to the downfall of Arab decadence and gives rise to a new era of redemption. In this context, it is obvious that Adonis, like other Arab poets, places more emphasis on the city than on the country. Nevertheless, in his poetic vision, both city and village are ugly and destructive – the former by virtue of its industrialization and the latter owing to its poverty and backwardness. Thus, in the city, the inhabitants are destroyed by smoke whereas in the village, the children are brought up to pray, pay lip-service to the past and are taught to be shoeblacks.

Moreover, Adonis identifies the Arab city, Damascus, with the character of the prostitute because of the torture and suffering he underwent in Syrian prisons as a result of joining the Syrian National Party. The poet's hostile attitude toward the city is reinforced by his Sufi studies. From the standpoint of the poet's Alawite background rooted in Sufism, pantheism and extreme sensibility, the Arab city is an embodiment of materialism which must be eradicated. Unlike the Egyptian city poet, Ahmed Abdul-MutiHejazi, Adonis does not, yet, present the country/village as an alternative to the corrupt city. But he sees the solution in freedom, vision, intuition and the transcendence of the traditional dualisms of good and evil, body and soul, and life and death – all this within the framework of continuous revolution and creation.

In his book *Myth in Modern Arabic Poetry*, Yusuf Helawi studies the treatment of the city theme in the poetry of Adonis. Helawi says that Adonis's city "Damascus" is a ghost city where the trees shed their tears³. She is a naked woman exhibiting her thighs to the passers-by. Damascus is depicted as a prostitute who has lost her dignity and humanity. The historical city is delineated by Adonis as an embodiment of ignorance, backwardness and indifference. To him, Damascus is a city who lives on the remains and waste of other nations. In the poetry of Adonis, Damascus emerges as the city of tears who suffers from famine and starvation. Therefore, in "Young Time" from the Songs of Mihyar: The Damascene", "MihyarAl-Dimashqi", Adonis points out that all Arab cities of corruption and tyranny must be eradicated: "Our fire is advancing towards the city / to demolish the bed of the city / our fire is advancing and grass is born in the rebellious ember / Our fire is advancing towards the city" (Boullata 1976 : 63). Apparently Adonis seeks to smash the existing Arab cities of repression while dreaming of a model city, a visionary city. Apparently Adonis's paradise city is Iram, the many-columned city, mentioned in the holy Quran in "The

³ See Helawi, Yusuf. *Myth in Contemporary Arabic Poetry*. Beirut: Dar Al-Adab, 1994.

Break of Day section" : " Sees thou not how thy Lord dealt with the Ad people / of the city of Iram , with lofty pillars / the like of which were not produced in all the land" (Ali 2001 : 913)

In his treatment of the city, Adonis replaced the simple descriptions and detailed images of daily life, which have been developed by poets such as Hejazi and others with a more complex approach using subtle poetic techniques . His treatment of the city motif is influenced by his vision as a revolutionary who left his homeland, Syria, escaping to Lebanon because of the hard political conditions he suffered there which included a long term of imprisonment in the city of Alqunaitera. In his poem, "The Children", collected in his complete works, Adonis conveys the emptiness, degradation and submissiveness of city life for which the hope of redemption lies in the children. The poem is characterized by the use of colloquial proverbs such as "we call him uncle / the one who married our mother". The poet says " In the lips of the city / A bell of lamentation / Since thirty generations / 'We call him "Uncle" / The one who married our mother / 'But the situation is unbearable! / 'So what!' Time is but a turning wheel!' / The face of the city / Is lost in a submissive emptiness./ And the weeping of the children / Opens the gate of Dawn" (Gohar 1998 : 112).

Moreover, in his poem "The City", Adonis condemns the modern city for being "enslaved to the smoke" of factories, machines and cars. He calls it the "raft of the wind", a possible reference to the wind of politics and finances. Adonis continues his attack against the city: "It is ugly like the face of a frog. It has two fingers", (referring to money and politics). Since the city is crowded with people, buildings, asphalt roads, dust, smoke, factories and chimneys, it cannot "reach the horns of the spring" and "It cannot feel the morning river". The city is a pool of the herd, a pool of stale water. It has "one face and two navels", which refers perhaps to the twin evils of corruption and capital.

In the poetry of Adonis, as a whole , the city is depicted as "a mere stone" and again as "the wreckage of a ship". In his anger, the poet threatens to burn down the city with its parched and weary existence and cleanse the face of the day which will usher in the new dawn. The hostile feelings toward the city are juxtaposed to the poet's love, reverence and sympathetic attitude toward his village which he calls "my homeland". He speaks of the shriveled faces wearing masks of sorrow, the roads on which his tears are imprinted and his father who died "as green as a cloud", an indication of the untimely death of Adonis's father in a fire. The corruption of the city is juxtaposed to the poverty, enslavement and misery of his village which is reflected in the image of a boy who "is brought up to pray and be a shoeblack, a slave to hunger, tears and home". He concludes with: "I bow to all these. They are my home not Damascus"(Cited in Gohar 1998 : 119).

4. Conclusion

The Arab City : From Political Corruption to Military Defeats

In "The Actors", Qabbani criticizes the Arab governments after the catastrophe of the June war 1967 attributing the defeat to the existence of Arab tyrannical regimes and Arab cities where people "turn into mice". In the beginning of the poem, Qabbani says: "When ideas, when thought itself / flattens out in a city/ and curves like a horseshoe/ when any rifle picked up by a coward can crush a man/ when an entire city becomes a trap and its people turn into mice/ when the newspapers become mere funeral notices/ everything dies". The result of the death of the Arab city is that "The June war is over/ It is as if nothing happened/ Faces, eyes are no different - -/The stage is burnt down to the pit/ but the actors have not yet died" (Jayyusi 1987 : 379).

After the occupation of Eastern Jerusalem in 1967 by the Israeli forces, Qabbani wrote an elegy for the fallen city utilizing Christian narratives. In "Jerusalem", Qabbani appeals to Christ to save the holy city from destruction and annihilation: "I cried till there were no more tears / prayed till the candles melted / knelt till kneeling bored me / I asked about Mohamed in you, and about Jesus". Identifying Jerusalem as the city of all religions, Qabbani makes allusions to The Virgin Mary, Christ's mother, lamenting the occupation of the holy shrines: "Jerusalem, City which smells of prophets / shortest of roads between the earth and the sky / Jerusalem, lighthouse for ships / beautiful girl child with burnt fingers / Your eyes are sad, City of the Virgin / luscious garden where the prophet passed". Further, the agonized poet expresses sadness and sorrow reflecting the grief which dominates the life of Jerusalem's dwellers: "The stones of the streets / the minarets of the mosques are sad / Jerusalem, beauty wrapped in black / Who rings the bells in the Church of the Resurrection / Sunday mornings? / Who carries the toys to the children / Christmas night? / Jerusalem, city of grief / large tear that roams under the eyelids" (Asfour 1988: 100).

Identifying Christ with the catastrophic events which took place in the city in 1967, Qabbani introduces Christ as a victim chased by assassins in the streets of Jerusalem: "Who repulses / your enemies, O pearl of religions? / Who washes the blood from the stones of the walls? / Who salvages the Bible? / Who salvages Christ from his assassins? / Who salvages man? / Jerusalem, my city / Jerusalem, my love" (Asfour 1988: 100). Unlike other poems about Jerusalem, characterized by pessimism, Qabbani's text reveals an optimistic vision of the future of the holy city. He predicts a Second Coming for Christ who will return to Jerusalem spreading peace and happiness and putting an end to suffering and pain: "Tomorrow, tomorrow the orange trees will bloom / and the green wheat rejoice / and eyes and olive trees will laugh / Migrating doves shall return / to the blessed rooftops / and children will

come back to play / Fathers and sons will meet / on your tall hills, my country / country of peace and olive trees" (Asfour 1988: 100).

Moreover, in his famous poem "Love and Petroleum", NizarQabbani blames the rich Arab princes and kings who squander Arab money "at the feet" of mistresses and prostitutes in the brothels of sinful and other European cities while ignoring the suffering and pain of the Palestinian citizens in Jerusalem, Jaffa, Haifa and Beersheba. In a sarcastic tone NizarQabbani criticizes the irresponsible behavior of capricious Arab princes: "Wallow/ O oil prince/ in your pleasure/ like a mop/ wallow in your sins/ Yours is the petroleum/ Squeeze it then/ At the feet of your mistresses/ The night clubs of Paris/ Have killed your magnanimity". Then Qabbani lampoons the corrupt Arab kings and princes who have sold the Palestinian cause and the holy city of Jerusalem: "So you sold Jerusalem/ sold God, sold the ashes of your dead/ As if the lances of Israel/ did not abort your sisters/ And destroy our houses/ and burn our Qurans/ as if her flags were not hoisted/ over the shreds of your flags/ as if all who were crucified/ on trees in Jaffa, in Haifa and Beersheba/ were not of hour kin/". Finally, the city of Jerusalem is personified as a slain lady, killed by the invaders: "Jerusalem sinks in her blood/ while you are a victim of your passions/ You sleep as if the tragedy is not part of your tragedy/ when will you understand?/ when will the human being wake up in your soul" (Boullata 1976 : 50).

In the poetry of Adonis, the city / Damascus is portrayed as an oppressive spot, a product of Arab ignorance and backwardness. The women of Damascus are ugly, their bodies are dry and the city as a whole is characterized by its "silent graveyards, dead bodies and superstitions". The cannibalistic city is interested in its victims, in their "yellow bodies". As a prostitute, Damascus is a city that sells her body to the visitors while killing her own people: "O woman whose veins are full of mud and forests/ O Damascus, your thighs are always naked/ why do you like to listen to the dead and to the sound of the graves?/ why do you like to turn your people into victims and corpses?/ why do you like to eat mud and drink tears?" (Cited in Gohar 1998 : 202).

In the city poetry of Adonis, the people of Damascus are starving to death "quivering in its dark and cold nights/ looking for a hand to feed them or to provide them with bed covers, with shelter, but in vain" (Gohar 1998 : 205). In Damascus "there is fire without flames" even in Ishtar's room, "the fireplace is without fire, it is full of ashes". Like Damascus, Beirut is depicted by Adonis as a whore who surrenders her body only to the rich people and the strangers but the poor people of the city have no place on its soil. Beirut is an old woman, an old prostitute who dresses her best clothes every night, putting all kinds of cosmetics and perfumes waiting for "hunting dogs and strangers" but "the poor people have no place in the city" (Gohar 1998 : 206).

Approaching the Arab city as an extension of the western industrialized metropolis, an inevitable evil that must be confronted , most of the Realistic /Socialist Arab poets , unlike their Romantic counterparts did not escape from the city into a vision of nature or paradise. Instead, the city world is portrayed in an exaggerated manner until it becomes a kind of hell on earth where the poets are left with their anguish, loneliness, fears and feelings of alienation and exile. Attempting to escape from the hellish city , they did not resort to nature but they found sanctuary in existentialism or the Marxist ideology . Some of them seek refuge in Islamic Sufi traditions and others found solace in the pre-Islamic concept of the deity of nature. Nevertheless , both Qabbani and Adonis criticized the city because it has become a source of evil , disease , prostitution , political corruption and defeat .

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The Effect on Improvement of Maximal Aerobic Strength and Anaerobic Performance with Young and Adult Footballers

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Abstract

Training of modern football are related to complex trainings, which have at the center of attention the connectivity of exercises for the preparation of physical qualities with proprioceptive ones. Abilities of orientation and coordination are improved through practice of proprioceptive exercises, which realize in a fast and precise way the connectivity of conceptual and exercise intelligence. In the present study physical and functional indicators measured before and after the experimentation incurred changes up to sensitive ones. In percentage form these changes are: for adult footballers from 3.2 – 8.6%, whereas for the footballers of 16-17 years of age from 3.8 – 9.3%. The indicators that have a direct connection with proprioceptive exercises have had the highest percentage of improvement, which shows that the programming with such exercises is a demand of time and that our practice is stationary without such trainings. Besides the above conclusions, the group of authors thinks that after the approval of this study it becomes necessary the realization of a workshop with all the experts, science advisors and trainers in general, to clarify the concepts that showed up in this study

Keywords: maximal aerobic strength, proprioceptive, footballers.

I. Introduction

Two groups of footballers voluntarily accepted to take part in this 10-week study: 12 footballers of ages 16-17 years old and 12 footballers of indoors. The physical characteristics of subjects are shown in Table nr.I. All subjects were in good health and didn't take medicaments that influence the metabolism. The subjects were trained every day for 70-80 min. daily and 6 times a week. The subjects subscribed their acceptance with the respective guidance created by the group of authors. The training program to be followed was changed in its essential part, which would be covered by a 30 min. proprioceptive training. Thus, after the warm-up there would be practice of 30 min. in programmed proprioceptive training. The workouts' condition was running with change in direction, by aiming the equilibrium of footballers and their attention. The training in proprioceptive exercises lasted 30 – 35 min.

Every subject completed 2 tested sessions. In the first session, they were tested three days before the experiment. Anthropometrical measures were taken, of body height and weight, and BMI. Consecutively, they were tested in speed tests, lactate stability and aerobic strength. In the second session, the subjects were tested at the end of the 10-week experiment of proprioceptive exercise that took place from 5th of March until 16th of June 2012. The measurements were taken on an athletic track, with a progressive chronometer at the 100th of a second. Final tests were taken on 17th of June and continued on the 18th of June.

2. Track measurements

In track measurements the three authors participated, which were taken only once for 30m., 50m. and 10 * 5 m high individual start, whereas the 20m. distance was realized with preliminary acceleration 30m. Afterwards, the test of 250m. was realized with change in direction. In the measurement of speed of oxygen consumption (VO₂) the Cooper test (1968) was used. Besides the evaluation of the test, the matching of VO₂ based on the equations of K.H.Cooper was taken.

3. The subjects

12 adult subjects and 12 other from ages 16-17 voluntarily participated in this study. 3 subjects of indoor football and 1 subject of outdoor football initially had problems in keeping up with the loads, so with these subjects was used a gradual lifting of volume of exercises. Only one subject was overweight, whereas the others had a normal weight. The BMI was used for classifying the participants, where obese subjects had values of BMI ranging from 30-40 kg/m². All subjects were in good health and didn't take medicaments that are known for affecting the metabolism.

4. The experimental protocol

Every subject completed 2 sessions of testing. During the first session, the subjects undertook the physical examination and measurements of body composition. The second session involved the same physical examinations of 30 m., 50m. high start, 30 m with acceleration, 250m. with change of direction and the Cooper test, 1968. The measurement of body weight and height was done with standard measures. The rule of tests progressed from the lowest to the highest speed. So, the first day the Cooper test '68 was taken, in the afternoon was done 10-step from starting position and the complex test of 250 m. During the second day the speed tests were realized.

5. Anthropometric indicators of footballers

A leading direction during the experimentation was: measurement, analysis and the study of general anthropometric indicators of footballers. For that purpose, the indicators of body height and weight were measured and the data of BMI were prepared, which evaluates the interdependence of the general anthropometric data. This is the data results in experimental groups.

Table 2 Physical characteristics of young and adult footballers

Physical characteristics	Adult (12)		16-17 years (12)	
	Before	After	Before	After
Average age (years)	26.42	26.52	16.67	16.77
Average body height (cm)	177.83	177.83	177.00	177.59
Average body weight (kg)	76.72	74.84	72.33	68.80
Average BMI (kg/m ²)	24.26	23.67	23.09	21.81

The above data show that a group of footballers with different data were considered, which was more relevant for the adults. In the experimentation were taken a group of footballers with different traits and abilities, up to big differences. If we analyze the footballers separately we will find out changes not only in body height, but bigger changes in weight and especially the BMI index. These differences have been bigger before the experimentation, while after the 10-week experimentation the differences were greatly reduced. For example, the adult footballers have a difference of 2.4% between the two measures, whereas those of age 16-17 have a 9.9% difference in the direction of BMI index. At the end of the experimentation these figures were reduced to 2.4% and 9.9%, a reduction that shows weakness in the training of the two groups of footballers, especially the young ones, and tells us about the dedication and seriousness that these footballers showed during the experimental phase.

6. The calculation of loads

All subjects were in good health and didn't take medicaments that influence the metabolism. The subjects trained for 90 min. 5 times a week and 1 match a week, and the body mass was fluctuating in 1 year (up to 10% change). During the 10 weeks of experimentation, subjects accepted to respect the according instructions of the group of authors, which were related to the regularity of training and the preciseness of the execution of the exercises. The group of young footballers made an agreement with the according trainers to continue their training regularly, whereas the experimentation

would be realized 3 times a week (Monday, Wednesday, Friday) and the group of adult indoor footballers practiced training during the 10 week period. So, the group of authors trained the group of footballers for 10 weeks with no interruption. The program was supported in this categorization:

- 10 weeks overall
- 28 sessions were programmed for aerobic strength, related to proprioceptive exercises with moderate intensity. The volume in one session was 2200 m – 4000 m. By the end of the training proprioceptive exercises were programmed from 15 to 22 minutes. The overall intensity was 75-90% of the maximal aerobic strength.
- 30 sessions for the general development of strength. This training was done in two parts. 12 sessions for the muscles and 12 sessions for the development of strength with proprioceptive exercises. The duration of training ranged from 45 – 70 minutes.
- 15 sessions for the development of lactic stability. The overall volume varied from 1100 – 2000 meters. The number of series was 4 and the number of repetitions was 5. The second part of training involved proprioceptive exercises, which were developed with high intensity.
- Complex exercises were also used for orientation and coordination. These exercises were used from time to time, with maximal intensity and duration up to 20 seconds. The number of training sessions was 2-3 times a week and for the last 3 weeks they practiced 5 times a week.
- The overall practice with adults was 64 training sessions, whereas the 16-17 years old practiced 30 sessions in 10 weeks. Complete detachment from training with the team wasn't used for the young group. They trained with their team, while they trained at this program at 8 pm for 3-4 times a week. Indoor footballers trained 6-7 times, with 1-2 matches a week by the program group.

The training of footballers was done in these indexes:

- a) Circuit training
- b) Complex training
- c) Base stability
- d) Stability training
- e) Training of heart pulse
- f) Training in hills

- g) Ideal weight
- h) Ability in image
- i) Conceptual intelligence
- j) Exercise intelligence
- k) Tests of performance
- l) Pliometrics
- m) Exercise techniques
- n) Speed training
- o) Training programs
- p) Training with weights
- q) Stretching training
- r) Stability training in the gym
- s) Literature and other articles published for this purpose

7. Quality of speed

Quality of speed has been measured twice and with two chronometers. The testing was realized at the start of the experiment and at the end of the 10-week training. Exercises for the development of quality of speed have been programmed 1-2 times a week with a total of 13 sessions in 10 weeks. For the measurement of the test of 50 meters few testing sessions were done with a programmed high start and very precise measurement with chronometer. The movement of the leg backwards was evaluated with the test of 50 meters realized by measuring it in two levels. From these two measures have come out measures about the average speed, reaction time and maximal speed. Also, three groups of exercises were programmed for the preparation of quality of speed, exercises for the density of steps, exercises for the development of muscular strength and proprioception exercises. It should be highlighted that the connectivity with proprioception exercises has been our main focus and because of this connectivity the dynamic experiment was taken, which was hard to plan and follow. The average level of these speeds is as follows:

Table 3

Speed	Futbollers	Level of quality of speed and differences		
		Before experiment	After experiment	Change
	Adult	50 m = 6.34	50 m = 6.22	1.93%
Average	16-17 years	50 m = 6.63	50 m = 6.49	2.16%
	Adult	30 m = 4.05	30 m = 3.99	1.50%
Reaction	16-17 years	30 m = 4.15	30 m = 4.08	1.72%
	Adult	20 m = 2.26	20 m = 2.21	2.26%
Maximal	16-17 years	20 m = 2.48	20 m = 2.41	2.91%

An interesting topic for us was the measurement and evaluation of the indicators of speed with change in direction (10 * 5 meters). This indicator was evaluated in two directions; initially this indicator is related to the quality of the result and later on it is evaluated in relation to the average speed in 50 meters. Thus, we have measured and evaluated either speed in m/sec and the improvement of this speeds in relation to each other. This analysis has served us so we can see the effectiveness of proprioceptive exercises, exactly because we have hypothesized that they make the connection, better than any other exercise, of the maximal speed and not only, with the speed in match conditions. Independently of these, we have to reason by giving the average results of these measures and then analyze the differences between the two measured tests.

1. The indicator of 10 * 5 meters for adults was 18.82 sec. and at the end of the experiment it became 17.33. So, a change of 1.49 sec. or 8.6% and for the age group of 16-17 years it was 20.10 sec. and became 18.39 sec. So, a change of 1.81 sec. or 9.3%.
2. The improvement of quality of average speed was; for the adults 1.93% and for the 16-17 year old group 2.16%. The indicator of 10 * 5 meters was improved for adults by 8.6% and for the 16-17 year old group with 9.3%.
3. Differences in percentage are very sensitive, showing the fact that proprioceptive exercises play a key role not only in the improvement of physical indicators, but also the change in indicators that are special and respond to the conditions of football, especially indoor football, but not only.

Aerobic and anaerobic stability

Stability has been evaluated through measurements of two tests. The 3000 m run for the evaluation of aerobic stability and the test of 250 m for the change in direction and measurement of anaerobic stability or the special stability of footballers. So we have

used these tests to evaluate training with aerobic exercises, anaerobic and strength related to proprioceptive exercises. The measures were done at the start of the process of training and at the end of the 10 – week training. Let's see the data of the average indicators with footballers of the two age groups in the quality of stability (aerobic and anaerobic).

Table . 4

Indicators	Age	250 m fitness test		3000 m run	
	(years)	Before	After	Before	After
Best result	Adult	49.88	47.31	11:39,4	11:18,7
	16-17	52.14	49.66	12:30,7	11:35,7
Average result	Adult	52.49	49.57	12:17,5	11:39,2
	16-17	56.77	52.77	12:57,3	12:08,3
Weakest result	Adult	57.80	54.62	13:20,7	12:36,5
	16-17	58.66	54.98	13:40,9	12:47,0

The systematic training with clear demands and objectives brings sensitive improvement to the overall physical and functional indicators of footballers and the intertwining of training workouts with connectivity to exercises for the training of physical with proprioceptive qualities guarantees better quality, by making a better connection of the physical qualities to the orientation abilities and coordination in space and time.

Speed – Power

For the measurement of this quality, we have practiced, trained and measured the index of 10 step from starting position. Then, we coordinated this index with proprioceptive exercises in small distances. If an exercise with outside and inside rotations coordinated with crossing of legs could be done at maximal or near-maximal speed for the development of qualities of speed and the ongoing of quality of speed – strength we practiced the same exercises, but now the basic demand is to do them in bigger amplitude in distance and height. So, the change rests in the format of movements. Also, for the development of this quality were used exercises for the muscular strength, especially for the lower back and the waist region, without leaving out other parts of the body. This training was programmed during the 8 weeks because the first two weeks weren't programmed for the effect of the learning of movements, which are hard to conceptualize and execute.

Table. 5

10-step from starting position	Adults of indoor football			Footballers 16-17 year old		
	Before	After	Change	Before	After	Change
Best one	30.20	32.10	6.3%	26.50	27.20	2.6%
Average	26.86	27.73	3.2%	24.46	25.38	3.8%
Weakest	22.50	23.20	3.1%	23.40	24.38	4.2%

Based on table nr.5 we see the improvements in the direction of speed – strength, which are of acceptable level and this evaluation shows that the volume of training would be raised more, especially for the young group. So, the quality of speed – strength is a basic one for the young group and very demanded in the advanced European football, and not only. Independent of the change of 3.2 – 3.8 % is an optimistic figure and should be accepted that the volume of the loads in this quality can and should be raised. Also, the jumping exercises in their classical form are developed only a little, whereas the proprioceptive exercises have been determinant in this 8 week program. The first two weeks were not practiced in these exercises for the development of speed – strength.

8. Conclusions

1. Training of modern football are related to complex trainings, which have at the center of attention the connectivity of exercises for the preparation of physical qualities with proprioceptive ones. Abilities of orientation and coordination are improved through practice of proprioceptive exercises, which realize in a fast and precise way the connectivity of conceptual and exercise intelligence. Without such a connection the understanding between trainers and footballers would be weak and misunderstanding would come forth.
2. 10 – Week trainings, planned for the first time in our country, realized with a group of footballers who achieved in a correct and a serious manner the demands of the group of authors.
3. Physical and functional indicators measured before and after the experimentation incurred changes up to sensitive ones. In percentage form these changes are: for adult footballers from 3.2 – 8.6%, whereas for the footballers of 16-17 years of age from 3.8 – 9.3%. The indicators that have a direct connection with proprioceptive exercises have had the highest percentage of improvement, which shows that the programming with such exercises is a demand of time and that our practice is stationary without such trainings.

4. Besides the above conclusions, the group of authors thinks that after the approval of this study it becomes necessary the realization of a workshop with all the experts, science advisors and trainers in general, to clarify the concepts that showed up in this study.

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Foreign Capital Inflows and Economic Growth in Nigeria: An Empirical Approach

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Abstract

Foreign capital inflows have been considered as focal to the process of economic development of any economy, especially the developing countries. As such, they resort to it as the primary means to achieving rapid economic growth. Despite the foreign inflows, the growth experience of the developing countries, Nigeria not excluded, have not been encouraging and they languish in external debt problem and in poverty. Hence, the study attempts to examine the nature of causality between foreign capital inflows components and real GDP(economic growth) and also, the impact of foreign capital inflows on economic growth in Nigeria. The reason for specific country case study is that pervious studies are cross-sectional in nature and each of the country has unique features which could hamper the result of the analysis. Thus, there is need to examine Nigeria's situation. The dynamic interaction among aid, remittance, FDI and external debt and growth of the Nigerian economy was examined using the concept of cointegration, variance decomposition and impulse response analysis and Block Exogeneity tests. The result of the cointegration revealed that causal relationship exist between foreign capital inflows and economic growth in Nigeria. The variance decomposition result supports that of cointegration analysis of causality which revealed that, causality runs from foreign aid, remittance(RMC), external debt(TED) and foreign direct investment(FDI) to real GDP(growth). Responses of the real GDP to one standard deviation innovations of the components of foreign capital inflows do appear to be very sensitive. The shocks appear to be very pronounced within the forecast period. However, the block of exogeneity tests shows that the granger causality runs from remittance(RMC) and external debt(TED) to real GDP(growth) only. Only remittance(RMC) and external debt(TED) are significant. But jointly they all enter the model. However, the result of the error correction model shows that there is a significant positive, negative, positive and negative effect of foreign aid, remittance, FDI and external debt on real GDP respectively. It takes some time before their impacts are manifested except FDI.

Key words: Foreign capital inflows, Foreign direct investment, Remittance, Aid, External debt, Growth and causality.

I. Introduction

The key components of the movement towards economic globalization or integration by the world economy is foreign capital flows. The need for foreign capital to complement domestic resources in the economic growth process has been welcomed as a catalyst of development, since it is considered as the central element of the process of economic growth. Its origin does not matter. In the face of resource deficiency in financing long term development, the capital-deficient economies have heavily resorted to foreign capital as the primary means to achieve rapid economic growth. Unfortunately, the growth experience of many of the economies has not been very satisfactory. Hence, they accumulate huge external debt in relation to gross domestic product and face with serious debt servicing problems in terms of foreign exchange flow and also wallowing in abject poverty. Conversely, the experience of a small number of fast growing East-Asian newly industrialized nations has strengthened the belief that foreign capital is the central element of the process of economic development, since it could bridge the resource gap of these economies and avoid further build up of debt while tackling the causes of poverty directly.

The UNCTAD World Investment Report 2006 shows that Foreign Direct Investment (FDI) inflow to West Africa is mainly dominated by inflow to Nigeria, who received 70% of the sub-regional total and 11% of Africa's total. Out of this, Nigeria's oil sector alone received 90% of the FDI inflow. The Library of Congress-Federal Research Division report(2008) shows that in 2006 Nigeria received a net inflow of US\$5.4 billion of Foreign Direct Investment (FDI), much of which came from the United States. FDI constituted 74.8 percent of gross fixed capital formation, reflecting low levels of domestic investment. Most FDI is directed toward the energy sector. As at August 2007, World Bank assistance to Nigeria involved 23 active projects with a total commitment value of about US\$2.67 billion. Since Nigeria joined the World Bank in 1961, the World Bank has assisted it on 123 projects. Also, in 2007 Nigeria had an estimated Gross Domestic Product (GDP) of US\$166.8 billion according to the official exchange rate and US\$292.7 billion according to purchasing power parity (PPP). GDP rose by 6.4 percent in real terms over the previous year. GDP per capita was about US\$1,200 using the official exchange rate and US\$2,000 using the PPP method. About 60 percent of the population lives on less than US\$1 per day.

Foreign capital flows consist of the movement of financial resources from one country to another. In this context, capital flows is a broad term which includes different kinds of financial transactions such as; lending by governments, and international organizations; bank lending, short and long-term; investment in public or private bonds; investment in equities; and direct investment in productive capacity

(Obadan, 2004). Each of these has different effect on economic growth and expose capital market to risks. Generally, foreign capital inflows depends on a variety of features of the host economy which include among others; its market size, level of education, institutional environment, tax laws, and overall macroeconomic and political environment (Aurangzeb and UI Haq, 2012).

It is important to highlight that the relation of these variables (GDP, foreign capital flows) has a theoretical foundation. This was not discussed here. See Obadan (2004, P46-47) for the theoretical framework.

With this background, this paper attempted to analyze the nature of causalities between foreign capital inflows and economic growth and as well the impact of foreign capital inflows on economic growth in Nigeria during the sample period.

The paper proceeds as follows. Section II provides the related literature. Section III presents the methodology. Empirical results are discussed in section IV, and section V concludes.

2. Literature Review

Many studies have examined the direct effect of foreign capital inflows on economic growth. Some of the studies are reviewed in relation to our study. These studies disaggregated the foreign capital inflows into its components to ascertain the most influential component.

Papanek (1973) in his work disaggregated foreign capital inflows into three principal components: foreign aid, foreign private investment and all other foreign. He examined 34 countries in 1950 and 51 countries in 1960 using a cross sectional data and found out that all the three flows had a statistically significant positive impact on growth. Among the components, foreign aid exhibited stronger effect on economic growth than other factors. Similarly, Burnside and Dollar (2000) estimated a model using a panel data of 56 countries. In estimating the model they employed TSLS method for growth, foreign aid and policy. By making assumptions about the separate effects of foreign aid and policy, they observed that foreign aid had a robust positive impact on economic growth. When they entered foreign aid directly into their model, it was not significant. However, it was significant when interacted with the policy index. Hansen and Tarp (2001) examined the relationship between foreign aid and economic growth in real GDP per capita. Average growth rate in 56 countries covering the year 1974-1993 in five period was regressed on several policy and institutional control variables and foreign aid. They observed that foreign aid increased the growth rate and was not conditional on good policy as suggested by Burnside and Dollar (2000).

Oyinlola (1995) disaggregated foreign capital into; foreign loans, direct foreign investments and export earnings. Using Chenery and Stout's two-gap model, he observed that FDI has a negative effect on economic development in Nigeria. In the same vein, Adelegan (2000) examined the impact of FDI on economic growth in Nigeria in a seemingly unrelated regression and found out that FDI is pro consumption and pro-import and negatively related to gross domestic investment. Akinlo (2004) in his study revealed that foreign capital has a small and not statistically significant effect on economic growth in Nigeria. Ayanwale (2007) also analysed the empirical relationship between non-extractive FDI and economic growth in Nigeria. Using OLS estimates, he observed that FDI has a positive link with economic growth but cautioned that the overall effect of FDI on economic growth may not be significant. Chakraborty and Nunnenkamp, (2006) analyzed the effect of foreign direct investment and economic reforms in India. The study centered on industry specific FDI and its growth, by using Granger Causality and panel cointegration. Their results showed that the growth effects of FDI vary widely across different sectors. There was no casual relationship found in case of Primary sector. While only transitory effect of FDI on output was found in the service sector. These differences in FDI -Growth relation suggests that FDI is unlikely to make wonders in India if only regulations are relaxed and still more industries are opened up. Herzer et al (2006) employing a bivariate VAR modeling technique, observed a positive FDI-led growth relation for Nigeria, Sri Lanka, Tunisia, and Egypt. Based on weak exogeneity tests, a long-run causality between FDI and economic growth running in both directions was observed for the same set of countries. In a seemingly unrelated model, Okodua (2009) examined the sustainability of the FDI-growth relationship in Nigeria. Using the Johansen cointegration framework and a multivariate VAR within a vector error correction model. He observed a long-run equilibrium relationship between economic growth and FDI inflows. The study also revealed a unidirectional causality from FDI to economic growth. Duasa, (2007) analyzed the FDI- growth relation with respect to stability in Malaysia. Quarterly data from the first quarter of 1990 to fourth quarter 2002 is collected. GARCH and causality are applied to analyze the impact of FDI on the stability of economic growth, and causal relationship between FDI and growth respectively. The study revealed no strong causal relationship between FDI and economic growth. However it was found that flow of FDI contributes less to the volatility of economic growth and vice versa. Hence, Malaysia FDI does not cause economic growth but it does provide stability to economic growth. Tiwari and Mutascu (2011) also examined the relationship between economic growth and FDI for Asian countries using Panel data approach. The sample period comprises 1986 to 2008, and they analyzed data of 23 countries. Hence, they observed that both foreign

direct investment and exports enhances the growth process. Also that, labor and capital also play a significant role in economic growth.

Hameed et al, (2008) in their analysis examined the impact of external debt on economic and business growth in Pakistan for the period 1970-2003. They applied cointegration and error correction model on the annual data. Their results showed that debt servicing has a negative relation with labor and capital, hence affects economic growth adversely. It was also observed that a negative relationship exists between debt servicing and GDP, which reduces the debt servicing ability of the country in the long run. A short run and long run causal relation was also established running from debt to service to GDP. Malik et al, (2010) also examined the relationship between external debt and economic growth in Pakistan for the period of 1972-2005. A simple OLS model was used for the analysis. The results showed a negative and significant relation between external debt and economic growth. The relationship between debt servicing and economic growth also exhibited the same pattern.

Mohamed and Sidiropoulos(2010) in their study, analyzed the effect of workers remittance on economic growth. The data for this were sourced from the seven MENA countries for the period of 1975-2006. Both fixed effect and random effect models were used for empirical analysis. Their results showed support for fixed effect models, and revealed that remittances have a positive impact on economic growth both directly and indirectly via their interaction with financial and institutional channels.

Bowen(1998) carried out a study to measure the direct and indirect relation between foreign aid and economic growth using a cross-sectional data for 67 less-developed economies for the period, 1970-1988. He observed an indirect foreign aid-growth relationship through its interaction with domestic savings and was significant and negative. Similarly, Razzaque and Ahmed (2000) estimated a time-series relationship between foreign aid and domestic savings for Bangladeshi for the period, 1973-1998 using cointegration technique. They observed a negative relationship between domestic savings and foreign aid. The short-run relationship between these two variables was significantly negative. However, the estimated coefficient of foreign aid from different techniques varied. Furthermore, the empirical study of Hansen and Tarp(2000) which looked at the effects of foreign aid on savings, investment and growth was reviewed. In their study they classified 131 regression results. The explanatory variables included are identified measure of foreign aid in the first group with a total of 104 regressions and aggregate foreign inflow measures in the second group with a total of 27 regressions in which aid was not separated from the various aggregate foreign inflows measures. They observed that most of the studies revealed a significant positive effect of foreign aid and foreign resources inflows on economic growth and investment. In the case of savings, most of the empirical studies revealed a negative effect of foreign and foreign resources inflows on domestic savings.

In decomposing foreign capital inflows into its various components, Aurangzeb and UI Haq(2012) examined the impact of foreign capital inflows on economic growth of Pakistan for the period of 1981-2010. A multiple regression analysis technique was used to identify the significance of different factors. Their results indicate that the three independent variables(remittances, external debt and foreign direct investment) are positive and have a significant relationship with economic growth (GDP). Also. They observed that the Granger-Causality test showed a bidirectional relationship between remittances and external debt, GDP and external debt, foreign direct investment and external debt, and foreign direct investment and remittances. On the other side the results revealed a unidirectional relationship from gross domestic production to foreign direct investment. Hence, they concluded that foreign capital inflows are very important for the growth of any economy.

Despite the large number of literatures on foreign capital inflows-growth relation, the issue is not clearly resolved. Some studies find evidence of positive and negative relationship between foreign capital inflows-growth respectively, while others finds such nexus subtle, and another group finds such relation dependent on domestic policies, country characteristics, economic and institutional environment and donors interest. Also most of the studies on foreign capital flows-growth are cross sectional, such results obtained by cross-country studies must be treated with great caution as they are subject to extreme limitations. Such limitations include; a common economic structure and similar production technology across different countries which appears not be accurate in reality. However, this study is an attempt to contribute to the existing literatures on foreign inflows and economic growth in Nigeria.

However, in specifying the relationship between foreign capital inflows and growth in Nigeria, the study anchors on the model built by Aurangzeb and UI Haq (2012) which disaggregated foreign capital inflows into various components. The studies that focus on Nigeria have not appreciably attempt to assess the contribution of various components of foreign capital inflows and among others to Nigeria's economic growth simultaneously. This gives right to an empirical investigation to know if there is any causal relationship between each of these components and economic growth in Nigeria. If there exist causal relationship, what role does each of these components plays in relation to economic growth? Also, decomposing foreign capital inflows enables policy makers in Nigeria to have a bearing when designing foreign inflows promotion policy and when negotiating the investment bilateral agreement and regime liberalization to allow foreign capital inflows and see how to embark on policy that attracts foreign capital inflows into the country.

3. Data and Methodology

This section focuses on the analytical procedure and the data adopted in this study.

The data for this study were obtained from secondary sources. Specifically, annual time series data of the variables were obtained. The data include; gross domestic production as a dependent variable while foreign aid (official development aid), remittance, foreign direct investment and external debt are collected as independent variables for the period of 1981 to 2010. The data are sourced from Central Bank of Nigeria (CBN) statistical bulletin, OECD.Stat, Global Development Finance Statistics, International Development Statistics and Nigerian Capital Market Statistical Bulletin. Unlike Aurangzeb and UI Haq (2012), most of the data on the components of foreign capital inflows are not available in Nigeria except foreign direct investment and external debt and have no quarterly variation, hence foreign direct investment and external debt annual series are used for analysis.

In attempting to establish the relationship between foreign capital inflows components and growth, the study employed econometric techniques such as; cointegration test, this enables us establish a long-run relationship between the variables and growth and as a basis for causality (Engle and Granger, 1987; Hendry, 1986 and Granger, 1986). If variables are cointegrated it means causality exist (Granger, 1988, Miller and Russek, 1990). Error-Correction Modeling (ECM) is employed for analysis since it contains full information on causal relationships and the dynamic interactions among the cointegrating variables. However, Since most time series are prone to unit root problem, therefore, before carrying out cointegration test and ECM analysis, the unit root test is conducted on the series using Augmented Dickey-Fuller (ADF) and Philips Perron test. This enables us test for stationarity of the variables included in the model. Vector Autoregressive (VAR) (Impulse response functions and Variance Decompositions) is also employed. This is because the vital information contain in cointegrating variables is made clearer through variance decomposition and impulse response analysis. Also, multivariate granger causality test (block exogeneity test) is conducted through the Vector Autoregressive (VAR) technique. The rational for this test is to determine how the variables enter the model. It enables us know how the granger causality runs from these variables to growth. Given the above discussion, the functional relationship between foreign capital inflows and economic growth of Nigeria are expressed in the following way:

$$\text{Growth} = f(\text{AID}, \text{RMT}, \text{FDI}, \text{ED}) \dots \dots \dots 3.1$$

Where *Growth* represents economic growth (*real GDP*), and *AID*, *RMC*, *FDI*, and *TED*, represents foreign aid, remittance, foreign direct investment, and external debt

respectively. Equation (3.1) can only be estimated in its econometric form which is stated as follows:

$$\text{Growth}_t = \theta_0 + \gamma_1 \text{AID}_t + \gamma_2 \text{RMC}_t + \gamma_3 \text{FDI}_t + \gamma_4 \text{TED}_t + \varepsilon_t \dots\dots\dots 3.2$$

θ_0 denotes the constant term, γ_1 , γ_2 , γ_3 and γ_4 are slope coefficients representing parameters to be estimated and ε_t is the disturbance term assumed to be purely random. On a priori expectation $\gamma_1, \gamma_2, \gamma_3 > 0, \gamma_4 < 0$.

4. Results Analysis

As a necessary but not sufficient condition for cointegration, each of the variables has been examined to determine whether it is stationary and, its order of integration. To achieve this, two set of unit root tests for stationarity are applied and these include the Augmented Dickey-Fuller (ADF) and the Philips-Perron (PP) tests (Dickey and Fuller, 1979; Phillips and Perron, 1988). The results of the Augmented Dickey-Fuller (ADF) and Phillips-Peron (PP) unit roots test results are reported in Table 4.I below.

Table 4.I: Results of Unit Root Stationarity Test

Variables		Augmented test(ADF)	Dickey Fuller	Philips- Perron test(PP)	
		Level	First Difference	Level	First Difference
<i>Growth</i>		4.445400*	-7.923926*	0.364833	-6.468553*
<i>AID</i>		-6.146592*	-9.174521*	-2.869736***	-11.54895*
<i>RMC</i>		6.046511*	0.594601	0.225742	-4.051737*
<i>FDI</i>		3.766328*	-3.551563**	3.712584*	-3.770384*
<i>TED</i>		1.254445	-4.643677*	-1.412436***	-3.156648**
Critical values	1%	-3.689194	-3.689194	-3.679322	-3.689194
	5%	-2.971853	-2.971853	-2.967767	-2.971853
	10%	-2.625121	-2.625121	-2.622989	-2.625121

Notes: * indicates significant at one percent or a rejection of the null of no unit root at the one percent level

** indicates significant at five percent or a rejection of the null of no unit root at the five percent level

*** indicates significant at ten percent or a rejection of the null of no unit root at the ten percent level

MacKinnon (1996) one sided p-values

As shown in table 4.I above, PP tests reveal that all variables are integrated of order one with intercept terms. Meaning that each series is first difference stationary using the PP test. This shows that the presence of a unit root in any of the variables under the PP tests cannot be rejected. However, the ADF test result is not as impressive as PP tests. In ADF test the remittance variable failed the differenced stationarity test. Therefore, this give more credence to the PP test because of its validity even if the disturbances are serially correlated and heterogeneous while the ADF tests require that the error term be serially uncorrelated and homogeneous. Given the unit-root properties of the variables, we proceeded to establish whether or not there is a long-run cointegrating relationship among the variables in equation (3.2) by using the Johansen full information maximum likelihood method (Johansen and Juselius, 1990).

Table 4.2: Results of the Johansen Co-integration Test

Panel A. TRACE TEST				
Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	Critical Value (0.05)	Prob.**
None *	0.990300	202.5019	69.81889	0.0000
At most 1 *	0.790437	72.70459	47.85613	0.0001
At most 2	0.328178	28.94813	29.79707	0.0624
At most 3*	0.311149	17.81081	15.49471	0.0220
At most 4*	0.231542	7.374353	3.841466	0.0066
Panel B. MAXIMUM EIGENVALUE				
Hypothesized No. of CE(s)	Eigenvalue	Max-Eigen Statistic	Critical Value (0.05)	Prob.**
None *	0.990300	129.7973	33.87687	0.0000
At most 1 *	0.790437	43.75646	27.58434	0.0002
At most 2	0.328178	11.13733	21.13162	0.6336
At most 3	0.311149	10.43645	14.26460	0.1848
At most 4*	0.231542	7.374353	3.841466	0.0066
Trace test indicates 4 cointegrating eqn(s) at the 0.05 level				
Max-eigenvalue test indicates 3 cointegrating eqn(s) at the 0.05 level				
* denotes rejection of the hypothesis at the 0.05 level				
**MacKinnon-Haug-Michelis (1999) p-values				
Panel C. Normalized cointegrating coefficients				
RGDP = 2413.5AID - 324.80RMC + 9.669FDI - 0.258TED				
(69.7983)* (52.6811)* 2.44463)* (0.10218)*				
Note: * indicates rejection of the null hypothesis at 5% significance level.				
Standard error are in parentheses are in the parentheses below the coefficients.				

The results of the cointegration test are reported in Table 4.2 above. The results reported the trace and maximum eigenvalue statistics. These results reveal that the null-hypothesis of no-cointegrating vector between real GDP(economic growth) and foreign capital inflows components is rejected at the 5% level of significance. The trace test statistics show that there is four cointegrating relationship. The maximal eigenvalue statistics reveal three cointegrating relationships among real GDP and foreign capital inflows components. Johansen and Juselius (1990) recommend the use of the trace statistics when there is a conflict between the trace statistics and maximal eigenvalue statistics. Since the trace statistics takes into account all of the smallest eigenvalues, it possesses more power than the maximal eigenvalue statistic (Serletis and King, 1997; and Kasa, 1990). The conclusion drawn from this result is that there exists a unique long-run relationship between real GDP(economic growth), AID, RMC, FDI and TED. An economic interpretation of the long-run function of the model(3.2) can be obtained by normalizing the estimates of the unconstrained cointegrating vector on the real GDP. The parameters (i.e., long-run estimates) of the cointegrating vector for the long-run equation are presented in Panel C of Table 4.2. Also, the results in Panel C of Table 4.2 show a positive and statistically significant relationship between real GDP(growth) and AID and FDI during this period. While the relationship between real GDP(growth) and RMC and TED is shown to be negative and statistically significant. This is not consistent with economic theories. However, the result in general is in line with previous studies(Aurangzeb and UI Haq, 2012, Malik et al, 2010). Without losing focus, we bear in mind that the existence of cointegration clearly suggests, temporally the existence of a causal relationship between the cointegrating variables as revealed by the result in table 4.2. The full information on causation is revealed in the Error Correction Model (ECM). Hence, we proceed to examine the ECM.

5. Dynamic Specification of the Model

5.1 Error Correction Model

In the short-run, deviations from the long-run relationship established in panel C of table 4.2 could occur due to shocks to any of the variables. In addition, the dynamics governing the short-run behavior of the model are different from those in the long-run. Due to this difference, the short-run interactions and the adjustments to long-run equilibrium are important because of the policy implications.

Table 5.I: Estimates of the Error-Correction Model

Variable	Coefficient	Std. Error	t-Statistic	Probability
Constant	8875.101	2891.413	3.0695	0.0083
$\Delta \text{Growth}_{t-1}$	0.3466	0.1267	2.7358	0.0161
$\Delta \text{Growth}_{t-3}$	-0.0551	0.0497	-1.1094	0.2860
ΔAid_{t-1}	31.2651	9.7524	3.2059	0.0063
ΔAid_{t-2}	16.7458	5.4967	3.0465	0.0087
ΔAid_{t-3}	58.0378	14.4812	4.0078	0.0013
ΔRmc_{t-1}	-16.6488	5.0909	-3.2703	0.0056
ΔRmc_{t-2}	-21.7391	6.9479	-3.1289	0.0074
ΔFdi	0.4149	0.1289	3.2195	0.0062
ΔTed_{t-1}	-0.0097	0.0065	-1.4885	0.1588
ΔTed_{t-3}	0.0237	0.0052	4.5696	0.0004
ECT_{t-1}	-0.2741	0.0853	-3.2145	0.0062
Diagnostic Statistics: Adj R^2 =0.8111, F-statistic=10.7611(0.0001), BG=0.2090(0.8143), ARCH(2)=0.8154(0.3759), RESET=1.6823(0.2172), JB [χ^2 (2)]=0.3093(0.8567), All variables are in first differences (denoted by Δ) except the lagged error correction term (ECT_{t-1}). Notes: ARCH: Engle's test for conditional heteroskedasticity; BG: Breusch-Godfrey LM (4) test for serial correlation; JB: Jarque-Bera test for normality of residuals; RESET: Ramsey's test for specification error. [Probability values are in the squared brackets].				

The results of the parsimonious short-run dynamic of the model and the various diagnostic tests are presented in Table 5.I above. As expected, the error correction term (ECT_{t-1}) is of the expected negative sign and highly significant. This result substantiates the finding of cointegration among the variables reported earlier, but more importantly, it suggests that one cannot overlook the cointegrating relationship among variables in the model; otherwise, this could introduce misspecification in the underlying dynamic structure. The error correction term for changes in real GDP is highly significant even at the one percent level. What this means is that a long-run causality running from AID, RMC, FDI and TED to real GDP(growth) exist in Nigeria during the sample period. The result shows that there is a significant positive, negative, positive and negative effect of foreign aid, remittance, FDI and external debt on real GDP respectively. This takes some time before their impact are manifested except FDI.

The diagnostic tests reported in Table 5.I above show that there is no evidence of diagnostic problem with the model. The coefficient of determination (adjusted R^2) used in measuring the goodness-of-fit of the estimated model, indicates that the model

is reasonably accurate in prediction. Looking at the probability value of the Jarque-Bera (JB), which is given in the bracket, the null hypothesis of normally distributed residuals cannot be rejected. The Lagrange Multiplier (LM) test of no error autocorrelation suggests that the residuals are not serially correlated. The Autoregressive Conditional Heteroskedasticity tests [ARCH (+)] reveal that the disturbance term in the equation is homoskedastic. The Ramsey RESET test result shows that the calculated F-value is less than the critical value at the five percent level of significance. This is an indication that there is no specification error.

5.2 Impulse Response Analysis

The impulse response functions is presented in figure I below.

Figure I: Impulse Response Function

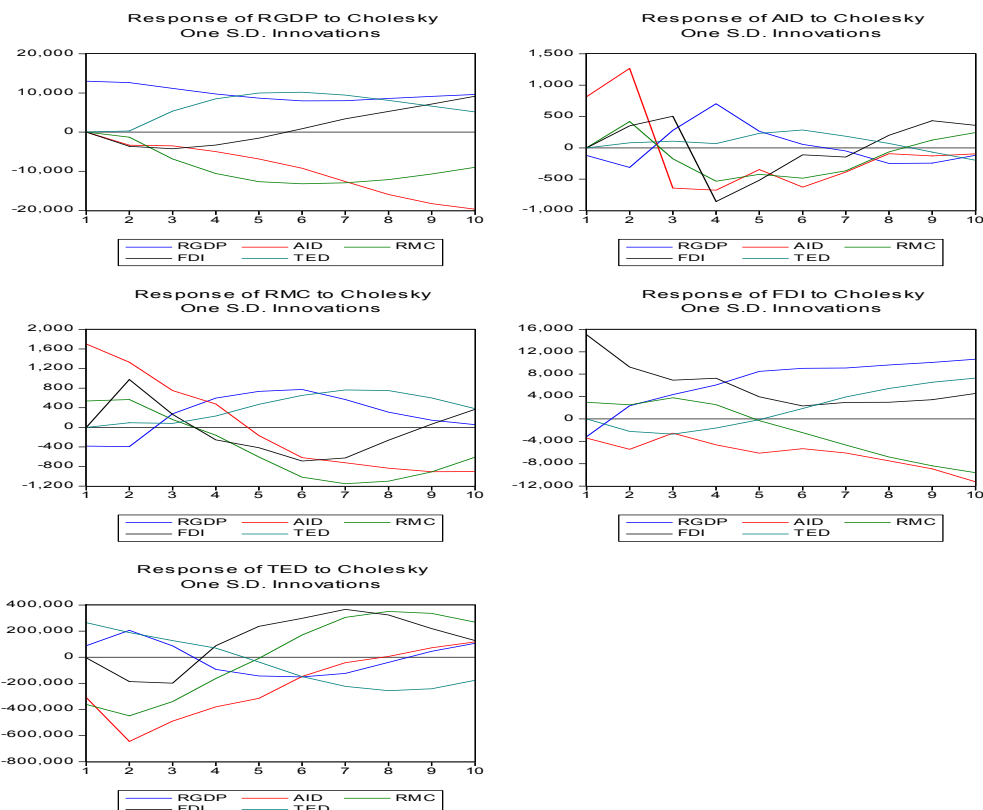


Figure I above reveals the effects of one standard deviation shocks on each of the variables over time horizon. As shown by the results the impulse responses do appear to be very sensitive to the ordering of variables. Given the signs of the responses, innovations to real GDP(growth) produced somewhat constant positive response from the four variables under consideration. Similar explanations are applicable to the others in variables.

5.3 Decomposition of Variance Analysis

Here, the sensitivity of the variables are considered. In doing this we employ a ten year forecasting (in-sample forecast) time horizon and observed the relevance of the variable over time horizon. However, only variance decomposition of real GDP(growth) is shown because of space.

Table 5.2: Variance Decomposition of Real GDP(Growth)

Period	S.E.	RGDP	AID	RMC	FDI	TED
1	13009.53	100.0000	0.000000	0.000000	0.000000	0.000000
2	18846.68	92.69764	3.130188	0.491790	3.657561	0.022822
3	24214.23	77.44000	3.973926	8.339640	5.294436	4.952002
4	30019.02	60.96389	5.311500	17.81222	4.649620	11.26277
5	35860.85	48.59304	7.387589	24.90645	3.439974	15.67294
6	41397.00	40.20753	10.49583	28.83077	2.627304	17.83857
7	46977.73	34.15628	15.38642	29.97261	2.570005	17.91468
8	52679.21	29.82934	21.35800	29.12836	3.050330	16.63398
9	58324.46	26.78048	27.22591	27.13907	3.994192	14.86034
10	63826.84	24.63117	32.25055	24.64832	5.410353	13.05961

Cholesky Ordering: RealGDP FDI RMC AID TED

Table above gives the fraction of the forecast error variance for each variable that is attributed to its own innovation and to innovations in another variable. The own shocks of the real GDP(growth) constitute a significant source of variation in growth forecast error in the time horizon, ranging from 100% to 25%. Ten years after, variation in growth are accounted by aid(32%), remittance(25%) and external debt (13%) shock while that of foreign direct investment(5%) is relatively small in Nigeria over the sample period. The salient feature of this, is that the predominant sources of variation in growth are aid and remittance. Similar explanations hold for the variations in growth in the other forecast periods. This shows that the granger causality runs

from aid, remittance(RMC), external debt(TED) and foreign direct investment(FDI) to real GDP(growth).

5.4 Block Exogeneity Tests

Block Exogeneity tests are used to determine how the variables enter the model. It is a multivariate generalization of the granger causality tests.

Table 5.3: VAR Granger Causality/Block Exogeneity Wald Tests

Included observations: 28			
Dependent variable: RGDP			
Excluded	Chi-sq	Df	Prob.
FDI	1.724817	2	0.4221
AID	2.387897	2	0.3030
RMC	5.216808	2	0.0737
TED	9.503242	2	0.0086
All	19.84651	8	0.0109

The block of Exogeneity tests in table 5.3 reveal that remittance and external debt(TED) should enter the model at two lags. This shows that the granger causality runs from remittance(RMC) and external debt(TED) to real GDP(growth), which opposes theory and empirical study in terms of FDI and Aid. Only remittance(RMC) and external debt(TED) are significant in the model. But jointly they all enter the model.

6. Conclusion

This study examined the causal relationship between foreign capital inflows and economic growth and as well the impact of foreign capital inflows on economic growth in Nigeria during the sample period. A causality analysis of the foreign capital inflows(FDI, AID, Remittance and Total external debt) and economic growth(real GDP) was undertaken in order to verify the relevance of the foreign capital inflows-led growth hypothesis in the Nigerian economy. The results from the analysis revealed that causal relationship exist between foreign capital inflows and economic growth in Nigeria, which supports the foreign capital inflows-led economic growth hypothesis.

Besides, the dynamic interaction among foreign capital inflows and economic growth of the Nigerian economy was also analyzed using the variance decomposition and impulse response analysis. The result of the variance decomposition supports the result of the cointegration analysis which showed that, a causality runs from aid, remittance(RMC), external debt(TED) and foreign direct investment(FDI) to real GDP(growth). Responses of the real GDP to one standard deviation innovations of the components of foreign capital inflows do appear to be very sensitive. The shocks appear to be very pronounced in the forecast period. However, the block of Exogeneity tests shows that the granger causality runs from remittance(RMC) and external debt(TED) to real GDP(growth) only. Only remittance(RMC) and external debt(TED) are significant. But jointly they all enter the model. However, the result of the error correction model shows that there is a significant positive, negative, positive and negative effect of foreign aid, remittance, FDI and external debt on real GDP respectively. This takes some time before their impact are manifested except FDI.

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Between History and Literature. Madame de Crayencour and Scientific Culture of the Sixteenth Century

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Abstract

The relationship between history and literature is very close: literature is a product of each country's culture. In this paper the author analyzes the literary activity of Marguerite Youcenar (1903-1988) who in her works had revived the History of Rome, of Catholic Belgium, of Netherlands Calvinist, of Lutheran Gemany. In her masterpieces, the History is always present, it's a vital core. In Mémoires d'Hadrien (1951) she speaks about the Roman Empire and the wars against the barbarians. In L'Oeuvre au noir (1968) she illustrates the complex history of the Lutheran Reformation and Counter-Reformation and finally in Archives du nord (1977) the main characters are her childhood, her relationship with father and her family's history. Marguerite Youcenar combines history and literature in an indissoluble link that makes it very interesting and fascinating.

Keywords: Marguerite Youcenar, Literature, History, Novels, Reformation

I. Introduzione

Il rapporto tra storia e letteratura, come è noto, è molto frequentato, anche se il segno della storia viene percepito in varia misura a seconda dei paesi, degli ambienti intellettuali e politici, degli autori che ne amplificano la portata in base alla loro sensibilità emotiva e culturale esprimendosi secondo canoni narrativi diversi. Romanzi, novelle, racconti a sfondo storico - molti dei quali danno origine a filoni cinematografici di successo - ci hanno regalato fortunati connubi disegnando scenari animati dalla felice mescolanza dell'una con l'altra, dosando insieme in varia misura frammenti di storia disseminati nella narrazione letteraria o al contrario briciole di letteratura sul filo della storia. Ma quali sono le ragioni di questa *combine* spesso felice? Evocare determinati eventi o personaggi, nella letteratura come nel cinema, può significare far propri in qualche modo i codici di altre epoche verso cui l'Autore dichiara più o meno esplicitamente il proprio consenso, oppure al contrario può servire a manifestare un suo gesto di denuncia politica nei confronti di un'idea o di un'impresa. La grandezza di Roma, la guerra civile americana, la Rivoluzione francese, Napoleone, il Risorgimento, le guerre mondiali, il Sessantotto, il Vietnam, ogni momento della storia, attorno al quale si sono addensati eventi e personaggi che hanno

impresso un segno, può essere funzionale all'ideologia di un Autore che trae forza e ispirazione dal passato per recuperare degli avvenimenti che gli consentono di prendere spunti da riproporre o rielaborare.

Dall'opera di Shakespeare che attinge al gotico medievale a Isabella Allende che racconta la conquista cinquecentesca del Cile, all'America della grande depressione di Steinbeck, alla Cuba di Hemingway, la letteratura, come la filmografia, delinea il volto delle società in cui è nata poiché riesce a rappresentare il contesto culturale del quale si è nutrita, cui può aggiungere i tratti psicologici e ideologici di un passato al quale si riferisce. Gli esempi possono essere infiniti! Qui mi fermerò a considerare un caso a mio avviso esemplare di letteratura sposata felicemente alla storia, quello di Marguerite Yourcenar (1903-1988) che nella sua monumentale produzione testimonia proprio l'intreccio dei generi.

2. Marguerite Yourcenar e la storia

Nelle pagine della Yourcenar rivive la grande storia, quella di Roma, come quella del Belgio cattolico, dell'Olanda calvinista, della Germania luterana. Per lei il passato ha un enorme valore, da quello della Grecia antica e della Roma imperiale a quello dell'età moderna che trasforma l'Europa, al Sette/Ottocento nel quale affondano le sue radici familiari. In alcuni dei suoi lavori, specialmente, la storia è il nucleo vitale del suo impegno letterario, nelle *Memorie di Adriano* (1951) - naturalmente - ma anche nell'*Opera in nero* (1968) e in *Archivi del nord* (1977). Nel *primo*, forse il suo più grande successo che le consente di raggiungere una più ampia fascia di lettori, si fa rapire dal fascino del mondo antico in uno dei suoi momenti più alti, prima della decadenza che seguirà inesorabile. Sul grande affresco della storia di Roma giganteggia la figura dell'imperatore Adriano, grande uomo d'arme che conduce vittoriose campagne contro i "barbari", mostra una complessa personalità di intellettuale amante dell'arte, della cultura, della scienza e pone anche attraverso il suo amore per il giovane Antinoo il problema esistenziale, l'eterna riflessione sulla vita e sulla morte. Nel *secondo* presenta al lettore un grande affresco della storia europea nel momento in cui il potere eversivo della Riforma e la dura risposta controriformista tracciano conflitti insanabili tra chiese ed eretici che infiammano il centro e il nord dell'Europa e specialmente l'area fiamminga. Sullo sfondo di avvenimenti complessi su cui spiccano figure significative viste da vicino tanto da scorgerne le pieghe più nascoste della personalità umana, l'Autrice trova la chiave di volta nell'analisi interiore, emotiva e psicologica, che sceglie come cifra risolutiva per raccontare la Grande Storia. Di là della vicenda collettiva, quasi sospinti da una forza propria, i suoi protagonisti intervengono con il loro personale apporto, precisando, mettendo a fuoco dettagli importanti che arricchiscono lo scenario e lo rendono vivo, reale, animato dalla magnifica scrittura che

racconta abilmente politica e vita quotidiana, religione e scienza, mondi tradizionali ancora governati da pregiudizi e contesti nuovi che si aprono ai primi cambiamenti. Nel *terzo* racconta il percorso della sua infanzia, il forte legame con il padre, la dimensione del villaggio nel quale si iscrive la storia di famiglia che è al tempo stesso partecipe di una dimensione culturale e sociale cosmopolita, insomma disegna un ampio contesto nel quale si intrecciano vicende private e pubbliche, i turbamenti dei protagonisti come gli eventi che segnano fasi importanti della storia del Belgio tra Sette e Ottocento. Realtà storica e invenzione letteraria, figure consegnate al mito e vita di gente comune, eventi epocali che cambiano il quadro di un'Europa in cammino verso il domani, guerre, pestilenze, nevrosi collettive (come la persecuzione degli eretici e la caccia alle streghe), tutto ciò che nel passato ha avuto peso e rilevanza - *la storia* - è presente nell'opera della Yourcenar, che la richiama forse non senza nostalgia nei tratti che le servono per descrivere l'ambiente sociale dal quale proviene - come in *Archivi del nord* - la accentua nel delineare personaggi complessi e misteriosi cui dà vita - come nell'*Opera in nero* - la rilegge criticamente o la condanna, ma la pone al centro dell'interesse narrativo come punto di partenza ineludibile. Il racconto storico è un *fil rouge* teso con maestria quasi a indicare la direzione, come una bussola sicura che abilmente conduce in porto il lettore. E l'evocazione storica - pure condotta per molti anni attraverso un'intensa ricerca d'archivio e una puntuale analisi metodologica - non è tutto, come accade di solito per lo storico di professione, alla Yourcenar serve per "toccare" il lettore, per spingerlo nella direzione voluta e riflettere sul destino degli uomini e forse anche sull'immagine di se stessa. Le vicende che hanno cambiato il destino dei popoli e dei loro paesi - consegnatici in modo algido dai libri di scuola - rivivono nella sua scrittura, assumendo colore, anima e sangue grazie alla prosa esemplare e alle immense conoscenze che regalano una lettura densa di saperi, contenuti, significati. Le sue parole offrono all'immaginario del lettore le linee di una interpretazione sempre coinvolgente, perché il rinvio al fatto storico, all'accadimento, diventa parte integrante del testo letterario e le radici profonde del suo racconto catturano dati essenziali nel processo della costruzione storica. È soprattutto al contesto dell'*Opera in nero* che qui farò riferimento, con una scelta certo arbitraria, che tuttavia può trovare una sua giustificazione sia nella vocazione personale che nell'opzione di un segmento cronologico la cui fascinazione è ineludibile per chi come me si occupa di storia dell'età moderna. Credo che l'*Opera* sia un terreno da privilegiare per una analisi sul rapporto storia-letteratura in Marguerite Yourcenar, poiché lì è centrale da una parte il contesto complessivo, l'ambiente economico, sociale, religioso, delle Fiandre cinquecentesche, dall'altra il profilo di un protagonista particolare, Zenone, che lungo un percorso diacronico allude al processo evolutivo del pensiero scientifico adombrando una figura storica reale, anche se dai tratti misteriosi, quella di Paracelso, modulando i tratti del protagonista Zenone proprio sulla figura del

grande medico cinquecentesco in un affresco complesso in cui il profilo dei personaggi acquisisce compattezza e profondità grazie al suo impareggiabile tocco letterario. Nell'*Opera*, gli spunti di discussione per uno storico di professione sono davvero tanti, cercherò di richiamare quelli che a mio avviso sono parte integrante dell'impegno della scrittrice che sapientemente riesce a inserire nel suo racconto i segni basilari della società europea nel suo divenire, la *religione*, l'*economia*, la *scienza*.

Religione.

Nel corso del Cinquecento, la Riforma protestante spezza ulteriormente l'unità della Chiesa che viene colpita gravemente con una scissione che separa i cattolici dai protestanti e dunque si muove, allarmata, per tutelare a ogni costo il proprio ruolo e i propri privilegi. È una Chiesa corrotta che reprime anche fisicamente i suoi nemici, ugualmente settari, crudeli, intransigenti, una Chiesa che si nutre di superstizioni e di intrighi, che alimenta la nevrosi collettiva e apre uno dei periodi più insensati della storia d'Europa. In alcune realtà, come in quella dell'Inghilterra, la grande Elisabetta si impegnerà in una lotta senza esclusione di colpi che macchierà di sangue il suo trono non solo nell'intento di imporre la propria personale egemonia ma anche (come aveva già fatto il padre, Enrico VIII) per affermare la sua libertà dalla Chiesa di Roma. Anche nei Paesi Bassi i motivi religiosi si sommano alle ragioni della politica, in un'area in cui cresce la protesta per l'affermazione dell'indipendenza nazionale e per la difesa delle autonomie locali, che trovano una larga intesa tra le diverse forze sociali contro la politica imperiale di Filippo II. La rivoluzione antispagnola traccia nuovi assetti. Lo sviluppo economico ormai affermato accoglie una nuova cultura che influenza in maniera significativa il rapporto tra l'uomo e il lavoro, tra l'uomo e il profitto e nel problematico nesso tra Riforma e sviluppo dell'economia l'area fiamminga ha ormai un ruolo di primo piano nell'ambito degli scambi internazionali. Molteplici vie conducono a una nuova concezione della vita che va affiorando attraverso il protestantesimo ascetico, capace di trovare la giustificazione al comportamento capitalistico e di eliminare in tal modo la concezione che fino a quel momento aveva considerato incongruo ogni legame tra esercizio della professione (e guadagno) e apparato etico. Proprio nelle Fiandre il movimento antispagnolo - che in realtà nasceva da ragioni fiscali - diventa anticattolico e si allarga, alimentato dalle disposizioni di Madrid che accentua la persecuzione contro i calvinisti. La dura repressione del duca d'Alba a Bruxelles (1567) stronca la rivolta, ma la contrapposizione tra la Spagna e le Fiandre è ormai definitiva, specie nelle province del nord a maggioranza calvinista che riprendono la guerra (ma anche il sud cattolico aderisce in un primo tempo alla lega contro la Spagna nella Lega di Gand, 1576). Con l'Unione di Utrecht (1579) le province settentrionali proclamano la loro indipendenza dalla Spagna e costituiscono la

Repubblica delle Province Unite, delle quali fa parte anche l'Olanda, in seguito riconosciuta da Filippo II (1581). La realtà precedente è ormai modificata, la borghesia mercantile ha avuto la meglio contro la grande potenza spagnola.

La Storia economica

L'indiscusso primato dei paesi del nord-Europa in cui tra Quattro e Cinquecento si concentrano i benefici effetti delle scoperte geografiche, della conquista americana e dello spostamento dell'asse economico dal Mediterraneo all'Atlantico, crea un'ampia area di grande interesse per gli studiosi di storia economica. Da Lisbona arrivano i prodotti provenienti dall'India, prima al porto di Bruges, poi ad Anversa, Amsterdam, Amburgo, dove i mercanti dell'area centrosettentrionale possono arrivare meglio che altrove e trovare ogni tipo di merce. Sin dal primo Cinquecento si delineano i caratteri della grande trasformazione economica e sociale, quella modernizzazione che cambia radicalmente la storia del Vecchio Continente affermandosi proprio in quei paesi dell'Europa occidentale e centrale nei quali si attuerà la piena rivoluzione industriale dei secoli seguenti. In quelle regioni, per mezzo dei fiumi principali, come la Schelda, la Mosa, il Reno, l'Elba, si può rifornire un ampio spazio commerciale - la Francia, il Belgio, la Germania, la Boemia - e farvi circolare merci ricche (lana, seta, spezie, materie coloranti, pietre preziose) ma anche minerali come il ferro, il rame, l'allume. Il sistema fluviale contribuisce a facilitare la navigazione interna e i collegamenti con le grandi navi che seguono ormai le rotte internazionali per l'Atlantico e per il Nord-America, mentre il regime favorevole delle maree agevola l'accesso ai porti. In questi paesi sono concentrati giacimenti di carbone e miniere che alimentano l'intenso sviluppo dell'industria mineraria e metallurgica, sboccia e si sviluppa il settore della manifattura tessile che decreta il successo sui mercati internazionali dei panni-lani inglesi e fiamminghi, crescono le nuove grandi fiere di Anversa, Francoforte, Lipsia (rispetto alle precedenti dell'epoca medievale come Lione e Champagne).

Non può stupire allora che proprio nell'area fiamminga nasca la prima ideologia borghese che ha trovato ormai la propria legittimazione nell'accettazione del profitto, là dove uomini d'affari e banchieri aggiungono nuove terre a quelle che già possiedono, acquistano tenute, impiantano attività produttive, diventano assicuratori, appaltatori, riscossori delle imposte. Quando le manifatture di tessuti situate in città cominciano a dover pagare tasse troppo alte, questi astuti imprenditori - come puntualmente ci racconta la Yourcenar nell'*Opera* - ne impiantano delle altre nelle zone rurali, sfuggendo così alle ordinanze dei consigli cittadini che imponevano regole severe nel pagamento delle tasse, nell'osservanza dei metodi di lavorazione, nella qualità delle materie prime e dei prodotti. "Nel cuore della pianura fiamminga" nascono e crescono fabbriche nuove e telai meccanici appena inventati che liberano il padrone dalla

necessità della mano d'opera umana, “perché dieci macchine sono in grado di fare il lavoro di quaranta artigiani... quei congegni non approfittano della carestia per chiedere un aumento del salario”. In questa semplice annotazione c'è tutta la rivoluzione industriale!

Ma l'autrice non si limita a creare genericamente un ambiente con poche pennellate di maniera, pure sapienti, “entra” nella realtà dell'epoca, avvicina il lettore alla vita di tutti i giorni, alle grandi cose come a quelle minute. Uno dei temi sottesi è la nascita della borghesia che in quegli anni sta compiendo la sua ascesa economica e sociale ampliando a dismisura il campo dei propri interessi e inserendosi in quelle imprese “nuove” che daranno grande incremento ai patrimoni privati e più in generale all'economia dell'area. Enrico-Giusto Ligre, zio di Zenone, infatti, è un banchiere imprenditore aperto a ogni esperienza, è tra i primi a seguire quell'idea della dislocazione della fabbrica in campagna - fino a quel momento era stato il contesto urbano a fare da sfondo all'attività produttiva - ed è anche immediatamente disponibile a sostituire gli uomini con le macchine

apprezzava l'ingegnosità di quelle specie di gabbie in cui ogni operaio manovrava simultaneamente coi piedi e colle mani due leve e due pedali, ma il ritmo troppo rapido sfiniva gli uomini e i comandi complicati richiedevano più cura e più attenzione di quanta ne posseggano dita e teste d'artigiani.

In realtà quel nuovo modo di produrre stava trasformando l'artigiano in operaio e non era un processo indolore, qualcuno già rimpiangeva il tempo in cui gli artigiani, nelle corporazioni, avevano la garanzia dei propri privilegi ed erano così forti da “tener testa ai principi”, ora come operai avevano poco cibo, vivevano

in misere baracche di legno e di calcinacci costruite alla svelta dagli intendenti del mercante, e le ore più lunghe che a Bruges, poiché non c'era più la campana del municipio a segnarle .

Era vero, quelle prime lamentele - si potrebbe dire protosindacali - mostravano già il volto della nuova economia che nell'area fiamminga si caratterizzava appunto nella delocalizzazione delle attività produttive nei piccoli centri rurali, determinando una sorta di concorrenza interna tra città e campagna. Ma, in realtà, quei nuovi prodotti servivano ad alimentare i mercati regionali e a soddisfare la domanda di una clientela meno facoltosa che si accontentava di stoffe più leggere e di minor pregio, prodotte con lane spagnole e non più con le lane inglesi comprate a Southampton. Nel suo processo di trasformazione, in più, l'economia si stava trasformando anche grazie alla meccanizzazione che consentiva di accelerare il ritmo della produzione e di aumentare le quantità abbassando i costi. La Yourcenar non tralascia di inserire il riferimento

all'invenzione del nuovo tipo di telai e all'impianto di nuovi opifici nelle campagne circostanti individuando così il nocciolo di quell'avanzamento tecnico che tanta importanza avrà nell'economia dell'epoca. Il racconto letterario così si nutre dei segni speciali, indicativi ed esplicativi, della storia sociale, politica, economica delle Fiandre, dei temi "classici" presenti nel dibattito che ha impegnato gli studiosi in un continuo e appassionato dibattito (e confronto) ideologico e tecnico.

Sapere scientifico.

E se l'avanzamento della politica e dell'economia è pronto e manifesto, immediatamente visibile e percettibile, più lungo e difficoltoso è il cammino della scienza che ancora per secoli mescola insieme nuovi criteri nella ricerca empirica e antichi legami con la magia, idee innovative e sincroniche resistenze magico-religiose. L'uomo ormai sa di essere lui stesso elemento della natura, ma quella natura vuole governarla e asservirla, allora come altri deviano i fiumi o definiscono le forme delle piante nei giardini, gli scienziati intendono trovare *nuove* ragioni per il loro operato, vogliono provare *nuove* teorie, avvalersi di *nuovi* preparati, indagare l'origine delle patologie, scomporre e ricomporre gli elementi anticipando così i principi della chimica. Ma la strada da percorrere è lunga e difficoltosa, per molto tempo ancora gli stessi studiosi, pur cercando nuove esperienze, continuano a confermare la relazione tra medicina, magia e astrologia, convinti che le forze magiche abbiano il potere di influire sul creato e dunque sul rapporto uomo-natura. Mentre scorrono i secoli che scandiscono l'evoluzione della politica e dell'economia nella lunga transizione dal feudalesimo al capitalismo, il cammino che conduce dall'arte alla scienza medica sembra più lento, frenato da paure e superstizioni, da condizionamenti etici e religiosi. Tuttavia, anche se saranno necessari tre secoli per riuscire ad approdare a reali cambiamenti, già nel XVI secolo la vitalità del pensiero scientifico è grande, la sete di capire e di sapere spingerà con forza verso piccoli ma significativi e gradualisti traguardi come mostra la storia professionale di Paracelso, figura di riferimento per il protagonista Zenone che nell'*Opera* compie il proprio percorso con coraggio e determinazione malgrado i pericoli che l'esercizio della scienza comporterà per la sua stessa vita.

Paracelso è figlio di un medico che provenendo dalla Germania si era stabilito nell'area di Zurigo e lo aveva iniziato agli studi di metallurgia e di mineralogia che per lui saranno fondamentali nella pratica dell'alchimia e della medicina. Quest'ultima, fra Quattro e Cinquecento, insegnata nelle scuole e praticata dai medici, è ancora basata sulla dottrina galenica (da Galeno, il maggior medico greco dell'antichità del II sec. d.C.) fondata sulla teoria degli *spiriti* (naturale, vitale, animale) e degli *umori* (sangue, flegma, bile gialla, "atrabile"). Tutte le malattie vengono ricondotte alla discrasia degli

umori negli individui, di conseguenza ogni terapia è rivolta a ripristinare l'equilibrio umorale, come le purghe e i salassi usati per alleggerire il corpo da un eccesso di umori, o anche come i cibi e i farmaci, anch'essi rivolti a riportare nella norma il tono degli umori alterati. Le medicine sono costituite per lo più da "composti" e ristabiliscono l'equilibrio grazie alle sostanze dei loro ingredienti, mentre l'alimentazione - che come si è detto costituisce un importante presidio terapeutico - viene usata sia dai medici che a livello popolare su base empirica, attribuendo specifiche proprietà a questo o a quell'alimento che può agire sugli umori corporei provocando la malattia o al contrario preservando la salute. Ma gli uomini hanno sete di sapere e si pongono sempre nuovi interrogativi. Il lungo percorso del rinnovamento ha bisogno di tappe molteplici rivolte a riformare la medicina tradizionale con importanti scansioni dovute all'evoluzione del pensiero scientifico in un coacervo di segni diversi, tra la nuova ideologia della Riforma e l'azione decisa della Controriforma, tra umanesimo e manierismo. Nel Cinquecento prende corpo il processo di avanzamento scientifico che si nutre dell'ardente desiderio di raggiungere un sapere universale, cresce cioè "l'idea che la chiave per raggiungere l'intelligenza completa della realtà" (Evans) possa consistere nelle discipline che riguardano le facoltà mentali, dunque per indagare sulle loro potenzialità si deve procedere verso zone inesplorate che conducono alla concezione occultistica del mondo.

Lo sa bene la Yourcenar, donna dall'immensa cultura, che conosce la complessità del tema e dunque sa quanto profondamente ancora la magia e l'astrologia siano parte integrante del processo di transizione culturale, nella filosofia praticata dagli intellettuali come nella società di corte e nei salotti, dove diventano di moda. La nuova sfida è allontanarsi dalla concezione aristotelica per rivolgersi a quella neoplatonica, superando la rigidità metodologica e la concezione deterministica e accedendo così al concetto di trasformabilità. Tale convincimento dà luogo alle dottrine ermetiche - che pongono in rilievo l'unità primordiale dell'umanità - e al principio della cabala, basata sull'esistenza di una rivelazione cosmologica, come strumento di indagine dei misteri divini. Con il Rinascimento "rinasce" il mondo antico e nel contrasto tra fede e ragione, la neoscolastica - che riprende la filosofia cristiana medievale rivolta a difendere razionalmente la religione rivelata - diffonde la risposta controriformistica della Chiesa e lo sviluppo del cabalismo cinquecentesco, mentre il ritorno a modelli medievali induce a credere in un disegno divino intellegibile solo attraverso la rivelazione. Si guarda al principio di autorità, che i cattolici trovano nell'infallibilità della Chiesa e i protestanti in quella delle Sacre Scritture, ma con il fiorire della filosofia naturale tale principio comporta che la conoscenza di Dio si possa raggiungere attraverso "la mediazione dell'intelletto addestrato" (Evans). Da qui dunque scaturisce la necessità del ruolo del mago, conoscitore dell'alchimia e dell'astrologia.

Ecco allora la figura di Zenone, scelto dalla Yourcenar come protagonista dell'*Opera*, figura più che giustificata dal contesto culturale complessivo di un'epoca in cui il ricorso all'occultismo si avvale soprattutto del contributo di Paracelso, personaggio straordinario anche se molto discusso, che impronta di sé la medicina cinquecentesca. A tale fascinazione la Yourcenar non riesce a sottrarsi ed eccola dunque a ritagliare con grande perizia un singolare protagonista, creato dal suo immaginario ma ricavato dalle tracce del personaggio reale, Paracelso appunto, simbolo dell'uomo nuovo da cui prende avvio la scienza moderna, che esprime le convinzioni ma anche i dubbi di un'epoca che si interroga dibattendosi ancora tra verità e superstizione. La sua esistenza è segnata dai continui viaggi intrapresi al fine di ampliare le sue conoscenze, sia in Europa occidentale che in quella centro-orientale, si reca a Basilea, a Colonia, a Parigi, in Italia, nei Paesi Bassi, va anche a Mosca e a Costantinopoli, esercita la professione di chirurgo militare nell'esercito danese, rientrato nella mitteleuropa risiede a Salisburgo e a Strasburgo (anche questa scelta dell'Autrice di cominciare il racconto con un *viaggio* non fa che confermare la sua sintonia con la Storia, poiché si tratta di un tema ricorrente che consente di praticare ogni via, quella dei luoghi reali come pure quella del percorso simbolico, per la ricerca interiore e l'inesausto cammino che porta ogni individuo a una nuova rappresentazione dello spazio geografico e al confronto con l'altro da sé). Paracelso, dunque, nei suoi viaggi conosce mondi nuovi ed entra in contatto con realtà diverse che gli consentono di avanzare nella sua conoscenza, ovunque si trovi è sempre un protagonista di primo piano nell'ambiente scientifico e raccoglie grandi consensi, ma scatena anche l'opposizione violenta dei colleghi medici e delle autorità accademiche delle Università, a lungo legate al sapere tradizionale.

Come è evidente, sono molte le analogie con le vicende del personaggio Zenone, anch'egli medico, alchimista, filosofo, che si muove in un'area, quella del nord Europa, in cui come si è visto, nel corso del Cinquecento profondi cambiamenti preludono a nuove realtà sulle quali tuttavia si abbatte con forza l'intolleranza dell'Inquisizione che provoca l'isteria collettiva della caccia agli eretici e alle streghe e attua una insensata persecuzione contro chiunque sia sospettato di cercare altre verità. La Yourcenar studia i processi cinquecenteschi che mostrano come i magistrati civili ed ecclesiastici infieriscano in ogni modo contro i malcapitati, spesso improbabili eretici, ricorrendo alla tortura per estorcere loro la confessione di ogni misfatto. In quell'atmosfera di terrore ogni comportamento può essere considerato come segno di eresia o di stregoneria, e dunque merita di essere punito con la tortura e la morte, imposte come misure legittime. In quel mondo è davvero difficile, se non impossibile, vincere la superstizione. L'Autrice sa rendere molto bene siffatta atmosfera interpretando ciò che sta accadendo in quella parte d'Europa che sembra sempre essere la prima a percepire i cambiamenti, nella politica, nell'economia, nella fede. Nel mentre racconta le sorti di Zenone trova l'occasione di "entrare" nelle mille pieghe della realtà dando profondità

ai grandi eventi del passato e alla dimensione psicologica dei suoi personaggi, usando abilmente altre categorie proprie della storia, il *tempo* e il *luogo*, sempre ben tratteggiati nella sua sapiente narrazione che organizza in maniera coerente inserendo i suoi primi attori in luoghi determinati e legandoli sul filo di una sempre corretta cronologia. Il suo lavoro ne trae grande vantaggio. La Yourcenar parla al cuore ma anche alla testa, la sua cultura è profonda, la conoscenza di un secolo come il Cinquecento - forse complesso e contraddittorio più di altri - è senza uguali. Artisti, letterati, filosofi, medici, botanici, liberi pensatori e inquisitori, umili eroi misconosciuti, geni mai dimenticati, come Bosch i cui quadri sono spesso richiamati, popolano le sue pagine, frutto della sua alta qualità di scrittrice come della sua indubbia vocazione allo "scavo" archeologico della Storia. Personaggi reali e figure immaginarie finiscono con l'avere la stessa profondità. Nel suo percorso, dal metodo rigoroso, l'Autrice disegna le molte condizioni umane dell'epoca alla quale è interessata e riesce a rappresentare società immobili sconvolte da cambiamenti epocali che ne sovvertono l'ordine per sempre. Nelle sue pagine si muovono regine e sovrani, mercanti e artigiani, medici e preti, uomini e donne, gente qualunque - afflitta dalla fame e dalla povertà, decimata dalle guerre, dalla malnutrizione, dalle epidemie - guaritrici esperte nelle proprietà delle erbe, artisti illustri, magistrati severi, alchimisti famosi. Questi ultimi mescolano la ricerca scientifica, in qualche misura eversiva, alle superstizioni e alle credenze metafisiche - retaggio di un medioevo passato ma non dimenticato che ancora domina la conoscenza medica cercando la pietra filosofale, ma al tempo stesso preludono a importanti scoperte e già anticipano importanti intuizioni sul funzionamento del corpo umano annunciando traguardi che verranno raggiunti molto tempo dopo. Intorno alle vicende di Zenone avvenimenti reali (come la già richiamata rivolta nelle Fiandre) scandiscono tappe significative della storia. L'alchimia già prelude alla chimica, al tempo stesso dichiara ancora obiettivi metafisici come la ricerca dell'immortalità e della pietra filosofale che tutto tramuta in oro e dunque nello sviluppo dell'Europa cinquecentesca, ormai aperta al nuovo, rappresenta un'importante tappa nel cammino dall'arte alla scienza medica. Il tentativo degli alchimisti è quello di arrivare alla dissoluzione delle forme, al distacco dall'*anima carnale* (quell'*opus nigrum* dal quale trae origine il titolo dell'*Opera*), forse anche all'immortalità, ma ancora troppi errori saranno necessari prima di arrivare alla verità della scienza.

La Yourcenar ci regala una scena molto bella che introduce al tema della ricerca alchimistica, quando ci presenta il medico Zenone che torna a Bruges e attraversando le Fiandre occupate dagli spagnoli si rende conto dell'isteria collettiva provocata dalla lotta fra cattolici e protestanti. Lungo la strada che conduce a Bruges, vede corpi appesi agli alberi, sono uomini, perché le donne vengono seppellite vive: hanno un trattamento di favore, con le loro gonne mosse dal vento sarebbero state indecenti! Disseminati nella campagna, scorge una serie di incendi, appiccati per snidare gli eretici nascosti.

Ovunque, bande di spagnoli seminano il terrore bruciando anche i libri. Lungo il cammino decide di fermarsi presso un vecchio amico che un tempo era stato il suo chirurgo, il signor Mayers, afflitto dalla gotta. “Nessuno sa esattamente come si formi” gli dice Zenone, poi mentre cenano insieme parlano di quel malanno che all’epoca tormenta molte persone, soprattutto i ricchi che mangiano carni rosse e cacciagione. Qualche pausa di soddisfazione per la compagnia e per quello che hanno mangiato, poi Mayers non può più trattenersi e chiede “Zenone, *compagno del fuoco*, avete scoperto i segreti che cercavate in Spagna?”. “Ho studiato i metalli, ho osservato gli astri, ho analizzato l’interno dei corpi”, risponde lui, e l’altro di rimando “non sarebbe meglio bruciare i vostri scritti? Se fossi in voi, io li brucerei”. Anche con questo dialogo l’Autrice ci porta in *medias res*! Si parla di medicina e si parla del sogno dell’uomo del Rinascimento, la ricerca della pietra filosofale e la possibilità di tramutare i metalli in oro, ma si percepisce anche il timore che quel tipo di ricerca possa essere mal considerato dalle autorità e far nascere dubbi sulle reali intenzioni degli studiosi, è possibile che quelle pratiche vengano considerate magiche se non demoniache e quell’attività in odore di eresia. Zenone in realtà è in bilico tra due realtà culturali, l’una delle credenze medievali ormai trascorse e interrotte, l’altra, di un nuovo sapere che si va palesando ma ancora non è del tutto fuori dal buio della superstizione. Usa la speculazione alchimistica per “addomesticare” e trasformare la conoscenza attraverso l’osservazione delle stelle come del corpo umano, dell’astrologia come della medicina. Studia, analizza, sperimenta, nella foresta d’Houtshuit

contemplando quello splendore di verde e di aghi, tornava a immergersi nelle speculazioni alchimistiche alle quali s’era accostato a scuola o ad onta della scuola; ritrovava in ciascuna di quelle piramidi vegetali il geroglifico ermetico delle forze ascendenti, il segno dell’aria che bagna e nutre quei begli esseri silvestri, del fuoco di cui esse portano in sé la virtualità e che forse un giorno le distruggerà... a notte fonda... si levò per l’abituale osservazione degli astri, si sentiva al tempo stesso libero e minacciato

In seguito, il buon abate del monastero di Bruges lo convince a fermarsi per aiutare i poveri. Zenone, malgrado corra il pericolo di essere riconosciuto, rimane e cura nel dispensario la povera gente, persone semplici e umili che sembrano guardare con simpatia ai movimenti di riforma, ma proprio quello sarà il suo errore, una donna lo riconosce e lui, già ricercato per i suoi scritti eretici, verrà accusato di molti misfatti, si dirà che ha fabbricato l’oro, che ha praticato aborti e preso parte a vergognosi incontri amorosi fra i giovani frati, i quali finiranno per deporre contro di lui. La paura, la superstizione, prevalgono, il mondo circostante è segnato dalla violenza

gli spagnoli mandano al rogo i riformati, i riformati sgozzano gli anabattisti superstiti di Liegi, e lo Stato si arricchisce fornendo armi

Molti elementi influiscono sulla triste sorte di Zenone, poiché la sua contraddittoria attività tra ricerca empirica e continuità nel ricorso alla metafisica limita il processo lineare di transizione nell'approccio scientifico e mantiene in vita saperi remoti. Nel processo di avanzamento della conoscenza umana, tortuoso, estremamente complesso e difficile da cogliere nelle sue contraddizioni, con Paracelso - sempre avversato e anche lui come Zenone più volte denunciato come impostore ed eretico - si va affermando una netta corrispondenza fra microcosmo e macrocosmo, un parallelismo tra individuo e universo, partendo dal quale egli ritiene necessario comprendere la realtà empirica per giungere al contenuto sotteso dei fenomeni, come fanno i filosofi naturali che studiano le "forze attive del mondo... per cogliere le forze motrici di natura spirituale che agiscono tramite un assetto divino delle corrispondenze". La ricerca però non si basa su un processo di libera induzione, segue invece uno schema in maniera aprioristica, con l'obiettivo non solo di conoscere e descrivere le forze della natura ma anche di governarle attraverso un controllo operativo attuato per mezzo della magia: "la magia era un'arte naturale e non nera, dato che la causa ultima che la rendeva praticabile era di origine divina e non diabolica" (Evans). Pur proponendo il nuovo, in realtà Paracelso allo stesso modo di Zenone si avvale ancora di concetti irrazionali e a fronte del pensiero rinascimentale, che già afferma il rigore logico come metodo di indagine, continua ancora a servirsi di strumenti metafisici come la magia e l'alchimia che, se un verso rappresenta il sapere scientifico, per l'altro continua a nutrire in sé elementi non solo naturalistici ma anche mistici (solo nei secoli successivi, tra XVII e XVIII secolo, l'affermazione della chimica scientifica, con Lavoisier, Dalton e altri, decreta il tramonto degli alchimisti). Tuttavia si realizza una prima evoluzione sistematica della scienza medica, con sostanziali cambiamenti nella ricerca sulle piante - che già prelude alla botanica moderna - e nell'anatomia, con la proposta di Vesalio. La nuova medicina, lentamente, dalla pratica medica si muove verso una più precisa configurazione professionale. Però, malgrado i segni di progresso, permangono molti limiti che non consentono la comprensione dei mali, ancora imputati a ragioni di carattere sovranaturale. La malattia non proviene dall'uomo ma dalla natura e dunque anche la medicina ha la stessa origine - sostiene Paracelso - sicché l'intervento del medico deve partire dalla natura, che è la maestra del medico e procedere attraverso l'esperienza empirica. Secondo tale teoria, poiché l'uomo ha come obiettivo la ricerca di Dio, anche la ricerca scientifica deve essere magica, e quindi la stessa medicina per curare l'ammalato deve avvalersi della magia e dell'alchimia. Il suo intento di riformare le conoscenze mediche (e le scuole) attraverso il ricorso alla magia e all'alchimia solleva contro di lui il sospetto di eresia, come avverrà per il protagonista dell'*Opera*, Zenone, che sarà condannato come guaritore e come "manipolatore" di veleni e di metalli, nonché per la sua aspirazione a un sapere totalizzante, la pansofia (enciclopedica e sistematica, dal forte intento didattico) che avrebbe potuto consentirgli di giungere a

“una sistematizzazione del molteplice e del diverso”. Saranno la fama e la perizia medica a tradire Zenone.

3. Conclusioni

La Yourcenar, con il suo percorso dal metodo rigoroso, ha così compiuto il suo cammino, considerando *tempo* e *luogo*, la sua penna sapiente ha legato i suoi attori al filo di una sempre corretta cronologia. La sua opera ne trae grande vantaggio, affascina i lettori con una cultura profonda, mostra i segni di un'epoca segnata da eventi “rivoluzionari” ma al tempo stesso contraddittori. Artisti, letterati, filosofi, medici, botanici, liberi pensatori e inquisitori, umili eroi misconosciuti, geni mai dimenticati popolano le sue pagine, frutto della sua alta qualità di scrittrice come della sua indubbia vocazione allo “scavo” archeologico della Storia. Nell'*Opera*, con ogni evidenza, la Storia è una vera protagonista. La Yourcenar ha fatto rivivere un mondo in cui le dinastie aristocratiche hanno esaurito la loro vitalità e le classi borghesi premono per emergere, fra momenti di grande bellezza ed episodi terribili segnati dalla crudeltà e dall'intolleranza, dall'eterno conflitto fra tradizione e avanzamento scientifico, dal confronto fra classi privilegiate e gente comune...

C'è più storia nelle opere di madame de Crayencour che in un manuale universitario!

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Prejudices Towards Children with Limited Abilities

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Abstract

The study was conducted at the Child Development Center in Tirana and the community close to it. Prejudice is a negative and unjustifiable stance toward a group and its members based only on their membership in the group. A pity and undervalue stance is kept towards parents, working staff and disable children. Such conclusion is drawn from interviewing 100 persons: 30 disable children parents, 20 working staff and 50 people from community randomly selected. Community sensitivity on some of the forms causes and consequences of prejudices towards children with limited abilities, their parents and working staff and making people conscious in reducing prejudices toward this social group. Vertical grill observation conducted in children environment, structured interviews conducted with parents and working staff and focus group were the used instruments. The focus group was organized in cooperation with specialist of the area from civil society, Social Service and homologues centers. Analysis with SPSS program, shows that 60% of parents think that cause for prejudices is lack of information. 55% think that lobbying serves to defend children and parents rights. 20% think that prejudices ruin couples relationships. 20% of them think that one of the parents should leave their job to serve their children. 30% do not believe in professional abilities of the working staff. From the interviewers in community, 45% think that prejudices are reduced if children are educated in public education systems. Working staff (50%), connect the causes for prejudice to the low general intellectual level of people and 40% of them see to education psychological technique as means of promotion for harmonious co-existence. Cooperation, parents, civil society, centers working staffs and media reduce prejudice. Ratification of Disabled Children Rights Convention and approval of Integration Law would help in reducing them. Children are different in abilities but equal to the rights as their others.

Key words. *Prejudices, reduction, sensitize consciousness, integration, and rehabilitation.*

I. Introduction

Last years there have been many attempts in drafting social policies for mentally and physically disabled children protection. But our country's service standards are not in accordance to the Mentally Disabled People Convent. This Convent is still not ratified to serve as legal source of rights. Approval of integral law would make possible that mentally and physically disabled people to have legitimate rights. Such a situation falls

under the term “legal discrimination”. This social group suffers the weight of prejudices, stigma and bad judgment only from the fact that they are disabled. Prejudices do not exist only to children. Such judgment is also to parents and social workers. They lie also in the denial of their right to education and employment. Employers do not trust their abilities and as consequence they are prejudiced even as employees. Prejudices are spread as an epidemic everywhere, at educational institutions, nursery, kindergarten and schools.

Ena tells her discrimination drama as the mother of a disabled boy:

“My child was not accepted in the kindergarten or at school. The prejudiced opinion was shocking. Sometimes they pitied us. My husband could not bear this situation and filed for divorce. I had to leave job and dedicate to my son. Life became harder and lived only with 8700 ALL that was a monthly compensation for my son. After many years I was able to accommodate my son at the Center for Child Rehabilitation here in Tirana. But the lack of education at an early age has left non-repairable damages. He is now 30 years old and labeled handicap, prejudiced as handicap and as disabled”.

This type of situation is lived in many Albanian families. There is no precise number of disabled persons and no institutional chain system that could prevent birth of disabled children. Also there is no functional network of institutions for children according to age: 0-3 years old, 3-6 years old, 6-14 years old, 14-18 years old that according to degree of cognitive development could be treated by specialized staff. Only 292 children are treated in State Social Service centers. Applications to treat children in rehabilitation programs and the number of stressed parents are added daily. In public and private centers capacities are limited.

Daily community multidisciplinary centers are conditioned by foreign and local projects and donations. Local authorities do not have priority in opening community multidisciplinary centers as funds are limited and we have a society that prejudices this category. Prejudice sources from some traditional factors and also incapacity to communicate with this category. Not knowing language of communication we prejudice, pity, stigmatize, label and discriminate. *In a occasional interview to a representative of the community, he declares that media promotion is a very influential instrument in limiting prejudice.* But promotion of disabled children achievements is done only on December 3rd in the International Day of Disabled People.

Public institutions, parent community, non-profit organizations, media, rehabilitating centers working staff through advocacy and lobbying can unite energies and release society from prejudice mentality. These relevant factors can orientate positive energies in securing the rights of this category. These methods will faster their integration process in society. Cooperation of service specialists with parents is the irreplaceable therapy for children's rehabilitation and society integration.

Nebia, specialist that works with disabled children from over 30 years, tells how her job was prejudiced by relatives and friends. Often she was prejudiced for her hard job with handicaps. Questions to particularities of these children in painting, music, sewing, phirography, sewing machine and ceramics she answers that these children are like all the others but require more love, devotion and professionalism. Year after year she said that these children became part of her life. The study recommends that growth of social culture; sensibilisation and awareness of public lower the power of prejudices toward actors and area factors of different abilities. In the conclusions of the study is explicitly expressed that reduction of prejudices intertwine social, economic, legal and educational factors. Lobbying is one of the main instruments in securing legal basis. Central Government's and Local Council's budget should plan more investments. Quality of professionalism in residential and community centers would give better service quality to children with different abilities. Media should establish a better opinion for these children with different abilities but equal in rights. Specialists' cooperation with parents is irreplaceable to achieving prejudice reduction.

2. Review of literature

A disabled person is someone when his/her physical functions, mental health or intellectual abilities, exhibit differences from those of their age group for a certain period of time, hindering or preventing its normal participation in social life. Prejudice is the wrong opinion and unsupported by which one sets in judgment and actions. (*Dragoti, Edmond Social Psychology 2004*). Prejudice is a negative attitude against a group and its members based only on their membership in the group. (Janaqi, Gerti. *Social Psychology.2009*). Negative, undervalued and compassionate are the attitudes towards children with different abilities, to their parents and the staff who treat these children. To reduce the level of prejudice there do exist some recognized way, among which are evaluated as more effective such as:

The use of contact between the prejudiced and the prejudices through cognitive and educational treatments. Increasing the availability of contacts between the stereotyped and the stereotype is verified that reduces the negative stereotype. (Brewer and Miller 1984). Such an attitude does not normally held in many cases of children with different abilities. Experiences of working with disabled children have been observed that the first point of contact for children is indifference or cessation of cooperation that is being developed by his educator. Often contact persons for the first time with such a child are contracted in meeting the child or show signs of fear. This phenomenon is particularly noticeable with students or volunteers who develop practice with these children. Often we need to make people aware that the first contact with disabled children does need neither to show nor to pity or abandon but interact

with love and without the burden of psychological barriers. Cooperation in a common activity where success depends on the two sides is quite effective.

To reduce bias, specialist physiotherapy working with disabled children prepared a group of children in the center and in 2009 became part of Gjimnistrada Dance organized with 26 public and private education schools of Tirana. Team Development Centre children, through their game, created a lot of emotions and gave the message to participants that we are like all other children. Assessment of children with the Gjimnistrada Cup was the culmination of the professional work of staff based on modern methods of education. The début delivered by children and reduced bias emotions to spectators present, which followed display through ovations, emotions and tears. One method that can lower the level of prejudice is the application of the theory of contact. One area where the results can be better seen is mixed school integration. (Pango, Star. Social Psychology. 2005)

To carry children through child development, the Center organized painting lessons with the participation of children in the community. Cooperation between the two groups of children resulted in prejudice reduction and the integration of children with disabilities. Activity discovered and developed special skills to Albin and Aeneas. Their paintings won prizes in international competitions in Finland and Israel.

At the beginning of each school year, specialists engage in registration of children who have a slight mental delay in "Osman Myderizi" School. But children are not accepted to be exercised in academic training and to reveal the hidden skills, ability that specialists alone can identify and develop. In rare cases, children are admitted simply to assist in academic practice settings. Normal school integration of disabled children is not accomplished because they are battling in a mockery of their peer stigma labels. This is a social discrimination made against this social grouping. Therefore the right to be educated was respected by the specialist of the center and applied programs in special education.

3. Cognitive, situational, psychodynamic, historical and socio-cultural theories.

Cognitive Theory (Reflection) is based on how the person perceives and processes information regarding the object of prejudice. (Hamilton, DL (1979). According to this theory, children with disabilities are perceived as biological beings having limited cognitive abilities and have both cognitive treatments. One attributed to theory and the other based on the difference between members and non-members of the group (Petigrew, Thomas & Johson, 1979). So is negative thinking, basis of negative attitudes by superstitious people, for children with different abilities. *Historical treatment* is subject to the stigma of public opinion, instead of helping these people to be trained. *Socio-cultural treatment* of individual bias is quite large. Attitude and


relationship to persons with disabilities have the level basis of the individual culture. The higher social culture, the lower will be the degree of prejudice and discrimination. We have been studying the justification of prejudice, particularly through values, stereotypes and the kinds of explanations when people make bad score. When a person is seen to be responsible for his/her behavior and life outcomes, then discrimination, hatred and rough handling is not only justified but is seen as naturally and ethically good; i.e. when a person is a criminal. (Blackwell, Judith, Murray Smith, and John Sorenson.2003)

Freudian *psychodynamic treatment* explains psychological functioning level barriers leading to bias. When children with special needs assessed instinctively emotions, the attitude towards them is underestimation, disparaging, discriminatory exclusionary. *Situational handling or social learning theories* explains the chance that the current environment may arise to a bias of the individual (Crandall, C. S & Eshleman, A. (2003). It is believed that children gain through the prejudices of adults, parents' peers, through a reinforcement process directly or indirectly. There are some effective way of preventing and reducing prejudice.

There is a well known method *of using contact between prejudice and the prejudice's victims*, by increasing contacts reduce the degree of prejudice. Encouraging interaction between groups in children with special needs and normal children decreases prejudice. (Pettigrew, Thomas & Johnson, 1979) In children's groups was noted that in the development center, when children did not have much time to get acquainted with each other started to harass and argue with each other, for children with physical disabilities despised children with mental disabilities. When standing together they became friendly and familiar and their relationships were cooperative and not prejudicial. According to Brewer (Marilyn, Brewer *The psychology of prejudice*, 1999) bias "may not develop because positive emotions such as admiration, sympathy, and trust are reserved within the group." In 1954, Gordon Allport addresses issues of prejudice and categorical thinking. Allport claims prejudice is partly a normal process for humans. According to him, human "mind" should think with the help of established categories. Categories are based on normal bias. We can not avoid this process (Allport, G. W.1958). In our concrete plan according to this theory, prejudice against children with disabilities can be minimized but not disappear.

Methodology

The aim of the study is to identify the forms, causes of prejudice and the discrimination against disabled children, parents and academic staff treats. The study was based on the following methodological tools:

 Focus group.

✚ Vertical surveillance grill.

✚ Structured interviews.

Through these instruments, the study gathered data. Study sample consisted of 100 persons of which 30 parents to children of Development Centre in Tirana, 20 specialists and educators working in this center and 50 randomly selected individual from the community in Tirana. Participating volunteers working in the center helped to spread and collect structured interviews. The information collected was confidential and respondents were not asked in personal information.

Table I. Data on target groups interviewed.

No.	Data	Staff	Parents	Interviewed by community	Total
1.	Interviewed	20	30	50	100
2.	Gender	F-19	F-10	F-23	F-52
		M-1	M-20	M-27	M-48
3.	Education	High - 11	High - 9	High - 30	The top 50
		Medium-9	Medium - 21	Medium - 20	The middle 50
4.	Status.	Employees	Employed 20	Employed 28	Employed 68
		20	Unemployed10	Unemployed 22	Unemployed 32

I. Interviews were structurally designed as such: for target groups; for parents, staff and community and for casual respondents. Each respective target group had designed interviews containing questions about sex, education and status of the respondents. The content of the interview dealt with two types of topics.

✚ The first columns contained many questions of forms evidence, causes, types and modes of prejudice existence against children, their parents and academic staff.

✚ Second columns contained questions aimed to collect information on techniques, forms, opportunities, practices for the reduction of prejudice and discrimination against disabled children and staff training. Some of the questions included were: What are the forms of prejudice against the parents of children with different abilities? How can parents reduce bias due to children with different abilities? Which are some of the causes of prejudice against parents and children? What are the consequences of prejudice? How prejudiced by the community are disabled children? How can prejudice be reduced against disabled children? According to the law in every 25 people employed one should be from the disabled category. Why not apply this law?

How can the staff reduce prejudice? What are some of the psychological techniques and educational activities to promote harmonious coexistence?

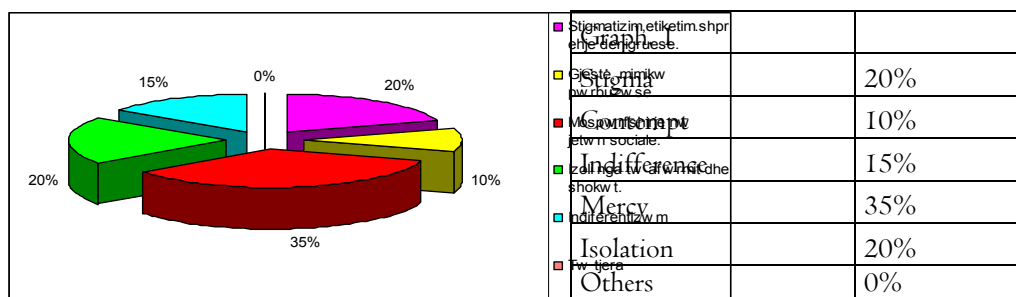
Structured interviews served to gather very specific information to argue not only high levels of prejudice to disabled children but also to recognize directly the views of different people on the negative effects of prejudice against disabled children, parents and their staff.

2. Focus Instrument group was organized with twelve people who knew cognitive problems in the field of disability like: specialists working with children in the Development Center, Specialist working in the Disabled Foundation, specialist working in the Department of Disabled Children at State Social Service and specialist in Help Life organization etc. Focus group was developed on the basis of twenty questions that provided on the individual response bias level of the actors in the field of disability and the opportunities reduce the level of prejudice against children with different abilities.

3. The third instrument that was used as part of this study methodology was observation with vertical grill. In order to have effective functioning of this instrument, five questions were in the form of statements, regarding prejudices to disabled children and prejudices that are made to parents and children, community attitude towards disabled children in public, stigma to disabled children by normal school peers and attitude of students towards children with different abilities during teaching practice.

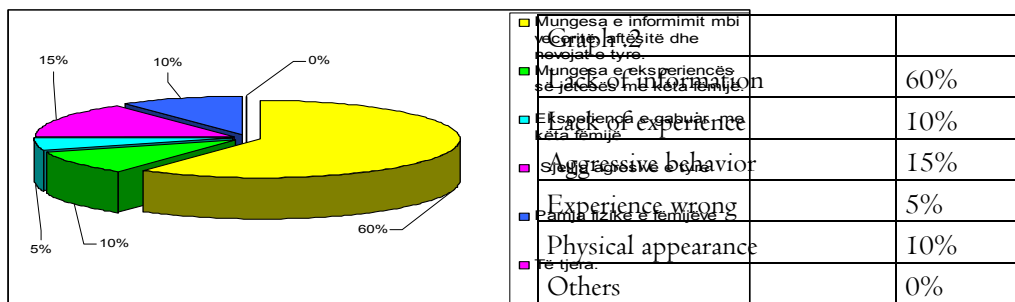
4. Results

Graph . I. What are some forms of prejudice against the parents of disabled children?



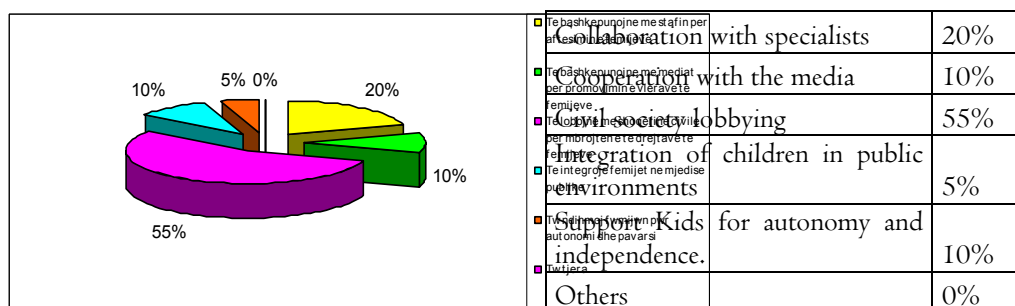
In this graph, the parents who were interviewed 35% replied that they are pitied and excluded from taking part in social life, as they are prejudiced as parents who have a disabled child. 20% of them feel isolated from relative and friends as a result of prejudice against children. 20% have tried the forms of prejudice, stigmatization, labeling and denigrating expressions.

Graph. 2. What are the causes of prejudice against their children according to parents?



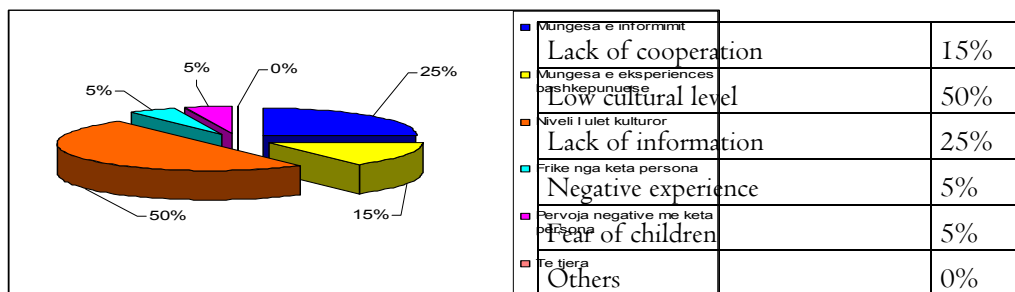
The interviews shows that 60% of parents think that because of prejudice there is lack of information. 15% think that there is aggressive behavior of children because of prejudice. 10% think of due to lack of experience.

Graph. 3. How can parents reduce bias to disabled children?



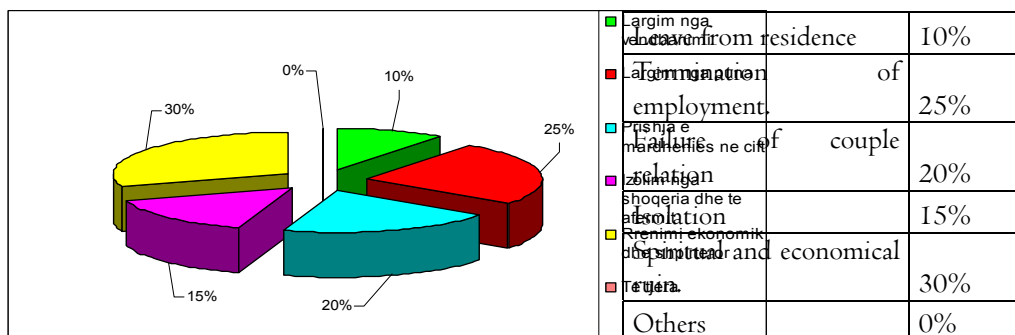
As seen from the graph 55% of parents believe that reducing the level of prejudice is necessary lobbying with civil society for the protection of children's rights. 20% think of cooperation with staff affects the reduction of prejudice.

Graph 4. Which are some causes of prejudice to the staff and children with different abilities?

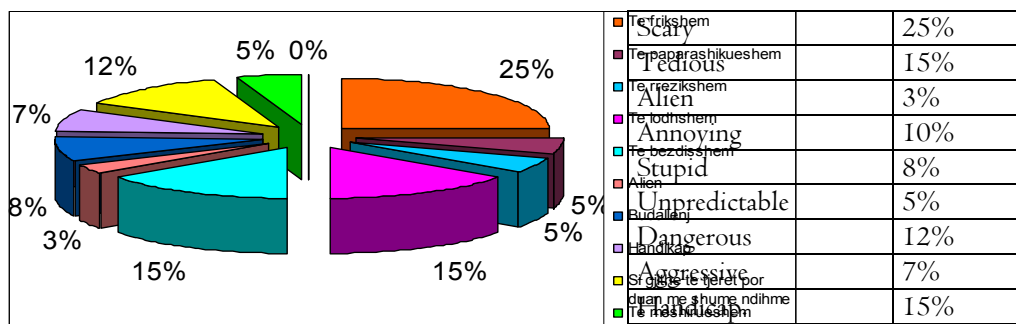


Low professional culture is estimated at 50% due to disabled children prejudice, parents and working staff. 25% of them claim that because of bias there is lack of information.

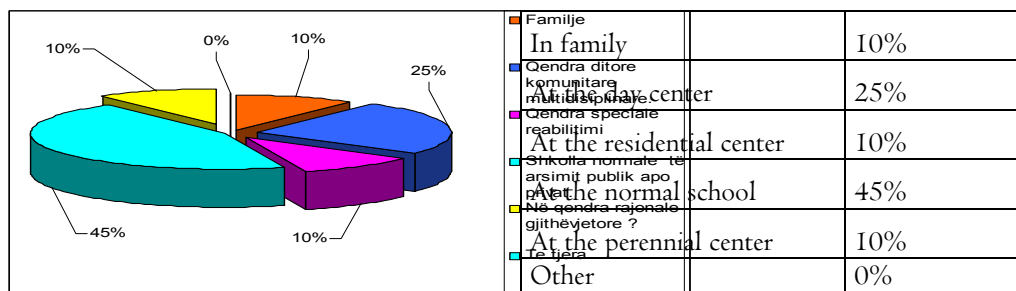
Graph. 5. What are the consequences of prejudice against the parents of children with different abilities?



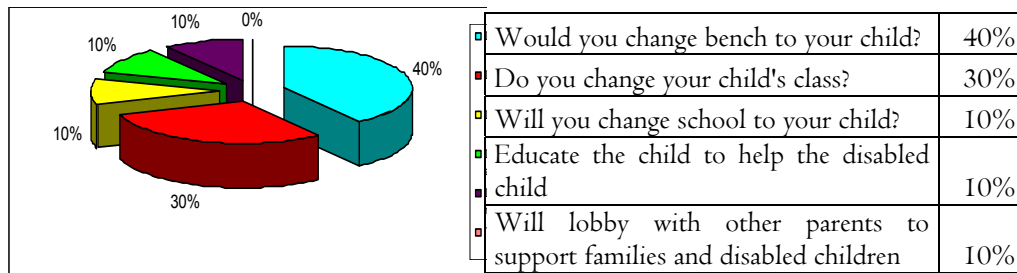
This graph shows that 30% of the consequences of prejudice are economic and spiritual ravages of these children families. 25% of the family members have to stop working and take care of the disabled child. 20% of them value relations decay due to prejudice.

Graph. 6. How disabled children are prejudiced by the community?

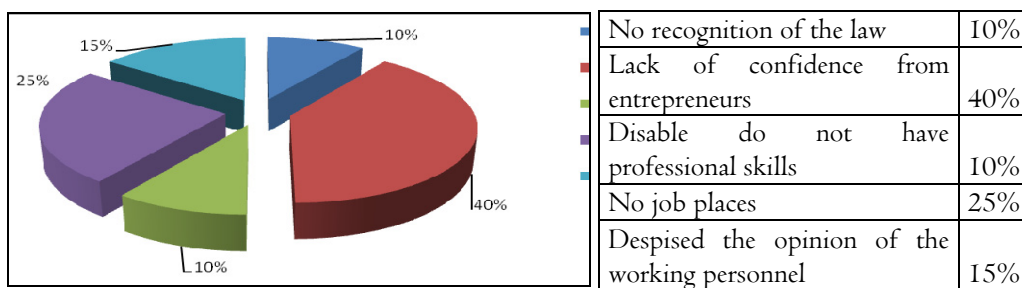
This graph shows that 25% of respondents qualify these as terrific kids, 15% of them tedious, 3% consider them alien, 15% of them label handicap, 10% of them annoying, 8% stupid 5% unpredictable and 12% dangerous.

Graph . 7. Can disabled children be taught?

To this question, respondents answer at 45% that disabled children should be educated in normal public or private schools. 25% think that day care centers are successful rehabilitating institutions for disabled children.

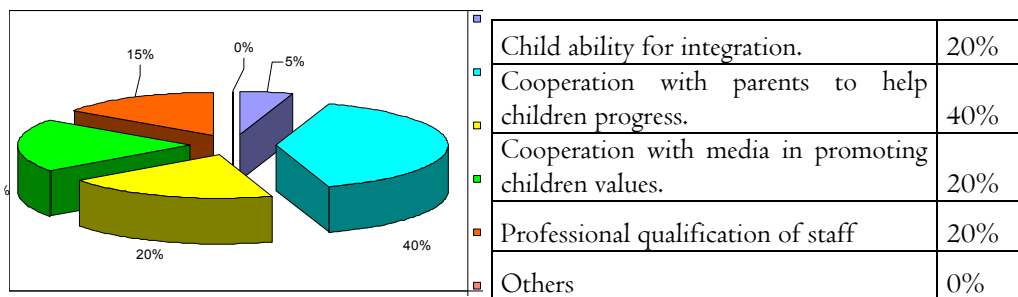
Graph 8. Would you accept as a bench friend a disabled child?

The right of these children to be educated is deprived because they are prejudiced and abused. Well, over 40% of answers would not leave their child to sit in a bench with a disabled child and 30% of responded would change their child's class. But there are intellectuals responsible parent at 10% that would lobby with the other parents for children's rights.

Graph.9. According to the law in every 25 employees, one must be disabled. Why not apply this law?

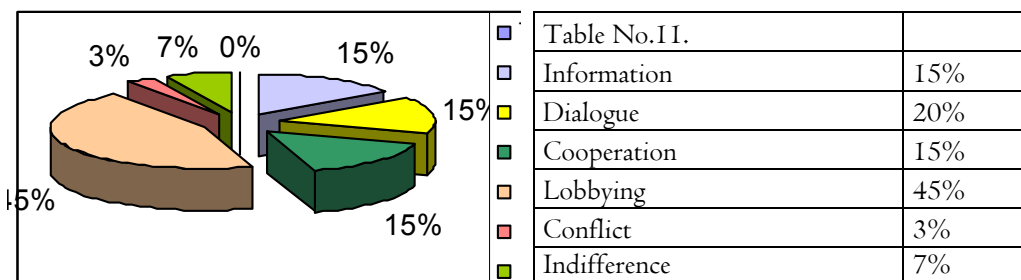
The rights of the persons are deprived of employment even when they finish rehabilitation programs in residential centers or weekly basis. 40% of respondents believe that employers do not have confidence in their professional skills. 25% think that even when they are trained and have professional skills they are despised by other employees at the place of labor.

Graph 10. How can the staff reduce prejudices at work?

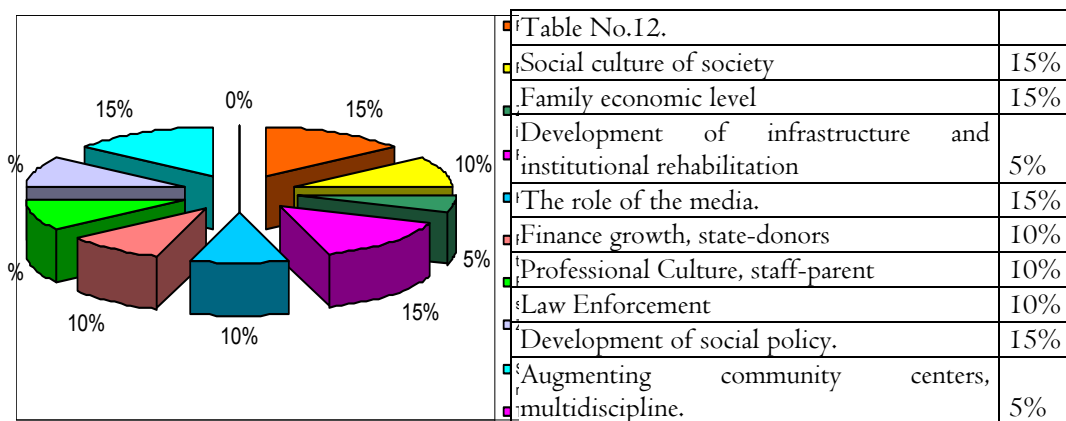


The staffs who works with children thinks that to reduce bias 40% of them think that they should cooperate with parents 20% think they should collaborate with the media to sensitize the public on the promotion of child. 20% think they should make children able and rehabilitate them with the goal to integrate into the community.

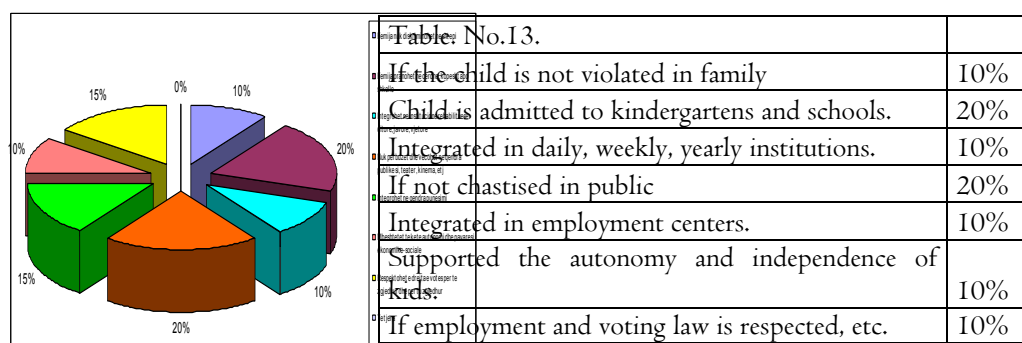
Graph II. Psychological techniques, education to promote harmonious coexistence.



In this graph, questions on educational psychological techniques to promote harmonious coexistence response at 45% have chosen lobbying as real opportunity with greater impact in creating a climate of appreciation values to disabled children. 20% estimate as an effective technique the effective dialogue on public information.

Graph. 12. Factors that affect prejudice reduction according to specialists.

There are many factors that have influenced upon responses. 15% estimate growth of social culture of opinion. Compilation of developing social policies is as an important technique according to 15% of them. Increase of professional training is estimated at 15%, etc.

Graph 13. Do you think that the reduction of discrimination is followed by the following affecting factors?

In this graph are defined seven alternatives as factors contributing to the reduction of prejudice and discrimination against disabled children. 20% believe that if children are admitted to normal nursery, kindergartens and schools, bias opinion for children, parents and specialists would be reduced significantly. 20% think that the bias can be reduced if children are helped and not scorned in public, recreational, leisure and educational environments.

5. Conclusions

The study shows that disabled children are prejudiced. Prejudiced are their parents and training staff. Disabled children are not accepted in normal school and kindergartens to develop their potential capacities. They are admitted to public and private institutions to be employed after completing training programs in rehabilitation. Still there is no ratification from the Albanian Parliament of the Convention on the Rights of Persons with Disabilities. There is no integral law to protect the rights of children with disabilities.

But people in general are not informed about the skills, values and needs of these people. Low culture of professional staff is considered as another cause for prejudice of children and their parents. Lobby of parents with staff with civil society, the media and actors working in the field of disability it is not becoming a practice. Qualifying the staff and especially the parents is not continuous. There is lack of social policy in supporting families with disabled children. Therefore the network of recreational facilities, entertainment and training for children with different abilities is limited.

Families with disabled children feel discriminated against, unprotected and in stressful situation.

There is a network of institutions to be synchronized by age groups according to the degree of cognitive development of the children treated by specialized staff.

In the entire country only 292 children are treated in centers, which are dependent on the State Social Service. There is no exact number of children with mental and physical disabilities. It is thought that there is a tendency of growing number, which means that economic difficulties and spiritual suffering families of disabled persons is a worrying phenomenon. It is time to support disabled children, their families, and staff and not be prejudiced and discriminated against.

6. Recommendation

It is necessary perception, envisage, revival, stance and the appreciation of towards children should be humanistic. There should be avoidance from any superstitious individual psychology to this group. Media should promote the abilities and rights of disabled children. Convention on the Rights of Persons with mental disabilities should be ratified. There should be adoption of integral law for the protection of the rights of disabled children.

There should be an increase of investment to enhance the quality of services to disabled children. There is need to strengthen co-operation of all stakeholders and decision-making factors, civil society's domestic and foreign donors, parents and staff,

to reduce the level of prejudice against these children. They should be integrated into comprehensive education, public and private.

There should be an expansion of network of daily multidisciplinary centers across the country, according to group ages. Employment law should be respected, where in every 25 persons employed one should be disabled. Social policies should be designed in support of children and their families. The level training of staff and parents should be in a better quality for accelerating the pace of development of disabled children. Enhancing the quality of modern software application for rehabilitation and integration of children it's a fundamental factor.

Building institutional chain system for prevention, diagnosis and treatment of disabled with different abilities, for: 0-3 years old, 3-6 years old, 6-14 years old, 14 to 18 years old it's another. At adult age they should be integrated in labor community centers monitored by civil society. The role of the media should be to raise the awareness of the community on the need to minimize the bias against disabled children, their parents and professionals staffs. Society should lobby for protection of the rights of disabled children and their families.

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Exchange Rate Volatility and Imports in Nigeria

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Abstract

This paper offers empirical evidence on the impact of real exchange rate volatility on Nigeria's imports. A review of the literature reveals that exchange rate volatility can have either positive or negative effects on imports. The empirical analysis began with testing for stationarity of the variables by applying the Augmented Dickey-Fuller (ADF). This was followed by co-integration test of the model. Parsimonious ECM model was estimated with the Schwarz criterion and Akaike information criterion as lag length selection criterion. The result indicates that real exchange rate volatility has no significant effect on Nigeria's imports. This is an indication that domestic consumption is skewed towards imported goods which indicates further, that Nigerian export has a high import content. Also, the study found that devaluation as a policy instrument to reduce trade imbalance has not discouraged massive importation. Since exchange rate volatility did not significantly explain imports, it is thus recommended that more stringent measures like outright ban and quantitative restrictions be adopted to reduce pressure on the external sector.

I. Introduction

Foreign exchange rate is the rate at which one currency exchange for another. It is the price of one currency in terms of another currency (Jhingan 2002). The debate on exchange rate variability and uncertainty has long divided economists. At one end, the argument supports the fixed exchange rate while the other, the floating system. These arguments stem from dissatisfaction with either regime. In a fixed exchange regime, the government (or the central bank acting on behalf of government) intervenes in the currency market so that the exchange rate stays close to an exchange rate target. In other words, the exchange rate is fixed administratively. In a flexible exchange regime, the exchange rate is determined directly by market forces, and is liable to fluctuate continually as dictated by changing market conditions (Isard 1999, Kenen 1995).

In Nigeria, exchange rate management has undergone significant changes over the past four decades. In the 1960s Nigeria operated a fixed exchange rate regime. The currency was fixed at par with the British pound and it lasted till 1967 when the British pound was devalued. Owing to the civil war in 1967, the monetary authority

did not consider it expedient to devalue the Nigerian pound in along side the British pound when the British authorities devalued the pound. Following the international financial crises of the early 1970s which led to the devaluation of the United State of America dollar, Nigeria abandoned the dollar peg and once again kept faith with the British pound until 1973, when the Nigerian currency was once again pegged to the United State of America dollar. With this development, the severe drawback in pegging the Nigerian currency to a single currency became obvious. A clear case was that the naira had to undergo a de –facto devaluation in sympathy with the dollar when economic fundamental dictated otherwise (e g. external reserve rose rapidly by over 1000% from N10m in 1973 to N3.4 Billion in 1975).

It was against this backdrop that the need to independently manage the exchange rate of the naira was firmly established. Hence, in 1978, the monetary authorities pegged the naira to a basket of 12 currencies of her major trading partners. However, the sharp fall in international oil price and consequent decline in foreign exchange receipts were such that the economy could not meet its international financial commitments, persistent increase in imports coupled with declining external reserve position severely compromised credit worthiness of the country abroad. To mitigate these developments, the stabilization act of 1982 was implemented which led to accelerated depreciation of the naira. However, the over valuation of the exchange rate still persisted as the rate continued to be fixed administratively. The failure of the Stabilization Act to address the economic problems (unpaid trade bills and accumulation of payment arrears consequent on the sharp fall in oil price) led to the adoption of the Structural Adjustment Programme (SAP) in 1986, aimed amongst others at the realization of a viable and realistic exchange rate, through a flexible arrangement.

The flexible exchange rate regime produced a significant volatility and uncertainty in the exchange rate of the naira which account for fluctuations in import bills . This aroused a great concern as exchange rate volatility, which stems from shock in the financial markets, level of output, income amongst others, yield conflicting results about its impact on trade Arize (1998). The International Monetary Fund (IMF) 1984 study argued that exchange rate variability tends to induce macroeconomic phenomena that are undesirable like inflation and balance of payment problems. For instance, if exchange rate volatility leads to increased imports, trade adjustment programme that discourages import expansion could be unsuccessful. In addition, the intended effect of trade liberalization policy may be doomed by a variable exchange rate and could precipitate a balance of payment crisis (Arize 1998).

The problems of volatility are not unknown to government, and for this, policies (monetary, fiscal and trade policies) have been formulated over time. Similar studies have also been carried out like Aliyu (2009), Akpan (2008), Ogunleye (2008), Obiora

and Igue (2006). Aliyu (2009) for instance, studied the impact of oil price shock and exchange rate volatility on economic growth in Nigeria, Obiora and Igue (2006) investigated the likely effects of exchange rate volatility on U.S – Nigeria trade flows, while Ogunleye (2008) focused on exchange rate volatility and foreign direct investment in Nigeria. While Adubi and Okumadewa evaluated the nature and extend of price and exchange rate volatility on agricultural trade flows. Despite these efforts, volatility in exchange rate still persists. Could the persistence of the problem due to inappropriate policies or gaps in the studies already carried out? This is what this study seeks to address and in this regards, provide evidence of the impact of exchange rate volatility on imports. And also to ascertain if the relationship between exchange rate volatility and imports reflect causality or mere statistical regularity. To guide the investigation of the study, we hypothesize as follows:

- *There is no significant relationship between exchange rate volatility and import in Nigeria.*
- *Exchange rate volatility does not significantly Granger-Cause import demand*

The rest of the study is organised as follows: the next section review related literature and is followed by the methodology of the study. Section four is presentation of and discussion of the results. and the last section is the summary, recommendation and conclusion.

2. Review of related Literature

Since the breakdown of the Bretton Wood system of fixed exchange rate, both real and nominal exchange rates have fluctuated widely. This volatility has often been cited by the proponents of managed or fixed exchange rates as detrimental. Generally, two theoretical schools of thought exist that attempt to explain the effect of exchange rate volatility on international trade. They are:-

The traditional school and

The risk portfolio school.

The traditional school pioneered by Clark (1973) holds that volatility increases risk of trade and therefore depresses trade flows. Early study of this issue focused on firm's behaviour and presumed that increased exchange rate volatility would increase the uncertainty of profits on contracts denominated in a foreign currency. And this would therefore, reduce international trade to levels lower than would otherwise exist without exchange rate volatility (Farrel, DeRosa and McCown 1983). This uncertainty of

profits, would lead risk-averse and risk-natural agents to re-direct their activity from high risk foreign markets to the lower risk home market.

The risk portfolio school of thought on the other hand postulates that higher risk present greater opportunities for profit and should increase trade. What is referred to as the risk portfolio school is not a united body of thought, but is composed rather of multiple studies varying in complexity, but united in the opinion of the traditional school as unrealistic. De Grauwe (1988) for instance, show how high risk aversion could actually lead to increased exports. According to him, exchange rate volatility unambiguously reduces the total utility to be derived from exporting, but would result in increased exports if the marginal utility of exporting increases (the firm is assumed to be engaged in the domestic market and the export market and allocates output optimally between both markets). Crucial to this result is the idea that the degree of risk aversion is not constant. If it were constant, then exchange rate volatility would unambiguously reduce export, as exporting has become a relatively less attractive activity (substitution effect). There would be no income effect. Alternatively, if the degree of aversion increases, with shrinking income, then the income effect will lead exporters to export even more in response to increased exchange rate volatility. In summary, De Grauwe (1988) argued that the convexity of the profit function ensures that exporters return from favourable exchange rate movement, and the accompanying increased output outstrip the decreased profits associated with adverse exchange rates. Therefore, risk-neutral individual will be attracted by these high profit opportunities.

The portfolio thesis also focuses on the effect of exchange rate volatility on expected profit. If profits are a convex function of the exchange rate, then increased exchange rate variability will lead to increase expected profits, Giovannini (1988). This could account for a positive relationship between import and exchange rate variability, especially if producers are risk-neutral.

Franke (1991) and Dexit (1989) view trade as an option exercised by a firm. Each option (exit or entry) has a cost implication. Firms according to these studies will exercise the option to enter a market if doing so is profitable. The profitability of an option depends on the present value of expected cash flow from exporting and on the present value of expected entry and exit costs. A weaker (stronger) exchange rate increases (decreases) both the cash flow from exporting, entry and exit costs. If volatility causes expected cash flow from exporting to grow faster than expected entry and exit costs, then the value of the option to export has increased. This will be the case if cash flow is convex on the exchange rate. Thus, increased volatility will result in firm entering the market sooner and exiting later. This in effect will increase number of trading firms.

One other aspect of the relationship between trade and exchange rate volatility that needs to be mentioned is the role of “sunk cost” (Sercu and Vanhulle 1992). Much of

international trade consists of differentiated manufactured goods that typically require significant investment by firms to adapt their products to foreign markets. This involves setting up marketing and distribution networks, and to set up production facilities specifically designed for export markets. These sunk costs would tend to make firms less responsive to short run movement in the exchange rate. Thus, firms would tend to adopt a wait and see approach and stay in trade.

Empirical literature did not depart from theoretical trends. IMF (1984) using Cushman 1983 model to estimate bilateral exports between G7 countries from the first quarter of 1969 to the fourth quarter of 1982 revealed a mixed results but tended more towards positive impact on trade. A number of factors may have contributed to the lack of robust findings in these early works.

First, theoretical considerations do not provide clear support for the conventional assumption that exchange rate volatility has a negative impact on the level of trade. Secondly, the sample period over which exchange rate showed significant variation was relatively short. Finally, the specific action of the estimating equations was typically rather crude, consisting of a few macro variables from standard trade equations in use at the time. Mc Kenzie (1999) for instance, in his survey of empirical works on the subject, stressed the point that at a theoretical level, models have been constructed which lead to negative or positive affect of variability on trade.

In Nigeria, studies on the import sub-sector of the external sector focused on the determinants of imports and how foreign exchange availability hinders imports. Ozo-Eson (1984) for instance investigated import determinant using a monetarist import model that incorporates supply of real money balances in the traditional import demand model. The result showed that money supply significantly influence import demand.

Egwakhide (1999) in his work also dwelled on import determinant. Using the stock adjustment import exchange model that has its root in the balance of payment theory and consumer theory of demand, he showed that import decisions are determined by the dynamics of foreign exchange with emphasis on availability. This conclusion is in agreement with Olayide (1969) and Ajayi (1975) and they all ignored the impact of exchange rate volatility on imports. And this is the area this work want to explore.

Iyoha (2003) looked at the determinants of exchange rate. He argued that economic fundamentals like growth rate in GDP, inflation rate, balance of payments the level of foreign exchange reserve, the level and growth rate of external debt and the growth rate of monetary and credit aggregates as determinants of the exchange rate.

Itsede (2003) on the other hand, looked at the behaviour and competitiveness of exchange rate. He opined that the objective of exchange rate policy is to enhance the competitiveness of the economy and facilitate adjustment to exogenous shocks. It thus

follow that exchange rate policy can strengthen a weak external sector by setting an optimal level of exchange to enhance efficient allocation of resources, given its relative scarcity in developing economies Obadan (2003).

Omotor and Orubu (2004) examined money demand and exchange rate risk in Nigeria. The study indicated that exchange rate variability is not significant in the money demand function using a modified form of Akhtar –Putam model.

This study is different from the above studies as none of them considered the impact of exchange rate risk on Nigeria's imports. This study will provide evidence on the effect of exchange rate risk on the imports of Nigeria. Knowledge of the degree to which exchange rate risk affect import is important for the design of both exchange rate and trade policies. And on this basis, the next section focuses on the method of study.

3. Method of Study

3.1 Model Specification

Drawing from the literature, our framework of analysis is the augmented traditional model of import demand. There are two primary determinants of import demand as noted by Dornbusch (1988), Hooper and Marquez (1993). First is the foreign income variable, which measures the economic activity (income effect), measured in terms of purchasing power of the trading partner. Second, is the relative price or terms of trade variable (price effect, that is ,the price power on shaping market behaviour through forces of demand and supply). Exchange rate volatility is on additional variable added to the traditional model of trade to measure its effect on Nigeria's imports (volatility effect). Incorporating the above, we have an augmented traditional model of import demand :

$$M_t = \lambda_0 + \lambda_1 Y_t + \lambda_2 P_t + \lambda_3 V_t + u_t \text{ ----- (I)}$$

Where:

$i = 0, 1, 2, 3$

λ_i = coefficients to be estimated

M_t is real import value defined as nominal import deflated by the consumer price index. P_t is real terms of trade. A term of trade is the ratio of export to import prices. The real terms of trade is terms of trade deflated by the consumer price index. Y_t real gross domestic product which is nominal GDP converted to a constant basic prices (market prices) less indirect taxes net of subsidies. V_t is volatility of real exchange rate measure using percentage change approach.

Exchange rate volatility can be measured in three ways (Schnabl 2007). First, oscillations around a constant level as measured by the standard deviation of percent

exchange rate changes (σ) can be seen as a proxy for uncertainty and transactions costs for international trade and short-term capital flows. Second, the arithmetic average of percent exchange rate changes (μ) can be seen as a measure for changes in the exchange rate level. Thirdly, sustained appreciation or depreciation can be captured by the yearly relative exchange rate change (τ) comparing January with December. Appreciations would exhibit a negative sign, depreciations a positive sign. All three volatility measures are calculated against the United State of America dollar.

The estimated equation for this study is as follows:

$$M_t = \lambda_0 + \lambda_1 Y_t + \lambda_2 P_t + \lambda_3 V_t + \lambda_4 \text{RESID} + U_t \text{-----}(2)$$

$$\lambda_1 = \lambda_2 > 0; \lambda_3 > 0$$

<

Where:

RESID is the error correction term.

The error correction term contains information about the effects of the past values of the variable (import) on the current values of the variable under study. The size and significance of the coefficient of RESID implies that past equilibrium error plays a role in determining current outcome. All other variables are as defined above. The equations are estimated by using the ordinary least squares (OLS) technique.

Following the postulation of the traditional theory, the volume of import ought to increase as real income rises and vice versa. This implies that when income increases, all things being equal, import volume will rise. Thus, there is a positive relationship between imports and income. However, the traditional import demand postulate has a microeconomic foundation as it is based on the consumer theory of demand. The micro foundation states that the aim of the consumer is to maximize satisfaction. This argument is extended to the demand for imports such that it is influenced by income, import prices and terms of trade.

Import prices are similarly asserted to be important in determining import demand. Cave and Jones (1994) opined that if the prices of import rise, three ingredients will make it contribute to a decline of import demand:

- a substitution effect in consumption (less is demanded)an income effect. The rise in price lowers real income and thus lower imports.
- a production effect. The rise in import prices serves to attract resources from other industries to the import competing industry, so that importable decrease.

Domestic price of importable can be related to exchange rate and foreign prices assuming a purchasing power parity (PPP) see for example Pilbeam (1998) and Collier

and Gunning (1994). It then follows that an over valued domestic currency would artificially cheapen imports in relation to domestic substitutes. This will increase imports and illustrates how the exchange rate impact on imports. However, as discussed previously, the impact of exchange rate volatility on import is ambiguous as it might or might not affect trade.

The terms of trade can have either positive or negative effect on imports. Specifically, an improvement in the terms of trade, raises the real value of marginal product in the home country. If the change is temporary, then wealth effect is small enough to be neglected. If on the other hand, the improvement in terms of trade is permanent, then there is a strong wealth effect which motivates an increase in consumption and by extension, imports.

3.2 Test of unit root

With the formulated model above, we will carry out estimations of the model, using the Autoregressive Conditional Heteroskedasticity (ARCH) and GARCH model. We tested for stationarity of the series using the Augmented Dickey Fuller (ADF) and Phillip Perron (PP) procedures. All these tests are based on the series in equations as presented below:

$$\Delta y_t = \alpha y_{t-1} + \sum_{i=1}^m \beta \Delta y_{t-i} + \delta + \gamma_t + \varepsilon_t \quad (\text{for levels}) \quad \text{-----}(3)$$

$$\Delta \Delta y_t = \alpha \Delta y_{t-1} + \sum_{i=1}^m \beta_t \Delta \Delta y_{t-i} + \delta + \gamma_t + \varepsilon_t \quad (\text{for first difference}) \quad \text{----}(4)$$

Where:

Δy are the first differences of the series, m is the number of lags and t is the time.

Presentation and interpretation of results

The Augmented Dickey Fuller unit root test is used to test whether the variables are stationary and their order of integration. The ADF test is preferable because it correct for higher order serial correlation. The result is shown below:

Table I: summary of ADF result

Variables	Level data	First difference	Order of integration
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TRAD	-1.243	-4.821*	I(1)
RIMPT	-0.266	-5.895*	I(1)
RY	-0.421	-3.907*	I(1)
VEXR	0.5269	-3.606**	I(1)

*indicates stationary at the 1% level

** indicates stationary at the 5% level

The result of the ADF unit root test indicates that all variables were non-stationary at the levels. They however became stationary after taking the first difference. The stationary of the variables permits the estimation of of the long run equilibrium relationship.

3.3 Co-integration test

The Johansen co-integration test is used to test the existence or not of a long run equilibrium relationship among the variables the result is shown below:

Table 2: co-integration test result

Hypothesized No. of CEO	Trace Statistic	5% CV	1% CV	Max-eigen	1% CV	5% CV
None	56.10	47.2	54.5	28.61	32.2	27.1
At most 1	27.49	29.7	35.7	15.75	25.5	21.0
At most 2	11.74	15.4	20.0	9.34	18.6	14.1
At most 3	2.40	3.8	6.7	2.40	6.7	3.8

The results from both the trace test and the max-eigen test shows that there is a long run equilibrium relationship among the variables. The existence of at least one co-integrating equation permits us to estimate the over parametrize and parsimonious ECM model. The result of the parsimonious ECM model is shown in table 3 below:

Table 3: Summary of Parsimonious ECM result; Modelling:DLRIMP

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-0.132844	0.124695	-1.065354	0.3025
DLRY	1.755531	0.398286	4.407719	0.0004
DLRTRAD	-0.589610	0.150642	-3.913982	0.0012
DLVEXR	-0.029780	0.072432	-0.411142	0.6864
DLPRIMP	-0.509386	1.330582	-0.382831	0.7069

DLRY(-1)	-1.154678	0.539437	-2.140526	0.0481
DLRTRAD(-1)	0.433792	0.234363	1.850941	0.0827
DLVEXR(-1)	0.013134	0.070227	0.187028	0.8540
DLPRIMP(-1)	1.658739	1.233826	1.344387	0.1970
RESIDO3(-1)	-0.455550	0.517898	-0.879613	0.3921

$R^2=0.73$, Adjusted $R^2=0.56$, DW = 1.99, F-Statistic = 5.2, AIC = 0.56,

SC = 1.09, LL=3.47

Source: author's calculation

The parsimonious ECM result was gotten by deleting insignificant variables from the overparametrize ECM result. The appropriate lag length were selected with the Akaike information criterion, Schwarz criterion and the likelihood ratio. The result of the parsimonious ECM shows that real income has a positive and significant impact on imports in Nigeria. The high elasticity (1.76) is an indication that an increase in real income by 1 percent, increase imports in Nigeria by 1.76 percent. The result showed further that terms of trade play significant role in influencing the level of imports. A key aspect of the result is that it suggests that volatility in real exchange rate has no significant influence on the level of imports in Nigeria. This was further buttressed by the low elasticity of 0.0298.

3.4 Causality Test

The pairwise granger causality test was used to assess the causal relationship between the level of import and real exchange rate volatility. The result is shown in table 4 below. The result indicates that there is no causality between real exchange rate volatility and import and between import and real exchange rate volatility. This is because the null hypothesis was rejected in both cases.

Table 4: Granger Causality Test

S/No.	Null Hypothesis	Obs.	F-Statistic	Probability
1	LRIMP does not Granger Cause LVEXR	39	0.03946	0.80913
2	LVEXR does not Granger Cause LRIMP	39	0.00406	0.94964
Sample 1970 to 2009				
Lag 1				

Source: author's calculation

4. Conclusion

The study investigates impact of real exchange rate volatility on imports in Nigeria. The analysis commenced with a test of the time series property of the model using the ADF unit root test which was followed by the test of long run relationship using Johansen co integration technique. The parsimonious ECM model was estimated with the Schwarz criterion and Akaike information criterion as lag length selection criterion. The result from the parsimonious ECM result indicates that real exchange rate volatility has no significant effect on Nigeria's imports. This is an indication that domestic consumption is skewed towards imported goods which indicates further, that Nigerian exports has a high import content. Another implication of this findings is that devaluation as a policy instrument to reduce trade imbalance has not discouraged massive importation. Thus, market participants are positively disposed towards imports irrespective of exchange rate risks. The statistical significance of terms of trade is an indication that a sizeable proportion of export proceeds are channeled into import demand.

Since exchange rate volatility did not significantly explain imports, it is thus recommended that more stringent measures like outright ban and quantitative restrictions be adopted. The statistical significance of income is an indication that tariff measures will be ineffective and as a result, the study believes that effective import substitution industrialization will reduce pressure on the external sector.

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Institutions that Returned the Sovereignty of Albania. 1920

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Abstract

There are many historical studies on the Congress of Lushnja, but not on the history of the political institutions, political operators, the ones who organized or who proved to be a barrier to the Congress. In July 29, 1913 Albania was proclaimed an autonomous, sovereign and hereditary Principality. In 1919 at the Peace Conference Clemenceau and Lloyd were defending the thesis of "the inability of the Albanians to self-determination". As a solution to this they offered, sharing the responsibility of governing between Yugoslavia and Italy and implementation of the secret Treaty of London, of April 26, 1915 on the territorial division of Albania. The Congress of Lushnja, was a radiant meteor in the hopeless and dark surroundings and it destroyed the anti Albanian political intrigues. For the first time in Albania all powers of government were created under the principles of Montesquieu. The fact sources and act sources of the discipline of law influenced on the creation of the "National Council", the "High Council" and the Cabinet. The historical tradition which was beautifully expressed by S. Frasheri, was integrated with the modern political philosophy of the Constitutional Law of Celzen. At the Congress of Lushnja, the international acts were de jure abrogated.

Key Words; National Assembly, National Council, High Council, Senate, Cabinet

I. Introduction

On the occasion of the 15th anniversary of Albanian liberation Day, in 1959, the Directorate of State Archives published "historical material documents the struggle of the Albanian people for freedom and democracy, 1917-1941". Documents contained archival data from the October socialist revolution in Russia, until the establishment of the Albanian Communist Party. The edition also held archival data for Lushnja congress. In the minutes of the opening of the meeting, on January 21st, it said that delegates were gathered at Mr.Kaso Fuga home. In the following sentence there is this symbol ○, indicating the end of page. There are four lines missing! This symbol ○ is found throughout the notes, indicating missing three lines, two lines missing, missing ... missing. In order to know what "was hiding "behind this mysterious symbol, I studied the archive file for Lushnja. I draw to the conclusion that the mysterious symbol," replaced" names of protagonists. What was removed? January 21st session

was deleted this sentence: "After a request from the honorable Sheh Ibrahim Karbunara, Mr.Ferid Vokopola, in the name of Lushnja Committee, delivered a speech to which he responded with patriotic words to Aqif Pasha Elbasani." Same practice is followed for the other sessions. At January 28th session it was removed the sentence: "As the majority of delegates were present, the assembly set to work ... Aqif Pasha Elbasani, was elected President of the Congress and Sotir Peci, vice president." This fact shows that our political history "deleted" names of protagonists and set up monuments of events and dates. Therefore false impression, though, our political history, is very poor and its protagonists are numbered with the fingers of one hand. I.Qemali, Esat Toptani, Noli, King Zog and Haxhi Qamili.

2. Methodology

At the core of the methodology is the principle historical criticism. The study was built on the simple hypothesis with reference to variables. Sources, unused data from State Archives, the literature of foreign authors and local authors' monographs. Historical facts have been accepted as historical truth, after being confronted the views of the authors, domestic and foreign, for the same variable.

3. Historical Necessity of the Lushnja Congress.

On December 25th, 1918, the Congress of Durres formed Turhan Pasha's government. So, Albania had a government but not recognized by any foreign state. Italy did not allow even a notice for this event. Minister, Mehmet Konica, only after a month, was able to tell, by telegram, through Yugoslavia "Vatra" Association in USA. The greatest surprise was reserved for Albanians. The Peace Conference did not recognize the Albanian delegation, headed by Turhan Pasha. In the session held at the Commission, "Review of Greek demands", on February 26th, 1919, the chairman of the commission, the Englishman Borden, did not want Albanian delegates to participate in discussion. While Frenchman Pinto (Laroche) said that there is no Albanian official delegation, while there was a well-known internationally recognized Albanian government. According to them, there was a government which could not be put on an equal footing with the Greek government. Through such behavior, Durres's government delegation status was intended to be equal to "the Greek delegation of Northern Epirus" led by Karapanos, author of Corfu Protocol for "Northern Epirus autonomy" in 1914. Albania was being treated as a "new Turkey in Europe." In creating this opinion affected the anti-national policy of Esat Pasha. His adjutant, Basri Bey, wrote that, in its majority of Muslims, Albania sees itself as a small Turkey. Esat Pasha, claimed to represent Albania in this conference. It seemed as Albania was represented

by two delegations. Such comical situation, but also tragic, favored anti-Albanian circuits. During discussion to place Albania under Italian "mandate" the debate between delegates Mehmet Konica and Dr. Mihal Turtulli and Mit'hat Frasheri who were American oriented broke out. These representatives maintained ties with Albania through patriot Fuat Dibra, who collaborated with American Red Cross representatives. Fuat Dibra, along with Sulejman Delvina, represented Albanian colony of Istanbul in Paris. Even Pandeli Evangjeli, head of the delegation of the colony of Albanians of Romania and representatives of the Albanian community in America, znj. Parashqevi Qirjazi, Nikolla Ivanaj, Nuredin Vlora, etc., were against Italian interests. Turhan Pasha and other members of the delegation through the Italian delegate in Paris A. De Martino, on May 28th, 1919, knew the "strategic interests" of Italy, and offered the island of Sazan, bay of Karaburun and Zvërnec. On paper it was thrown the idea of "an Italian prince on the throne of Albania" (A. Puto Political Albania folder Foreign Ministry Fund No. 6 (26). Through such act it was accepted the "mandate" and loss of earning status in July 29th 1913. But the Treaty of July 29th, 1919, Titton-Venizelos brought boomerang effect to the Italian influence in Albania, an event that marked the beginning of the Albanian uprising against the Italian presence in the South and beyond (P.Pasteroli, *L'Albania*. p.140 cited by A.Puto, Political Albania). Mehmet Konica and dr.Mihal Turtulli had contacts with England, by Colonel Phillips, commander of the British unit in International Corps in Shkoder and Captain Morton Eden, the British delegation in Paris consultant and consul in south Albania. Philips becomes the Foreign Office spokesman. British delegate Crowe, sent a letter to Foreign Office Minister Lord Curzon: "Albanians seem to have lost faith in the Italians as their protectors and since the agreement Titton-Venizelos and Titton's speech are convinced that The Italians are a danger to the independence of Albania, as well as Serbia and Greece" (A.Puto Political Albania. Documents on British Foreign Policy 0.1919-1939 . I series vol.IV.d.III). On November 1919, the U.S. consul in Torino, Joseph Haven in relation with Tefik Mborja, Secretary General of Durres government, organized meetings in Albania. On December 29th, 1919, Luigj Bumçi and Gjergj Fishta, meet Pope Benedict XV, who in turn meets the ambassadors of England and the United States, to not tear Albania apart. In south of Albania, there were organized celebrations for the Flag Day under the leadership of Osman Haxhiu with slogans: "Long live Albania, Long live Vlore in Albania", "Foreigners outside." Jani Minga kept a fiery speech. In this political situation, it became a necessity the organization of Lushnja Congress.

4. National representation in Congress, supporters and opponents.

Initiator of the congress was the Albanian national movement's political elite, the

opposition to the Durres government. After the departure of Prince Wilhelm von Wied, it was established the organization called "National Wing", which in November 1918 was renamed the "National Defense Committee of Kosovo". The President was Hoxhë Kadria, laureate for law and secretary general Bedri Peja. The organization had its newspaper "People", under the direction of Muço Qullit and Sali Nivica. In the letter sent on October 2nd, 1919, to the Minister of Interior Affairs in Durres's government, regarding Serbs and French intrigues in Shkoder district, reminded that Shkoder and its districts require the same political form the Albanian state had on the Italian requirement for Vlore and the Serbian government should retire to the borders according to London Conference 1913. A copy of the treaty was addressed in Paris. The Committee delegation led for speeding the Congress works. Hafiz Ali Korca in his book, "Seven dreams of Albania", written in 1924 considers Ferid Vokopola, as one of the greatest initiators. Ali Korca himself was one and mediated the union of two personalities Aqif Pasha and Abdi Toptani, who were important to the Congress works speeding. For the organization of the congress discussions were held in the house of Abdul Ypi and there were Sotir Peci, Eshref Frashëri, Sali Vuçiterni, Halim Gostivari, Xhavit Leskoviku and author of memoirs Sejfi Vlamasi. Sheh Ibrahim Karbunara, Iliaz Vrioni who have had an impact on Berat region. Only when Iliaz Vrioni expressed support for the Congress the commission organizer sent notices to every city and town. Even Ahmet Zogu was united with the national side and collaborated in organizing the congress with Fazli Frashëri. The role of "Vatra" Association was essential to the political developments, acting as a government in exile, for Albanians during the First World War. On December 1918, "Vatra" headed by Anastas Pandeli organized emergency convention and created the national fund and workers' salaries. This is an astounding example of patriotism of the Albanians, says Joseph Swire, when it ruled the opinion that the Albanians have no national conscious feelings. A particular role played ministers of Durres's government, Mehmet Konica, Mihal Turtulli and Bishop Luigj Bumçi, who welcomed the organization of the Congress. The congress was attended by people of Esad Pasha, Osman Bali, Osman Mema, Hamit Toptani etc., thinking that after the Congress Esad with his authority, could take the lead in the country. The consul Morton Eden, had been very active in organizing the Congress. On December 1919 he went to Berat, Gjirokaster and Vlore. In Gjirokaster he met with Mayor Beso Bega and Javer Hurshiti. In confidence he said that the British government liked the formation of a national government, instead of Durres's active government. Such a role is confirmed by Eqerem Bey Vlora. "He asked me to work for the Congress but I did not believe it was possible, his organization went wrong" says in his memoirs Mr. Vlora. The seriousness of Congress seemed in its composition of organizing commission with 22 members such as Ferid Vokopola, Xhavit Leskoviku, Eshref Frashëri, Xhemal Bey Prishtina, Halit Libohova, Llazar

Bozo, Besim Nuri, Hysni Curri etj. The Commission sent to all of municipalities, the congress program, appointment of delegates and imbuing them with "representation letter." Local representative bodies have set delegates. One among many facts is the decision of January 8th, 1920, of the collective municipality gathering in Elbasan on January 6th, 1920, which states: in the meeting conducted by the primacy of the country on January 1st, 1920, as well as the program that was up, after long talks it was considered that the Government did not provide up to the task within the limits prescribed by the meeting in Durres and is working against national interests. So we see the great need to be improved upon a general meeting and send delegates to Lushnja". In the decision it was stated the opinion of a group that accepted governmental deficiencies but were afraid that "such a meeting causes dissatisfaction against the government and with its collapse there can not exist an Albanian delegation to Paris." Therefore, before the Senate (which did not work), governments activity should had been analyzed, then to organize the Congress. These facts, even detached, provided a vision for democratic mentality and the seriousness of preparing congressional meetings. Against the Congress were Italian government, biggest feudal lord Verlaci and Italian pro ministers Mufid Libohova, Fejzi Alizoti and Mustafa Kruja. Fejzi Alizoti on January 13th, 1920, ordered Lushnja vice Prefect Veli Vasjari, to prevent the Congress for political reasons. In order to create a state of panic organizers Abdul Ypi and Sali Nivica were assassinated.

5. Political institutions and institutes of law.

Political institutions of the state are established by decisions of the Constitutional Assemblies. Assemblies operate on legal constitutional norms. On what constitutional legal norms was held Lushnja Congress? On formal sources (acts), constitutional law, or material resources (facts)? Albania, following the departure of Wied, had Organic Statute of Albania on April 10th, 1914. This constitutional legal value document was still in force. According to chronological criteria of constitutional law, "Lex posterior derogate priori" Organic Statute was in force but could not serve to establish new political institutions. For the National Council establishment, "High Council" and the Cabinet, as a source of law served source material (facts) and formal sources, (act.). A combination of traditional and historical principles were intertwined, beautifully expressed by Sami Frashëri in his book "Albania, what was, what is and what will be", a modern political philosophy of constitutional law according to Kelzen. Our historical tradition probably found the formula of creating "The High Council", with four representatives of the four religions dominions. Sami Frashëri, envisioned the head of state as a wise men council, with representatives from 15 "plots" (administrative units). According to him, Albania will go to the Republican form of government. By

the Organic Statute of Albania, was taken the monarchist form of government, legitimizing the continuity of institutions, according to the decision of July 29th, 1913 and the Organic Statute of April 10th, 1914. Probably the choice of Aqif Pasha Elbasani was not a coincidence. In 1916, Aqif Pasha and Ahmet Zog, tended the organization of the Congress of Elbasan, but this Congress was not allowed by the Austria-Hungarians. The aim of such Congress was to have back Prince Wied. With him gone there was no abdication document. On September 3rd, 1914, the Prince stated that was he was forced to leave the country, unable to perform his duties and Turhan Pasha Government did not provide resignation. According to article 11 of the Organic Statute, the sovereignty of state power, in cases without the possibility of the exercise of power by the Prince, may be exercised by a senior state functionary. Aqif Bey replaced Esat Pasha, Minister of the Interior, in 1914. On February 1916, the National Assembly, in Elbasan charged to establish a government Turhan Pasha. During his duty mandate he appointed vice Prefect of Mat Mr. Blloshmi. At the same time, in accordance with Article 44 of the Statute, national assembly members elected by indirect vote, three representatives from Sanxhak. Through these legal solutions, the National Assembly had the constitutional sovereignty and legitimacy to establish political institutions, opposed on January 30th by Piacentini. Another moment note that confirms the constitutional and institutional democratic mentality is the procedure of delegitimizing Turhan Pasha Government. After being constituted by the National Assembly, the discussion was on motions of trusts for the government. By 45 votes in favor and 6 against the government was dismissed, clearing the institutional path to the election of the new government headed by Prime Minister Sulejman Delvina, as a result of a spirit of compromise. Lushnja Congress created for the first time, all the powers of the state, without the influence of external factors. With creation of political and legal institutions, they abrogated de facto international acts, which determined the status of Albania.

6. Albania, a Monarchy or a Republic?

Creating the "High Council" was a "sui generis" solution. But was it a "High Council", "Collective Monarchy" or a "Collective Presidency"? On the basics of the High Council Common Law it was determined that, "with the settling of the King on the throne, the Council is automatically dismissed". So the "High Council" was the regency, to exercise the rights of the King. But this was not accepted by all senators (members). Noli every time referred to the High Council called it "our beautiful Republic". Vërlaci called it "our Monarchy". Such mist continued in the National Assembly in January 1922. Sejfi Vllamasi, in "political confrontation", says that one of the members of the "National Union" were for a collective republic, as decided in

the Lushnja Congress. And the "Democratic group" of Gjirokastra, called it a collective republic, which basically was the "High Council." This confusion was solved by the extended statute of Lushnja. At Section I of the Statute, it is stated: The "High Council" can replace temporarily the King. But this was interpreted in different ways. The interpretation dilemma was ended by Luigj Gurakuqi. The Albanian state is a Monarchy. The sense emerges spontaneously from an article of the Lushnja Statute, which states that the "High Council" could replace the King. But forms of the regime could not be determined under the Statute of Lushnja. The form of government, according to the Lushnja Congress would be determined, only by a Constitutional Assembly from free democratic elections. Elections for the Assembly took place in December 1923. But there were no discussion about the form of the regime in the 1924 Assembly. The debate was more focused on the legitimacy of the elections and competencies of the "High Council" rather than to form the government. The form of regime was sealed only on January 21st, 1925, when Albania was declared a republic and Ahmet Zog President.

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Reducing the Environmental Health-Risks of Vulnerable Group in High-Density District of Akure, Nigeria

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Abstract

The environment is a composite of behavioural settings which greatly affects our health. Environmental factors that affect health are in turn linked to underlying pressures in the environment. In this study, some ecological factors were investigated and found responsible for ill health that sometimes results to loss of human lives. The paper seeks to determine how to reduce such health-risk factors among the vulnerable group of congested residential areas in Nigerian cities, particularly the city of Akure. To effectively carry out this task, however, data are obtained on environmental variables involving housing conditions, source of water supply, methods of sewage and refuse disposal as well as information on health condition of residents in the area. The primary data used were collected through questionnaire administration, direct observation, building demographic and facility survey. The research population was based on total number of existing building from which a sample of 20.0% was taken for interview. Findings from the study show that environmental variables are significantly related to health condition of people living in the area. Meanwhile, policy guidelines were suggested which include redevelopment, the use of Urban Basic Service scheme to upgrading and provide essential facilities for the resident of the area. Thorough sanitary inspection, public enlightenment and environmental education would equally be of benefit to sustain all efforts aimed to reduce the menace in such area.

Keywords: Health-risk, vulnerable group, high-density, upgrading, public enlightenment.

I. Introduction

The environment, being the totality of all external conditions to which an organism is subjected, remains a composite of behavioural settings which greatly affects our health. Up till recently, mankind has been solely interested in exploiting the natural resources in the environment without much consideration on the effects of such exploitation and uses. With the efforts of the environmentalists, it has now been realized that human

health stands a greater risk unless efforts to protect the environment receive serious attention.

A healthy environment is essential to the health and well-being of the planet and its inhabitants who depend on it for the air they breathe, the water they drink as well as the food they eat (WHO/UNEP, 1986). Conversely, an unhealthy population produces less and may be forced into practices that will damage the environment. Inadequate or lack of access to regular supply of food and uncontaminated water, indiscriminate sewage and refuse disposal, laissez-faire attitude of the people and lack of government funding bring about unhygienic environment that culminate in ill-health (Brundtland, 2003; Omole and Owoeye, 2006; Owoeye and Omole, 2012). Plants and animals of the natural ecosystem sometimes constitute health hazards that threaten the life and well-being of man in the environment. For instance, rats spread diseases along side with other animals like rodents which cause damage to vast quantities of cereal crops annually. Locusts too do a lot of havoc to crops while mosquitoes and tsetse-fly are carriers of diseases like malaria and sleeping sickness. Pollen and other plants emissions as well can cause uncomfortable or painful allergies (Oyeshola, 1995). The necessity for quality water supply complicates the issue in most of developing nations of the world, particularly, Nigeria. Drinking and using untreated water lead to the spread of diarrhea and other water-borne diseases (WHO, 1989). Osoko (2000), Oyesola (1995), Oriye and Owoeye (2009) affirmed that the health of children is most at risk from lack of clean drinking water while adults are most exposed to hazards of polluted water.

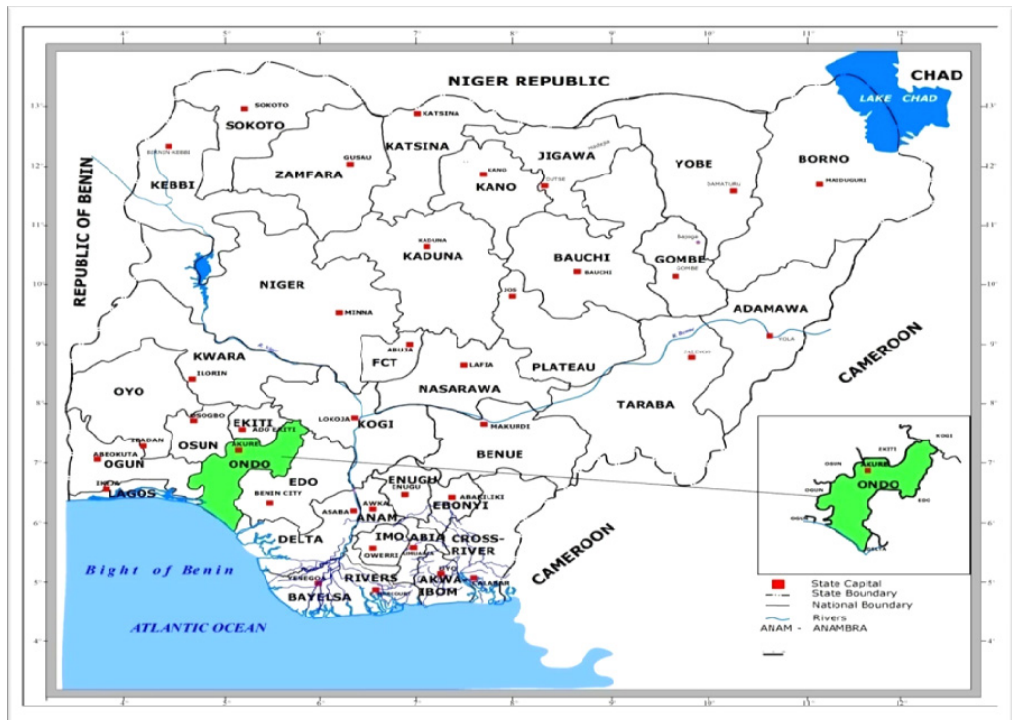
Protecting and improving the quality of the environment is fast becoming a necessity rather than a luxury. Rapid urbanization in the developing world is threatening health, the environment and urban productivity (Barton, 1994). Owoeye (2003, 2006 and 2010) asserted that problems of environmental deterioration emanate from poor environmental sanitation. Thus, practicing good and efficient management of the environment can best provide a permanent solution. This paper therefore aims to research into how to reduce such factors that constitute health problems in our physical environment with particular reference to the city of Akure, Nigeria.

2. The Study Area

Akure is one of the famous cities in the south-western Nigeria. It is currently the headquarters of the Akure South Local Government and as well the capital of the Ondo State, Nigeria. Its estimated population of 353,211 by the 2006 population census places the city in the category of a metropolitan urban centre. The study concentrates on a congested part of the city, which Olanrewaju (2004) simply referred

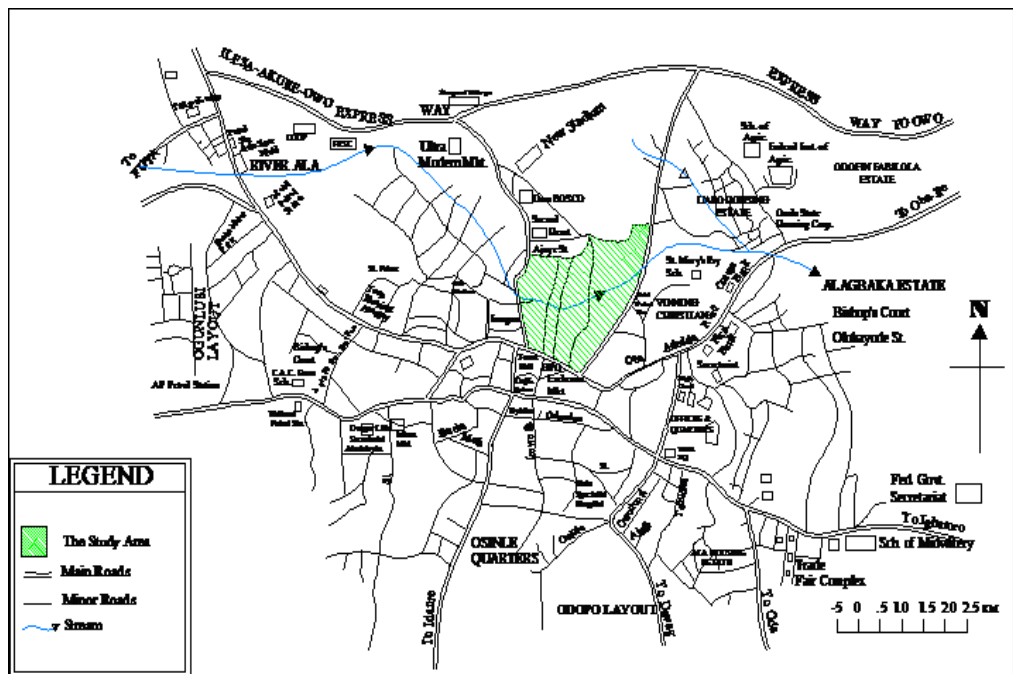
to as inner core of Akure. It includes Araromi, Oja Oshodi, Odokoyi, Isolo and Ijomu districts as shown in Figures 1a and b. The land expanse of this area is about 3.6 square km with population figures of 43,191 inhabitants. From the work of Olanrewaju (1990, 2004), Olanrewaju and Akinbamijo (2002), and Owofe (2006) the area is identified as typical slum community having physical evidences of deplorable conditions as well as the greatest concentration of the poor and the illiterates with inadequate means of livelihood.

Figure 1a: Map of Ondo State in the National Setting



Source: Ondo State Ministry of Lands and Housing, Akure; 2010

Figure 1b: Map of Akure showing the Study Area



Source: Ondo State Ministry of Lands and Housing, Akure; 2010

3. Theoretical Underpinning

This study adopts the concept of Sustainable Development as an operational framework that embodies the principles, ideals and values of the environment. It is seen as desirable and necessary if the world is to deal effectively with the current global problems of the environment and development process. The concept express environment as the aggregate of the physical and biological entities outside of man that support the existence of human whether on land, in water or air (Osoko, 2000; Oriye and Owoeje, 2009). It is undoubtedly the very basis of human existence which has profound influence on the health, welfare and productivity of individuals thereby becoming a viable stimulant to national growth and economic development (WHO, 1987; Osoko, 2000; BrundHand, 2003). As a result, health and environment should be seen as essential inseparable part of human development which cannot be upheld as though they operate in a vacuum.

Generally, there are two principal groups of environmental problems that are peculiar to high-density residential zone of a city. The first is the presence in the

human environment of pathogens because of lack of basic infrastructure and services like sewers, drains or services to collect solid and liquid wastes and safely dispose of them. The second is crowded, congested and cramped living conditions in which the people live (UN-Habitat, 1989). It was further submitted that lack of infrastructure, readily available drinking water, sewerage connection (or other system to dispose human wastes hygienically), garbage collection and basic measure to prevent diseases and provide primary health care ensure many deliberating and endemic conditions among poorer households. Diseases include diarrhea, dysentery, typhoid fever; intestinal parasites and food poisoning are very common in such environment. Most cities in Africa and Asia have no sewers at all. Human excrement and waste water are disposed in rivers, streams, canals, gullies and ditches. Such constitute great danger to human environment. In a similar study Brundtland (2003) identified six major classes of environmental risks to include inadequate access to safe drinking water, poor hygiene and sanitation, inadequate water resource management, air pollution (indoor and outdoor), chemical hazards and unintentional injuries. He reported that in 2000, an estimated 1.1 billion people lacked access to an improved water source. As at the 2003 when the study was carried out, about 2.4 billion people around the world do not have access to any type of improved sanitation facilities. Equally, air pollution was identified as a serious risk-factor for respiratory disease and a major contributor to ill-health among children around the world. Studies reported in WHO (2004) shows that about 2 million children die each year from acute respiratory infections alone with indoor air pollution from cooking and heating. Diarrhea, a disease related to inadequate water and sanitation was identified the second biggest child killer, claiming about 1.3 million children each year.

It is clearly observed that most developing nations of the world are located in the tropics where communicable diseases are very rife. In view of this, various strategies are being adopted to improve the health of majority of the third world's population with the realization of the effect of various unseen factors. The mass eradication approach of small pox and malaria of 1950s had little effect on many killer diseases like measles, tuberculosis and diarrhea. Further researches in the 60s and early 70s show some links between such factors as poverty, nutrition, environment, housing and health (Akinsola, 1993). However, increasing number of health studies in the third world cities show the degree to which the lives of lower-income groups are dominated by ill-health, disablement or premature death. A review of nutrition and health by the World Health Organization stresses the extent to which poor urban groups suffer from very poor health. Infants in many illegal settlements are 40 to 50 times more likely to die before the age of 5 than infants born in a western country. For example the slums of port au prince, 200 infants are found dying per 1000 live births with another 100 dying before their second birthday (WHO, 1988; UN-Habitat, 1989).

In Manila, the infant mortality rate in squatter communities is about three times the average of the rest of the city. The proportion of people with tuberculosis was nine times higher while diarrhea was twice as common (Basta, 1977). Due to this increasing trend, there have been tremendous efforts over the years by various administrations in Nigeria to improve the quality of sanitary conditions in our urban centres. These actions resulted in the formation of various political legislations and edicts meant to control the indiscriminate and laissez-faire attitude of the people in abusing the environment (Owoeye and Sogbon, 2012). Prominent ones among these include environmental protection decrease, both at Federal (FEPA) and state (SEPA) levels to perform such function as ensuring proper waste disposal, provision of safe portable water, demolition of illegal structures and provision of adequate good shelter, and so on. All these are meant to improve the quality of life of the people through a clean environment. However, there are few studies which have tried to combine the traditional and modern environmental hazards as they affect the health of the poor in Nigeria. This paper therefore attempts to fill this hiatus in knowledge.

4. Methodology

Collection of data for this research involved direct observation, questionnaire administration, housing demographic and facility survey. Secondary data on health records especially on the cases of prevalent diseases in the study area sourced from the few available health institutions. This supplement the information given by the residents on the perception of their environment and various environmental related problems experienced in the area. To have an unbiased representation of the study area, the existing buildings in the area were counted, which amount to 1306 on a land expanse of about 3.6 km². Out of these, 1258 are residential which from the target population. From this, a sample size of 20%, amounting to 250 was selected through a systematic random sampling technique. In selecting the respondents, every 5th house in the five streets involved was taken for interview. Meanwhile, only one household was interviewed in each of the buildings sampled. The questionnaire was administered mainly to the head of the selected households. The hypothesis tested to validate the expected relationship between health and environmental variables examined as stated thus:

H₀: There is no significant relationship between environmental factors and health condition of individuals.

H_a: There is relationship between them.

5. Research Findings

The research findings are discussed under two broad sections, which help to show the association of environmental condition and its influence on health of residents in the study area. Meanwhile, only 230 questionnaires were possibly retrieved out of the 250 distributed. This represents 92% of the expected responses. This is perceived reasonable when taking into consideration that neighbourhood of high-density residential zone of urban centres possess homogenous characteristics.

5.1 Environmental Conditions.

The environmental variables considered centres on housing characteristics measured by the condition and age of buildings, water quality measured by the sources of water supply, sanitary conditions measured by the types of toilet and methods of refuse disposal. The condition of bathroom and kitchen services as-well as the condition of drainage and household facilities were equally investigated. The quality of housing in the study area, as shown in Table I, is generally low due to poor quality materials used for construction, the inadequate technology and poor housing standard of handling the building components. About 79% of the buildings are constructed with mud materials while only 21% are made of cement blocks. About 97.8% of the sampled building has zinc materials while only 2.2/% is made of asbestos materials. This shows that the level of technology of building construction in the area is rudimentary. The assessment of the level of maintenance also reveals that over 80% need repairs, which could be either minor or major repairs out of which 18.3% are completely old and dilapidated. Only about 15.2% exhibit evidence of physical soundness. Following the submission of Fadamiro (2002) and Owoeye (2012) who established the average lifespan of traditional mud buildings to be 50years, over 80% of the buildings in the study area are to be considered old and aged. Only 10.5% of the total housing stocks in the area are buildings of recent construction, which are just below 20 years.

Table I: Building Characteristics

Materials used for construction	Frequency	Percentage
(a) Walling – Mud/mud blocks	182	79.1
- Cement/sand-crete blocks	48	20.9
Total	230	100.0
(a) Roofing – Zinc/corrugated iron sheet	225	97.8
- Asbestos materials	05	2.2
Total	230	100.0
Structural Condition – Physically sound	35	15.2

Need minor repair	80	34.8
Need major repair	73	31.7
Old & dilapidated	42	18.3
Total	230	100.0
Age of Building – Below 10 years	11	4.8
10 –19 years	13	5.7
20 –29 years	18	7.8
30 –39 years	55	23.9
40 years and above	133	57.8
Total	230	100.0

Source: Field Survey, 2010

From his investigation on the correlation between relative habitability of housing and their age, he observed that buildings erected in more recent times tend to be more habitable than buildings built much earlier. Thus, a large proportion of the housing stocks in the study area for this research are seen of having low relative habitability which has direct effect on the state of health, socio-economic well-being and emotional stability of the residents. The main source of water supply in the area is through hand-dug well. This accounts for 85.7% of sampled buildings, some of which are not ringed and the water are not treated before used. Just about 14.3% get theirs through tap, which is as not being regular. With this prevailing situation of water supply in the area, quality water supply cannot be guaranteed. This expose the people to a greater risk of contacting serious water borne and other health related diseases. Findings reveal that pit latrine is rampant in the area which accounts for about 62.2% as shown in Table 2. Only 10.9% used modern day water closet while a whole 23.9% do not have provision for the facility at all. Such people make use of mobile pail (4.8%), bush or dunghills (11.3%), stream and drainage channels (7.8%) or squatting in the neighbouring buildings. Without any doubt, this condition has innumerable attendant problems it contributes to the deplorable condition of the area and, consequently, the ill-health of individuals. It makes the area look ugly, stinking and unattractive as well as making the possibility of epidemics becoming rife.

Table 2: Methods of Sewage and Refuse Disposals

Variables	Frequency	Percentage
Sewage Disposal (Toilet)		
Pit latrine	150	65.2
Water closet	25	10.9
Bucket latrine	11	4.8

Bush / dunghills	26	11.3
Streams and Drainage	18	7.8
Total	230	100.0
Bathroom facilities		
Indoor – Self contained	10	4.3
-- Shared	124	53.9
Out-door – open court yard	73	31.7
None (Not available)	23	10.0
Total	230	100.0
Kitchen facilities		
Indoor-- Self contained	12	5.2
-- Shared	145	63.0
Outdoor –open courtyard	65	28.3
None (Not available)	8	3.5
Total	230	100.0
Waste Disposal Facilities		
Free Range @Road sides	4	1.7
@Open space	49	21.3
Controlled Tipping	150	65.3
Incinerating / Burning	27	11.7
Total	230	100.0

Source: Field survey, 2010

The condition of refuse disposal is generally absurd in spite of government efforts to control indiscriminate refuse disposal. Over 30.0% dispose their refuse indiscriminately; out of which 11.7% burnt theirs within the residential environment thereby generates air pollution to the surroundings. Some dispose theirs at road sides and gutters where nobody cares for them. Such hamper the free flow of run-off and constitute comfortable breeding grounds for flies, mosquitoes, rodents and other health infected animals that could contribute to the spread of diseases.

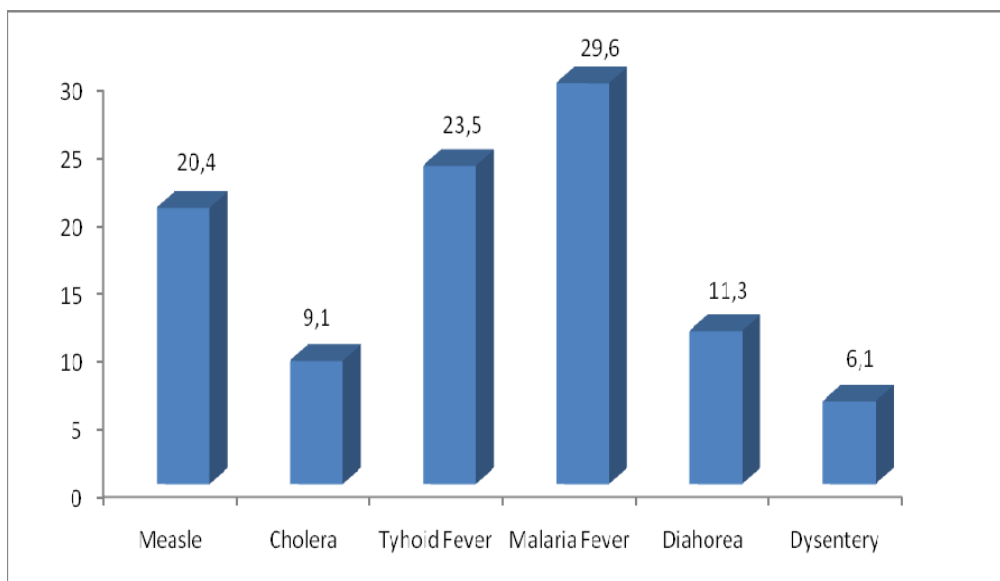
Liquid wastes too are poorly managed as waste water from bathrooms, kitchens and laundries are not properly directed into drainages. They constitute standing water all over the places the affords breeding ground for mosquito and flies as well as foul smelling water that creates swimming ponds for pigs and ducks. A good number of houses interviewed have bathroom facilities, only that majority is either substandard or inconveniently located. Such are located outside the main buildings without drainage. About 10% have no provision for this facility at all. They only share with the nearest buildings. Drainage facility is lacking in some parts of the area. Where they are provided, they are being misused with human defecation and constantly blocked by garbage and household wastes which increase the rate of flooding into premises of

buildings. The use of firewood and charcoal energy for cooking is prevalent. This account for over 80% of the household interviewed. Only about 5.2% make use of kerosene stoves as supplement. About 60% confessed that their household facilities are not adequate, 37% fairly adequate while only 3% can cope satisfactorily with the level of household facilities provided in their dwellings.

5.2 Health Conditions

Figure 2 describe the situation of various diseases and health problems experienced in the study area. The most prevailing disease in the area is malaria, closely followed by typhoid fever. The causative factors identified include inadequate sanitary facilities (57.4%), poor water supply (14.8%), dirty environment (14.8%), overcrowding and congestion (12.2%) as well as poor drainage system (0.9%). Meanwhile, the condition of health facility in the area is far below satisfaction. About 73.9% of the residents indicated non-availability of health institution within their reach. They are either located farther away from their dwellings or completely absent. Only 26.1% can be sure of having at least a chemist store or mini health clinic within their neighbourhood.

Figure 2: Environmental Related Problems & Diseases



The correlation analysis computed to investigate the relationship between environmental variables and health condition of residents show a negative but

significant association. This confirms that residents of high-density residential areas such as slum and squatter communities suffer from environmental hazards occasioned by such factors examined in the study. It implies therefore that as these factors increase in number and intensity so the condition of health of residents degenerates. Hence, the alternative hypothesis (H_1) is accepted at 0.05 alpha levels. Table 3 shows the correlation matrix.

Table 3: Correlation Matrix

		Environmental Variables	Health Variables
Environmental Variables	Pearson Correlation	1.000	-.158*
	Sig. (2-tailed)		.016
	N	230	230
Health Variables	Pearson Correlation	-.158*	1.000
	Sig. (2-tailed)	.016	
	N	230	230

Source: Computer printout, 2010 {Correlation is significant at the 0.05 level (2-tailed)}.

6. Conclusion, Summary and Policy Implications

This study has identified environmental health-risk factors experienced by the residents of high-density communities in Nigeria as epitomized in a residential core area of Akure. However, the followings are some of the policy implications of this paper. The first to be considered is the need for quality housing and hygienic environment. To achieve this, extensive redevelopment and upgrading programmes through the provision of urban basic services are essential in the area priority should be given to provision of portable water disposal facilities, and proper maintenance of drainages. Sanitary inspections showed are regularly carried out on provision of household facilities with the enforcement of environmental sanitary laws. Adequate funding should be given to Waste Management Authority for effective service as well as improved health facilities in the Area.

Generally, poverty tends to breed poor environmental and unhygienic conditions that have great impact on human health. This is because the poor are incapable of paying for the required amenities for a healthy living, most especially, quality housing thus they become vulnerable to health hazards. To avert this situation and ensure good environmental standard, the ongoing national policy of sustainable minimum wage

should be extended to all and sundry. Besides, public enlightenment and environmental education would be necessary to keep the people well informed about the importance of healthy and hygienic environment.

There is only one choice to make and that is preservation and proper management of our environment in such a way that it can be useful for the future generation. It is often said that health is wealth. The most promising area where the greatest impact can be made in combating the disease burden in our environments and ensure a stable healthier and longer lifespan for people surely lies on investment in environmental sanitation, good housing condition and sound health. Adequate plans should be made therefore to involve stakeholders, individuals and government to redeeming the image of deplorable parts of our cities and rescue the lives of the poor residents.

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The Impact of Cloze Task, Translation, and Back Translation on the Technical Vocabulary Learning and Retention

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Abstract

This study focused on the comparison between the effects of translation, back translation, and cloze task used for the learning and retention of technical medical terms in an ESP class. These tasks were selected to comply with Depth of Processing Hypothesis based on which the more cognitively one is engaged in learning a word, the more likely it is to remember it later. Investigating learners' motivation for learning technical vocabulary by these techniques was another concern of this study. In this regard 42 medical female undergraduates attending an ESP class at Islamic Azad University of Najafabad took part in the experiment. They were randomly divided into three groups. The first group filled in the blanks of two English medical texts with technical vocabulary (Cloze task) in two sessions. The second group translated the same medical texts into Persian and the third group translated the same texts from Persian into English (Back translation). All groups took the immediate and delayed posttests. The results showed that the cloze task group (CTG) outperformed the others. In fact, cloze task was found more effective than the other two tasks for technical vocabulary learning, as it required a deeper level of processing.

Keywords: Cloze task, Translation, Back translation, Technical vocabulary, ESP

I. Background

English for special purposes (ESP) found its way after the World War II and ESP is the major activity around the world today. It is an enterprise involving education, training and practice that draws upon three major realms of knowledge: language, pedagogy and the students' areas of interest (Robinson, 1991). In such specialized courses the instructors traditionally taught that using glossary to obtain the knowledge of the technical terms will provide the non native reader with what he /she needs particularly in scientific texts. But today using English within academic, professional or workplace environment increases the importance of learning and internalizing technical

vocabulary. Hence, choosing appropriate techniques has a special place in designing ESP courses.

According to Nation (2001), the third level of vocabulary (i.e., technical words) makes up 5% of the running words in specialized texts, and these words consists of words which are of frequent occurrence in a specialized text or subject area, but do not occur at very low frequency in other fields. Chung and Nation (2003, p. 114) mention that "there is considerable research evidence about the nature and coverage of high frequency and academic words, but there has been little investigation of technical vocabulary". Therefore, the most important part of ESP should be considered for teaching technical vocabulary in each field; however, in Iranian ESP classes students memorize technical vocabulary for taking exams. They have many problems in the comprehension of scientific texts.

Catford (1965, p.20) says that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." Tudor (1987) used translation activities with one group of ESP learners in Germany. Two activities were described in which native input material and a variety of translation tasks were used. He found that these activities motivated communicative activities and fostered the acquisition of new language resources.

Back translation, according to Shingenobu (2007), is defined as the original language obtained by translating input into target language and then translating the resulting text back into the original language. On the other hand, if translation is a process from L2 into L1, back translation will be the translational versions from L1 into L2 and by considering the correction of back translation the correction of target language translation can be examined. Douglas and Craig (2007) calls back translation as the technique which most commonly used to check the accuracy of translation in survey research. This procedure is commonly used to test the accuracy of translation in multi country research (Brislin 1970, 1980). Larson (1985) considered the difference between translation and back translation. His theory suggests that a bilingual and skillful person can increase his translation quality by using back translation. In 1997, Pan did a study about using back translation for learning English in China. The results of her study showed that back translation can be used as a way of learning English.

In cloze procedure, described in Taylor (1953), one or several words are removed from a sentence and students should fill in the missing words. That sentence is named the 'stem', and the removed term itself is the 'key' (Higgins, 2006). Steinman (2002) mentions her use of cloze procedure as a teaching instrument which caused students to practice using context clues as a reading strategy. Lombard (1990) says the use of cloze tests in her English second language classes for junior and senior students could solve reading problems of learners and increase their confidence when they received

immediate and satisfactory feedback. Neville (1984), Bachman (1982) and Alderson (2000) contend that cloze procedure can be used to assess reading comprehension. Cloze tasks can be employed for instruction as well as assessment. Valmoot (1983) calls instructional cloze as powerful means to meet student needs through selective deletion. Selective deletion is the difference between cloze as instructional and assessment tools. The way of organizing cloze activities are suggested by Rye (1982). He says that these activities should meet the needs of the most students and include content words which are more challenging than other parts of speech. He adds that there should be "inverse relationship between the difficulty of prediction and frequency of occurrence" (p.62).

To investigate the effects of translation, back translation, and cloze task on both learning and delayed recall of technical vocabulary, and choosing the most effective technique in technical vocabulary acquisition, the following questions were formulated.

1. Do cloze task, translation, and back translation affect learners' technical vocabulary development differently?
2. Do the three techniques of vocabulary teaching differ significantly in terms of the retention of technical vocabulary in long-term memory?

To answer the research questions, the following hypotheses were considered.

1. Cloze task, translation, and back translation have the same effect on the learners' technical vocabulary development.
2. Cloze task, translation, and back translation have the same effect on the retention of the technical vocabulary in long-term memory.

2. Methodology

A. Participants and Instruments

The participants were 50 Iranian learners whose first language was Persian. The sample participants were all female students of ESP in the medical department of Islamic Azad University, Najaf Abad branch. Their age range was between 18-21. Forty two students comprised the final number of participants in the study. The reason for reducing the number of participants was that after administering the quick placement test (QPT), which was conducted to ensure the homogeneity of the students, eight students were excluded from the study because they had either extremely high or extremely low score on the test. Those students whose scores were between one standard above and below the mean were chosen for the final data analysis.

The instruments in this study were QPT (version 2), test of target words unfamiliarity, the texts which were chosen *Dynamic Cone-beam Reconstruction* (Montes, 2006) and ("Human Skeleton", nd), immediate and delayed Posttests.

In order to remove the possibility of students' familiarity with to-be-taught words, a test of technical and general vocabulary was used prior to the experiment. This was the test with 30 words. The students were required to write Farsi or English translation of the words, they know. The words with which students were unfamiliar were used in the study and together formed the content of the pretest. Readability of the texts were also calculated, Flesch readability ease for the texts was between 30-50, was considered appropriate for college students. Then, the texts were undergone three different adjustments in the line with the objectives of the study. For the cloze task group (CTG), the technical words of the English medical texts were deleted and the word provided at the top of the texts. The English medical texts were translated into Persian for the translation group (TG), and the Persian translation of the medical texts was prepared for back translation group (BTG).

Two vocabulary tests were prepared for two sessions. They tested the participants' acquisition of the words taught in those sessions. The first test included 14 multiple-choice questions and testing 6 technical and 8 general words. The second comprised 16 items which were multiple-choice including 8 technical and 8 general words. Both tests were based on the words instructed those particular days. The reason for presenting the subjects with 6-8 words each session lies in Finocchiaro and Bonomos assertion (1973) that in general, no more than 8 new words should be presented at one time; otherwise, it is not manageable by the students.

A 30-item recognition vocabulary test was used as the delayed posttest. It was constructed to measure the learners' lexical acquisition and recall. The posttest was administered two weeks after the treatment to test retention of words in long-term memory. After preparing the items and before the experiment, the tests were piloted with some students similar to the participants of the study in terms of English background to remove any potential flaws and to find out whether the instructions were comprehensible, whether the allotted time was enough, and whether the distracters were effective. In the piloting stage 50 students took the immediate and delayed Posttests. These students had passed that course, so that they studied most of the to-be instructed words before. The reliability of the tests was estimated through KR-21 formula and it was reported 0.73 and 0.74 for the immediate posttests and 0.79 for delayed posttest. To assure the content validity of the tests, two scholars in the field reviewed the tests thoroughly. Then, some modifications were made on the items based on their suggestions in order to alleviate the existing problems. As the result of the revision process, the tests were eventually prepared for the main project.

B. Procedure

A sample of 50 Medical undergraduates was given QPT in order to be homogenized

in terms of their general proficiency level. The allotted time for this administration was 45 minutes. The final participants of the study were 42 who took part in the experiment. Then, the test of target words unfamiliarity was conducted to select the words with which none of the students were familiar with. Then, the treatment which covered sessions two different days were given to the participants. Each session lasted 60 minutes. For two sessions, two medical texts (The human skeleton & the heart and circulation) were selected.

The participants were randomly assigned to three groups. In each group, fourteen female homogenous students were considered as the participants.

Each group received a different treatment. They were arranged according to the purpose of the study in the following ways:

- 1- The first experimental group, CTG, received English medical texts with blanks to fill them with technical vocabulary.
- 2- The second experimental group, TG, received English medical texts in order to translate into Persian.
- 3- The third group, BTG, received Persian translation of medical texts in order to translate into English.

In CTG the English medical text in which technical words were deleted, was distributed. They had to fill in the blanks with technical words provided at the top of the text. In TG, English medical text was distributed among the students. They had to translate the text into Persia. In BTG, the Persian translation of the same medical text was distributed among the students. The researcher explained that they were required to translate the text into English.

Any kind of dictionary could be used by each group and the students were allowed to interact with each other. The researcher helped them to remove their problems. After completing the tasks, the students took the immediate posttest which tested the words learnt at that session. The time the students had to answer the questions of each test was 15-18 minutes. The students' overall achievement was assessed by the delayed given posttest after the treatment. It was administrated after two weeks and comprised all the 30 words which were presented in both texts. The estimated time for administration of delayed posttest was 30 minutes.

As mentioned before to ensure the validity and reliability of the tests, they were piloted with another group before administrating them to the experimental groups.

C. Statistical Analysis and Results

One-way ANOVA was performed on QPT, on the immediate and delayed posttests scores. Kruskal Wallis was used on the immediate and delayed posttests scores when one-way ANOVA could not be used. Paired- samples t-test were performed on the three vocabulary test (Posttests) scores achieved by each of the three groups.

In this study, research question one asked whether any of presented techniques, cloze task, translation, and back translation would affect learners' technical vocabulary development differently. This question can be answered by examining the results of immediate posttests which were administrated to assess learning of technical vocabulary. Therefore, Kruskal Wallis Test was used to see whether there were any overall differences among the experimental groups on the immediate posttests for technical vocabulary. First of all, the homogeneity of variances was calculated by Levene statistics which is shown in Table I.

Table I

Test of Homogeneity of Variances

Technical words, Immediate posttests			
Levene Statistic	df1	df2	Sig.
5.343	2	39	.009

Table I shows that variances are not equal, $p = .009$ and one-way ANOVA could not be used, so Kruskal Wallis was run. Table 2 presents the descriptive statistics of immediate posttests for technical vocabulary.

Table 2 Descriptive Statistics of Immediate Posttests for Technical Vocabulary

Descriptives

Technical words, Immediate posttests

	N	Mean	Std. Deviation	Std. Error	5% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
cloze task	14	13.4286	.75593	.20203	12.9921	13.8650	12.00	14.00
translation	14	10.2857	1.81568	.48526	9.2374	11.3341	7.00	13.00
Back translation	14	10.4286	2.40878	.64377	9.0378	11.8194	7.00	14.00
Total	42	11.3810	2.28412	.35245	10.6692	12.0927	7.00	14.00

The Table shows that the highest mean scores of the immediate posttests for technical vocabulary belongs to CTG ($M = 13.4286$, $SD = .75593$) and TG has the lowest mean score ($M = 10.2857$, $SD = 1.81568$).

Table 3 Statistical Kruskal Wallis Test

Test Statistics ^{a,b}	
	Technical words, Immediate posttests
Chi-Square	18.903
df	2
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: group

As it is shown, $p = .000$, which means there was a significant difference among the groups. In order to see which group performed differently on the test, post hoc Tamhane test was run, which revealed significant differences among the groups. Table 3 shows the results.

Table 4 Results of Tamhane Test on Mean Differences of the Immediate Posttests for Technical Vocabulary

Multiple Comparisons

Dependent Variable: Technical words, Immediate posttests

Tamhane

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
cloze task	translation	3.14286*	.52564	.000	1.7548	4.5309
	Back translation	3.00000*	.67473	.001	1.1959	4.8041
translation	cloze task	-3.14286*	.52564	.000	-4.5309	-1.7548
	Back translation	-.14286	.80618	.997	-2.2105	1.9248
Back translation	cloze task	-3.00000*	.67473	.001	-4.8041	-1.1959
	translation	.14286	.80618	.997	-1.9248	2.2105

*. The mean difference is significant at the .05 level.

The result shows that CTG is significantly different from TG and BTG ($p = .000$ and $p = .001$ accordingly). That is, the cloze task is better than both translation and back

translation. ($MD = 3.14286$ and $MD = 3.00000$ accordingly). There is no significant difference between TG and BTG.

The second research question asked whether any of presented techniques of vocabulary teaching differ significantly in terms of the retention of technical vocabulary in long-term memory. This question can be answered by examining the results of delayed posttest administered to assess retention of the meaning of technical vocabulary. In order to investigate whether there were any overall differences among the experimental groups on the delayed posttest for technical vocabulary descriptive statistics were calculated. Table 5 shows the results.

Table 5 Descriptive Statistics of Delayed Posttest for Technical Vocabulary

Descriptives								
technical words, delayed posttest								
	N	Mean	Std. Deviation	Std. Error	5% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Minimum	Maximum
cloze task	14	12.4286	1.34246	.35879	11.6535	13.2037	11.00	14.00
translation	14	9.5714	1.45255	.38821	8.7328	10.4101	7.00	12.00
Back translation	14	9.0000	2.66025	.71098	7.4640	10.5360	5.00	13.00
Total	42	10.3333	2.40595	.37125	9.5836	11.0831	5.00	14.00

Table 5 shows that CTG obtained highest mean score on the delayed posttest ($M = 12.4286$, $SD = 1.34246$) and BTG the lowest ($M = 9.0000$, $SD = 2.66025$). This means that the cloze task was the most effective technique which was used to recall the technical vocabulary. Then, a one-way ANOVA was run in order to see whether the differences among the mean scores were statistically significant. The following table (Table 6) shows the results.

Table 6 Results of One-way ANOVA on the Delayed Posttest for Technical Vocabulary among Groups

ANOVA					
technical words, delayed posttest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	94.476	2	47.238	12.896	.000
Within Groups	142.857	39	3.663		
Total	237.333	41			

The results show that there is a significance difference among groups, $F(2,39)=12.896$, $p = .000$. In order to know which group performed differently on the test, post hoc Scheffe test was run, which revealed marked differences among the groups. Table 7 shows the results.

Table 7 Results of Scheffe Test on Mean Differences of the Delayed Posttests for Technical Vocabulary

Multiple Comparisons

Dependent Variable: technical words, delayed posttest

Scheffe

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
cloze task	translation	2.85714*	.72339	.001	1.0162	4.6980
	Back translation	3.42857*	.72339	.000	1.5877	5.2695
translation	cloze task	-2.85714*	.72339	.001	-4.6980	-1.0162
	Back translation	.57143	.72339	.734	-1.2695	2.4123
Back translation	cloze task	-3.42857*	.72339	.000	-5.2695	-1.5877
	translation	-.57143	.72339	.734	-2.4123	1.2695

*. The mean difference is significant at the .05 level.

The result of Scheffe test shows that CTG is significantly different from TG and BTG ($p = .001$ and $p = .000$ accordingly). That is, the cloze task is better than both translation and back translation. (MD =3.42857 and MD= 2.85714 accordingly).However, no significant difference was observed between TG and BTG.

Table 8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	technical words, delayed posttest	10.3333	42	2.40595	.37125
	Technical words, Immediate posttests	11.3810	42	2.28412	.35245

Table 8 shows that the mean of three groups decreases after two weeks.

Table 9**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error	95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	technical words, delayed posttest Technical words, Immediate posttest	1.04762	1.14663	.17693	-1.40493	-.69031	-5.921	41	.000

Table 9 shows that there is a significant difference between the two means on immediate and delayed posttests. This result suggests that three groups performed better on the immediate posttests.

3. Discussion and Conclusion

The result of Kruskal Wallis test analysis showed that there was a significance difference among groups on the immediate posttests and according to the result of post hoc Tamhane test, CTG outperformed of the other groups. The result of one-way ANOVA analysis from the delayed posttest also suggested that there was a significance difference among three groups, and by considering Scheffe Test, CTG performed better on the delayed posttest. To explain why CTG outperformed the other two groups in learning and retention of technical vocabulary, one might refer to peculiar features of this task.

The cloze task stimulates metacognitive awareness which means in this activity reflecting upon one's own thinking process occurs (Burley, Brown, & Saunders et al, 1985; Dewitz, Carr & Patberg, 1987). Increasing metacognition in competing cloze activity can be observed when the students argue with each other when they deliberate on their choices for deleted words. They put themselves in the framework of authors' mind and discover the writing strategies that were used in the text, this awareness creates important linkage between reading and written expression (Anderson & Rubano, 1991). In completing cloze activity, the readers are more aware of the meaning and use reading skills like searching and scanning consciously, because the reader need to replace deleted words (Steinman, 2002). Gunning (1998) also claims that in cloze procedure, the words are deleted, so the readers are forced to pay close attention to meaning; and they have to comprehend what they read. Consequently, cloze task is an effective task and most researchers argue that an effective task should induce a deep level of processing of the new words, a high degree of elaboration, or richness of encoding. This claim is related to Craik and Lockhart's (1972) levels of

processing depth theory, according to which the chance that some piece of new information will be stored into long-term memory is determined by the depth with which it is initially processed. It is impossible to decide which of the tasks requires deeper processing. Only after comparing amount of the learners' vocabulary learning in the two conditions, it can be concluded that the task which resulted in better vocabulary learning, required a deeper level of processing. Therefore cloze task requires a deeper level of processing.

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Gender and Students' Perceptions of Career Aspirations in Secondary schools

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Abstract

Enrolment in courses leading to certain careers like engineering, architecture and technology in Kenya, revealed that female students were underrepresented in these courses. Males dominated in most courses except in education, home economics, nursing and secretarial studies. It was hypothesized that career aspirations were gender related. The purpose of the study was to determine the career each male and female secondary school student in Kisumu Municipality aspires for. The findings of the study will hopefully contribute to knowledge in the area of gender studies and career guidance. The study used descriptive survey design. The study population consisted of 1596 students in Kisumu Municipality. Purposive sampling was used to select 8 public secondary schools that were likely to have a combination of students with different abilities and therefore likely to have different career aspirations. Stratified random sampling technique was used to select a representative sample of 237 male, 238 female students and 8 teachers heading career guidance department in the selected schools. Data were collected using student questionnaires and interview schedules. Descriptive and chi-square statistics were used to analyze the relationships between the gender of the students and their career aspirations. Findings of the study indicated that there was gender disparity in career aspirations of secondary school students in Kisumu Municipality. The relationship between students' career aspirations and their gender was found to be statistically significant.

Keywords: Career aspiration Gender, Perception of career aspirations, Self-Efficacy, Stereotypically feminine careers, stereotypically masculine careers.

I. Introduction

Much as there is a wide range of existing career opportunities, females often tend to give preference to careers like nursing, secretarial, catering and clerical jobs which are perceived to be traditionally suitable for females. Males on the other hand tend to give preference to careers like engineering and medicine. Studies in the developed world

reveal that under-representation of females in certain subjects and training programs has led to similar occupational under-representation (Sundal-Hansen, 1984). This has also been revealed by Bender (1994), who found out that less than 10 percent of females were scientists, engineers or technologists in Canada and United States, according to Statistics in Canada of 1985. According to American Association of university women (AAUW) (1992), women in the U.S constituted only about 20 percent of engineering majors and were holding only 9 percent of engineering jobs. Even in medicine and health related careers where women comprised 77.1 percent of those employed in these fields, most of the women were nurses, 97 percent of all nurses were females as contrasted with 35 percent female physicians and 20 percent female dentists.

A number of studies carried out in African countries have provided data that illustrates the gross under representation of females in Science subjects and careers (FAWE, 1997). At a conference organized by the Federation of African Women Educationists (FAWE), it was acknowledged that in many African states, girls are still restricted to studying what is perceived to be “soft option” Subjects, which has limited their access to scientific and technical disciplines in institutions of higher learning (Ramani, 2004).

In Kenya, it was reported at a workshop organized by Kenyatta University and the World Bank, on gender main-streaming in public universities, that although gender disparities in students’ enrolment exist at all levels of higher education, they are particularly wide at higher degree levels especially in sciences, with special reference to mathematics and technical disciplines. It was also reported that women academicians are concentrated in what is perceived as traditional female social science and education disciplines (Ramani, 2004).

While girls in Kenya are exposed to the same curriculum as boys and taught by qualified teachers as their male counterparts, the statistics given in the background and in the reviewed literature shows that there is disparity in perception of career aspirations among male and female students. The reason for this disparity has not been adequately researched on. This research therefore postulated that the disparity in career aspirations might be attributed to the way students perceived certain careers.

A study conducted by Nyanza Provincial Education Office observed that Kisumu Municipality has been affected by gender disparity in students’ performance in examinations. For the last five years there had been poor performance of females as compared to males in KCSE yet performance is a key determinant of students’ career aspirations and entry into a professional course at the university or any other tertiary educational institution (Republic of Kenya, 2004). The low performance of females tend to result in fewer females choosing certain careers, therefore creating the perception that some careers are better suited for males while others are suitable for

females. The study therefore examined the perceptions of career aspirations of secondary school students in Kisumu Municipality.

2. Research Questions

1. What careers do male and female students in secondary schools in Kisumu Municipality aspire for?
2. What are the perceptions of male and female students regarding their career aspirations?
3. What is the relationship between students' career aspirations and gender of students?

3. Theoretical Framework

The theory that guided this study was the Social Cognitive Career Theory (SCCT) developed by Lent, Brown and Hackett in 1987. The theory has grown out of Albert Bandura's social cognitive theory. The theory proposes that career choice is influenced by the beliefs the individual develops and refines through vicarious learning. This is where a person learns something through observation and imitation of others. It is therefore connected with the present study which sought to establish the relationship between gender stereotyping and career aspirations. Through vicarious learning processes, students may pick up the prejudices of their parents and other members of the society. For example, pupils whose parents say certain careers are for men while others are for women may adopt such attitudes themselves.

The perceptions of a career may also be influenced by the beliefs the individual develops through social persuasion. Among the socio-cultural factors that influence career development gender stereotyping. For example, many students may restrict their career choices to careers that are gender stereotyped (Eccles, 1991). Females and males make different choices because of their socialization experiences and the ways social forces structure the opportunities available to them (Astin, 1984).

The above argument is also reinforced by John Holland's Personality Type Theory developed in 1959 (Holland, 1997). Holland's theory rests on the assumptions that People can be categorized in one of the following career types: realistic, investigative, social, conventional, enterprising and artistic. Realistic people are physically strong and deal in practical ways with problems. They are best oriented towards practical careers such as farming, truck driving and construction. Investigative individuals are best suited for careers such as mathematics and sciences or investigative occupations in which one can engage in one's preferred activities and competencies.

Social individuals are likely to be best equipped to enter "people" oriented professions such as teaching, social work, and counseling. Conventional people are

individuals who show distaste for unstructured activities. They are best suited for jobs like subordinates, such as bank tellers, secretaries and file clerks. Enterprising individuals energize their verbal abilities towards leading others, dominating other people and persuading people on issues of products. They are best suited to enter careers such as sales, politics and management. Artistic individuals prefer to interact with their world through artistic expression, avoiding conventional and interpersonal situations. They are oriented towards such careers as art and writing.

According to Savickas and Lent (1994), it has been shown that females tend to score high in artistic, social and conventional occupations, while men are more likely to prefer realistic, investigative and enterprising occupations. According to Savickas and Lent (1994), Holland attributes this to our society that channels females into occupations that are perceived to be female-dominated. The relevance of the theory was evident in the research findings that there is gender disparity in career aspirations of students, with majority of male students channeling their aspirations towards careers that are perceived to be male- dominated and female students channeling theirs towards careers perceived to be female dominated.

4. Research Methodology

The study used descriptive survey research design. In survey research people selected to represent some larger population are asked a series of questions about their behavior, thoughts or attitudes Descriptive. Survey designs are popular because of their simplicity and ease of administration. The primary advantage of the design is that the researcher was able to gather a great deal of information in a relatively short period of time. It was a straightforward way of finding out what people thought, felt and did. Survey methods have become sophisticated that even using a very small sample is sufficient to infer with great accuracy how a larger group would respond (Fieldman, 1996). Descriptive Survey is important when detailed description of existing situation intended for the justification of current practices is required.

The study was conducted in Kisumu Municipality in Nyanza Province, Kenya. The municipality covers a total area of 567 Km². There were 31 secondary schools within the municipality out of which 25 were public and 6 private (Republic of Kenya, 1991). Being an urban area the main economic activity is salaried employment both in the public and private sector. In the private sector the informal business forms a major source of employment. The urban population therefore tends to attach a lot of importance to higher education achievement to enhance employment chances for their children in the modern sector of the economy (Republic of Kenya, 1995). Kisumu is in Nyanza province and a notable feature in Nyanza, has been the poor performance of females as compared to males in KCSE. Performance is a key determinant of students'

career aspirations and entry into a professional course at the university or any other tertiary educational institution. The low performance of females may result in fewer females choosing certain careers and therefore creating the perception that certain careers are better suited for males while others are suitable for females. (Aduda, 2005; Republic of Kenya, 2004; Njeru & Orodho 2003). The other reason for choosing Kisumu was because of its proximity and accessibility to the researcher.

The population consisted of 1596 form 4 students of year 2004 from public secondary schools in Kisumu Municipality (DEO's office, Statistics Department, 2004).

Form 4 students formed the sample. Use of Form 4 students was quite significant since they had done four years of secondary education and were preparing to sit for K.S.C.E exam at the end of the four-year program. It is at the end of Form 4 where transition occurs in one's career plans. It was therefore hoped that they were mature, had career plans and would give more realistic responses. To get the sample, the schools were first stratified according to three categories, namely, boys', girls' and mixed schools. Stratified random sampling was used to select a representative sample of male and female students from the selected schools. The final sample consisted of 237 males, 238 females and 8 career guidance teachers, totaling 483. To get the sample of those involved in the interviews, two respondents were selected from each of the sampled Boys' and Girls' schools whereas one male and one female were selected from each of the co- educational schools. The total sample for the interview schedule consisted of 16 students and 8 career guidance teachers.

Student questionnaire was used. It consisted of sets of questions that the respondents were left to respond to independently. The questions were a mixture of open- ended and forced response types. The open-ended type of questions gave the respondents freedom of response. The forced response facilitated consistency of certain data across respondents. It had questions which sought information on gender of the respondents and on students' career aspirations. Interview schedule for students was used as a follow up instrument to gather more data on the research questions.

To confirm the validity of the instruments used, 4 lecturers of Maseno University, who are experts in Educational Psychology, were consulted to examine the questionnaires with a view to improving their validity. Their suggestions were used in revising the questionnaire before preparing a final copy. To confirm reliability of the instruments, a pilot study was conducted on three schools that did not form part of the sample.

Data collected using the questionnaires were grouped according to specific objectives and research questions. Close-ended questions were awarded numerical scores. Open-ended questions were analyzed on the basis of item by item as answered

by respondents. These were analyzed using descriptive and chi-square statistics. The data was presented in tables and bar graphs.

5. Results

Objective I was to identify the careers male and female students in secondary schools aspire for. Respondents were required to indicate whether they were male or female and what career they aspired for. Frequency counts were done for each career aspiration and their percentages. A table and a bar graph were drawn to compare the proportions of the responses.

Table I Career Aspirations of Male and Female Students

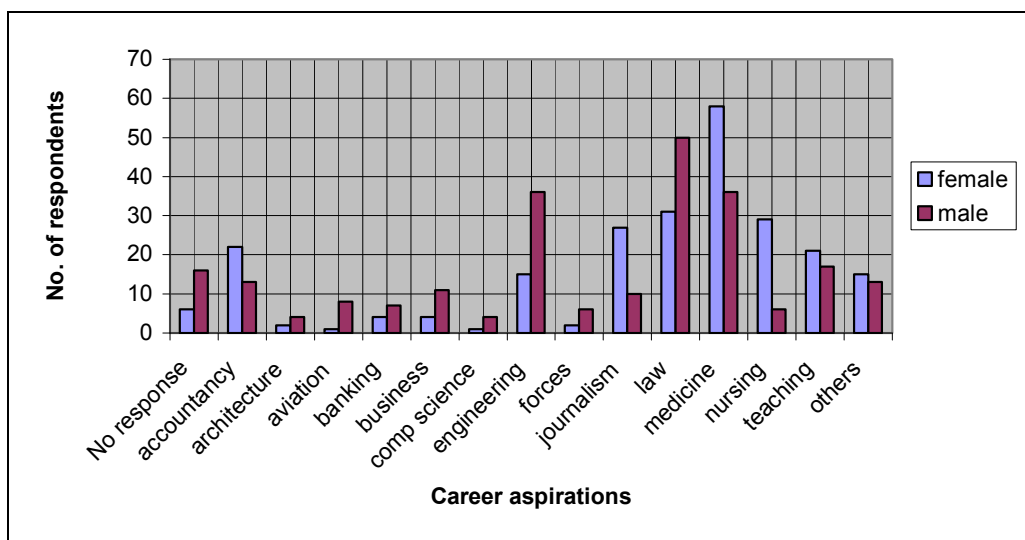
	Males		Females	
	Frequency	Percentage	Frequency	Percentage
Accountancy	13	5.5	22	9.2
Architecture	4	1.7	2	.8
Aviation	8	3.4	1	.4
Banking	7	3.0	4	1.7
Business	11	4.6	4	1.7
Computer science	4	1.7	1	.4
Design	3	1.3	3	1.3
Engineering	36	15.2	15	6.3
Forces	6	2.5	2	.8
Journalism	10	4.2	27	11.3
Law	50	21.1	31	13.0
Medicine	36	15.2	58	24.4
Nursing	6	2.5	29	12.2
Others	10	4.2	12	5.0
Teaching	17	7.2	21	8.8
No response	16	6.8	6	2.5
Total	237	100.0	238	100.0

Source: Survey Data

Table 4.3 shows the career aspirations of male and female respondents in terms of frequencies and percentages. The most popular career for male respondents was law, which was chosen by 50 (21.1 %) of male respondents .The least preferred career for

males was design chosen by 3 (1.3%). This was followed by architecture and computer science both of which were chosen by 4 (1.7%) male respondents. The most popular career for female respondents was medicine, which was chosen by 58(24.4%) females. The least preferred careers for females were aviation and computer sciences both of which were chosen by 1 (.4%) female student each. Female respondents who chose nursing were 29(12.1%) compared to 6 (2.5%) male respondents. Career in engineering was chosen by 36 (15.2%) males as compared to 15 (6.3 %) female respondents.

Regardless of gender the most popular careers were medicine and law. Female respondents generally were more inclined towards careers that were biological- science based, whereas male students' preferences leaned more heavily towards the physical sciences. Law was widely chosen by both sexes with the males having it as the most widely aspired for career chosen by 50 (21.1%) and 31(13%) females having it as the second most widely chosen career after medicine. The list of preferred choices therefore points out marked gender disparity in certain career aspirations. It was clear that both male and female respondents aspired for a wide range of careers. The following careers were however mentioned by more than one gender and none by the other gender: Males: theology, economics. Female: Airhostess, catering. Career aspiration was somewhat divided along gender lines in the current survey. This is further illustrated on figure 4.3.



Career Aspirations of Male and Female Respondents.

The present findings supported previous findings by Blasdel (2003) that women are less likely to indicate an intention to major in Engineering than men. It also supported findings by Orodho (2003), that there were few females as compared to males aspiring to pursue engineering and other technical oriented courses. The findings confirmed that few women as compared to men aspire for engineering courses.

Table 2. Frequency Counts of Students' Career Aspiration across Gender

		Career Aspirations			
		Arts -Based	Biological Science- Based	Physical Science- Based	Total
Gender	Male	124	46	52	222
	Female	124	89	19	232
Total		248	135	71	454

The relationship between career aspiration and gender was subjected to chi-square test as shown on Table 4.7. The table shows the results of chi-square test for the relationship between students' career aspiration and gender at $\alpha = .05$. The table shows that the obtained value of χ^2 is 28.828 with 2 degrees of freedom ($p < .05$). This indicates that there was a significant relationship between students' career aspiration and gender.

Table 3. Relationship between Career Aspirations and Gender

Obtained value	df	Asymp. Sig (2-sided) p-value
28.828	2	.000

6. Discussion

The study was to identify the careers male and female students in secondary schools aspire for. Findings of the study indicated that there was gender disparity in career aspirations of secondary school students in Kisumu Municipality. The popular careers

for male respondents were law, medicine and engineering, while the less popular careers were design, architecture and computer science. The popular careers for female respondents were medicine, law and nursing, while the less popular careers were aviation, and computer science. Female respondents were generally inclined towards careers that were biological-science based while male respondents were inclined towards physical science-based careers.

The second objective of the study was to determine the perceptions of career aspirations of male and female students. The most stereotyped subjects were nursing and engineering. Neutral careers were accountancy, design, law, medicine, and teaching. The stereotypically feminine careers were nursing and journalism. The stereotypically masculine careers were engineering, architecture, aviation, business, computer science and forces. Both Male and female respondents were more concentrated in neutral careers. A larger percentage of males aspired for stereotypically masculine careers while a larger percentage of females aspired for stereotypically feminine careers.

The relationship between students' career aspiration and gender of students, performance in examinations, level of self-efficacy and gender stereotyping were found to be statistically significant.

7. Conclusions

The following conclusions were made:

1. There was marked gender disparity in certain career aspirations of secondary school students.
2. Secondary school students in Kisumu Municipality perceived some career aspirations as stereotypically feminine, others as stereotypically masculine and others as neutral.
3. Students' career aspirations were significantly related to gender of students and gender stereotyping.

8. Recommendations

From the findings of the study the following recommendations were made:

- (a) To encourage female students to aspire for physical science related careers, there is need for government and other stakeholders to look into ways of encouraging female students to take physics and other technical subjects at secondary school level to enable them compete favorably with their male counterparts for the limited chances available for the same at university and middle-level colleges.

(b) To change the students' perceptions about some careers, there is need for more role models in the careers that are perceived to be either male or female dominated.

(f) Need to invite more motivational speakers and to avail more literature on personal motivation so as to improve the self-efficacy level of students and to teach students to perceive all careers as possible for males and females to attain.

9. Suggestions for Further Research

From the present study the researcher felt that there was need to conduct further research on the following suggested areas:

- (a) While this study was limited to schools to Kisumu Municipality, another study comparing students' career aspirations in two municipalities should be carried out.
- (b) The research was limited to public secondary schools. A similar study should be carried out in private schools to determine whether the students' perceptions of careers are similar to those in public secondary schools.
- (c) While this study was limited to schools in an urban set up, a similar study should be carried out in secondary schools in rural areas.
- (d) A more in depth study on the disparity between self-efficacy levels of males and females and career aspirations should be carried out in secondary schools.

Gender Disparity in Students' Enrolment in Different Courses in Kenya

According to Republic of Kenya, (1997a), in Kenyan public universities in 1990/1991, male students' population had dominated in all the courses except in Education, Home Economics and Advanced Nursing. Female student population spread over most courses except in Mechanical Engineering, Forestry and Wildlife Management and Technology. At post-graduate level, enrolment showed that male students dominated in most of the courses except in Arts and African Studies, whereas the proportion of females was almost half of the population. In some courses like Engineering, Computer Science and Environmental Studies, female enrolment was less than a quarter of their male counterparts in the same course. This gender disparity indicates the continued decline of females' participation in Scientific and Technical Courses leaving the field for male dominance.

According to University of Nairobi Registry (2002), enrolment in Science and Technical Subjects by gender like engineering at the University of Nairobi during the 2001/2002 academic year shows that out of the 276 students admitted in the faculties

of Engineering and Architecture, 241 (87.3%) were male and 35 (12.7%) were female. Further analysis by academic departments shows that in the Department of Building Economics, out of 26 students, only 3 (11.5%) were female, while 24 (85.7%) were male. This portrays very low access to technical- oriented courses by women. There were no women in the Department of Mechanical Engineering, which had a total of 43 students. The Department of Electrical Engineering had only 3 women against 51 men, while the Range Management Department had only 3 women against 20 men. It was thus apparent that where girls have access to higher education, the subjects they study tend to confine them to particular areas that have been stereotyped by society as simple, easy and meant for women. The high failure rate in mathematics and pure science subjects, and the tendency among females to avoid taking pure science subjects, has resulted in gender disparities in enrolment in courses in public universities (Njeru and Orodho 2003).

According to Republic of Kenya (1997a), the enrolment of students in middle level colleges in 1990/1991 revealed the existence of gender inequality in health institutions in courses like Kenya Enrolled Community Nursing and Kenya Enrolled Midwifery which were dominated by females while courses like Public Health Technology, Medical Laboratory Technology and Clinical Medicine were dominated by males. In all agricultural institutions, male students' population was over 70 percent of the total population and so dominated all the courses. In National Polytechnics male students accounted for 81.8% while female students accounted for 18.2 % of the total enrolment. Males were mostly enrolled in Mechanical Engineering while the majority of female students preferred secretarial studies, accounting for 20.3 percent of the total female student population. In Institutional Management courses, female students made up 84.2% percent of the total enrolment. In Institutes of Technology, male students dominated most courses but most female students took Secretarial Studies, Copy typing and Textile and Clothing Technology courses accounting for 84.6% of the students taking those courses. In Accounts Clerk National Certificate (ACNC) course, male students accounted for 71.2% and female students 28.8%. Enrolment in the National Youth Service courses showed that Secretarial, Tailoring and Home Economics courses had many female as compared to male trainees (Republic of Kenya, 1997a). Whereas the gender disparity in various courses at various levels had been identified, the list was not exhaustive, as some areas had not been identified. There was need therefore for further researches on the same to re-identify careers students aspire for at secondary school levels before actual career choices are made later at post secondary school institutions.

Influence of Gender-Stereotyping

The findings of Follet, Watt and Hansen (1978) and Sundal- Hansen (1984) on career development of women and men in relation to gender stereotyping, show how gender stereotypes influence the self concept which in turn, influences educational or career aspirations and expectations. Astin (1984) says that females and males make different career choices because of their socialization experiences and the way the social forces structure the opportunities available to them. Other researchers e.g. Baumarind (1990) and Eccles (1991) agree that many females have been socialized to adopt nurturing roles rather than careers they traditionally have not planned seriously for. They therefore do not explore career options extensively. They restrict their aspirations and choices to careers that are gender stereotyped.

Santrock (1996) reports that, because females are often stereotyped as less competent than males, incorporation of gender-role stereotypes into the learners self concept, could lead girls to have less confidence than boys in their general intellectual abilities and to have lower expectations for success at difficult academic and vocational activities. This could lead girls to expect to work harder to achieve success at these activities than boys expect to have to work (Eccles, Harold, Goldsmith & Miller, 1989). Such beliefs may keep girls from selecting demanding educational or vocational choices especially if girls do not perceive these aspirations or choices as important or interesting. Eccles (1987), Eccles & Hoffman (1984) found that most vocational options are gender stereotyped. They argue that many high level professions especially those that are math-related and scientific or technical are thought to be male activities. In contrast, teaching below the college level, working in clerical and related jobs and excelling in language-related courses are thought to be female activities. The incorporation of these beliefs into their self-concepts could cause girls to lower expectations for success in male stereotyped activities and higher expectations for success in female stereotyped activities e.g. career aspirations. This pattern could lead girls to select female stereotyped careers over male typed careers. This study aimed at determining whether gender stereotyping was still a factor that is related to career aspirations or had gradually disappeared over a period of time.

Okojie (2001) reports that there were few female role models for females who continue to tertiary levels. The study reports that one of the Ugandan studies found that role models for females who went to university were professional males admired for hard work, ambition, courage, professionalism, popularity and commitment to their work. It states that the under-representation of women at tertiary level of education limits the number of women qualified to teach in tertiary institutions. In Kenya, subjects like Mathematics, Science and Technology are predominantly taught by male teachers (Eshiwani, 1991). A report by the United Nations Educational Scientific and Cultural Organization said, "Little recognition is given to the contribution of women scientists to development, perpetuating a negative role model for those girls who might

choose to follow a scientific career (UNESCO,1997).While studies by Okojie (2001) and Eshiwani (1991) have both found that there is lack of role models for women in major career areas, the present study did not examine the influence of role modeling on career aspirations but on its influence on gender stereotyping which in turn influences career aspirations.

According to Heaven (1994), employment prospects for the youth have undergone radical changes in recent years and occupations are less stereotyped than they were a few decades ago. At school, girls are being encouraged to study mathematics and science. More females embark on careers that were once regarded, as 'male' like medicine, engineering and law. The present study was to establish whether this was true in Kisumu, Kenya.

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Exergames as Teaching Tools: New Forms of Human Machine Interaction

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Abstract

Video games are the focus of a controversial pedagogical debate. Generally we can divide the participants in this debate into two factions: on the one hand we have those who, defending the traditional teaching, reject any possible use of videogames for educational purposes, often without a thorough understanding of them, on the other hand who sees enormous potential in these new tools and promote them, sometimes uncritically. The data presented in this article show that video games have actually led to a change in the lifestyle of young, influencing their activities and habits and that they are an issue that the pedagogy and didactics can not avoid facing. The opportunity to create serious-games for educational purposes looks like a wonderful opportunity to capitalize the time that an increasing number of young people invested in this activity. Since video games are divided into sub-categories, each of which has its own rules and gameplay, its own grammar and syntax, before starting to develop serious-games for educational purpose it is necessary to analyze the theoretical scenario of pedagogy to identify what type of video game can be really useful for educational purposes. Therefore the aim of this study is to analyze the different types of video games in order to identify which of these might be useful to develop video games in the educational environment.

Keywords: learning style; field of study; length of tertiary study; gender; age; learning language experience;

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I. Introduction

Video games are the focus of a controversial pedagogical debate.

Generally we can divide the participants in this debate into two factions: on the one hand we have those who, defending the traditional teaching, reject any possible use of videogames for educational purposes, often without a thorough understanding of them, on the other hand who sees enormous potential in these new tools and promote them, sometimes uncritically.

With a good approximation, we can say that the debate on video games has many similarities with the debate on the possible use of new media and new technologies within the school environment, since it reproduces the positions "apocalyptic" and "integrated" who had characterized him.

That these technologies represent a "hot" theme is not surprising considering the scale of the phenomenon of videogaming and the impact it has had on the habits of young people aged between 3 and 38 years, in Italy and in the world.

The video games industry, in fact, constitutes a "business" that has a very large economic budget even higher than that used for film investment.

This phenomenon is obviously related to the fact that video game sales have passed, at least in the U.S.A., those relating to the tickets of cinemas (Tanoni, 2003).

In Italy the phenomenon of gaming seems to be growing and although the age of the average gamer oscillates between 11 and 24 years, with a percentage of about 73% of this age group claim to use this technology regularly, the use of time and energy in the videogame activity is high even for the lower age groups.

The 18.7% of children aged between 3 and 5 years in fact consider video games as one of their favorite pastimes, while for girls in the same age group the percentage drops to 9.5%. With regard to the age group between 6 and 10 years, video games emerge in a clear way, with 70.4% of boys and 39.9% of girls who say they play videogame regularly and consider them as one of the their favorite activities.

The phenomenon also appears to be growing, as well as reported in the tables of ISTAT⁵, especially for this age group.

The presented data clearly show that video games have actually led to a change in the lifestyle of young, influencing their activities and habits and, considering the size of the phenomenon, it is clear that video games are an issue that the pedagogy and didactics can not avoid facing.

The opportunity to create serious-games for educational purposes looks like a wonderful opportunity to capitalize the time that an increasing number of young

⁵ Fonte ISTAT. (2008). La vita quotidiana di bambini e ragazzi

people invested in this activity.

Regard to usability and the potential of these electronic products for educational purposes, the linguist James Paul Gee has identified 36 principles that can help to stimulate learning that are present in many video games.

The assumption underlying the author's thinking is that "when people learn to play video games, they are learning a new literacy."

We do not have, here, the opportunity to offer an overview, albeit brief, of the scientific literature on this relationship, however, we consider useful to open this work with one of the steps by which James Paul Gee concludes his essay "What Video Games Have to Teach Us About Learning and Literacy":

"I have first wanted to argue that good video games build into their very designs good learning principles and that we should use these principles, with or without games, in schools, workplaces, and other learning sites Second, I have wanted to argue that when young people are interacting with video games—and with other popular cultural practices—they are learning, and learning in deep ways." (Gee, 2004)

Learning through video games is, according to Gee, situated and meaningful, because it is based not on the definition, but on direct experience and simulation.

Gee focuses its reflection also on the differences between the different types of video games.

These are not, in fact, all the same, but are divided into sub-categories, each of which has its own rules and gameplay.

For example, the videogames can be: RTS (real time strategy), Action, Platform, Shooter, FPS (First Person Shooter), TPS (Third Person Shooter), of sports, RPG (role-playing based), MMORPG (Massively Multiplayer Online Role Playing Game) and, in general, we could say that each of these types of video games is characterized by its own grammar and syntax.

Learn the gameplay of each type of video game is therefore acquiring a new literacy.

Also Young, in 2004, felt the need to bring the research on the benefits of video games as learning environments within the general framework of learning theories:

"To understand video games as learning environments, it is essential to look carefully at the qualitative descriptions of learning in video game environments and apply to it what we know from learning theory about how people think and learn. An ecological psychology view of learning from video games would highlight principles focusing on the primacy of goals and intentions that guide perception-action within the constraints of the game design and user interface. From an ecological perspective, then, the task of game design becomes one of selecting goals and creating environments in which those goals can optimally be pursued, while taking into account those things that gamers tell us are keys to enjoyable, engaging experience." (Young, 2004).

Assuming that each type of video games constitutes a semantic domain itself, it is necessary to analyze the theoretical scenario of actual pedagogy to understand what type of video games may be able to reflect and express it.

2. Purpose

The aim of this study is to analyze the different types of video games in order to identify which of these might be useful to develop video games in the educational environment.

3. Videogames and learning processes

Currently, the pedagogical tradition which has long privileged, regarding the processes of learning and meaning, the logical knowledge is challenged by a long series of scientific disciplines.

Learning processes today are in fact considered, from disciplines such as neuroscience, psychology, philosophy, etc., such as phenomena "embodied" or "situated".

The modern scientific thinking, therefore, gives the body the role of "knowledge machine" (Varela, 1990), and considers knowledge as mapped in our sensory-motor system "which not only provides structure to conceptual content, but characterizes the semantic content of concepts according to the way we function in the world with our body" (Gallese, 2005).

The body ceases to be considered as a simple medium between the brain and external reality, and becomes the "main device through which, creating experiences, develop learning and producing knowledge" (Rivoltella, 2012, p. 109).

Acknowledging these instances, pedagogy and didactics have attributed to the body and its movement a central role in the teaching / learning processes.

The body (Sibilio, 2011) thus becomes the pivot of a teaching that starts from the assumption that "the abstraction and generalization can produce learning only if were built starting from bodily experience of the world" (Rivoltella, 2012, p.109).

In this perspective can also be included the current research aimed to decline in education the concept of "Simplicity" proposed by Alain Berthoz (Berthoz, 2011).

In his work "Simplicity" (Berthoz, 2011), the French author identifies a number of strategies and mechanisms that the body puts in place to deal with the complexity of reality.

The attempt to decline the concept of simplicity for educational purposes with the aim to use the mechanisms that the body implements in the natural processes of adaptation to the environment to foster the learning processes is perfectly in agreement

with the pedagogical perspective outlined here that see the body at the center of the teaching/learning processes (Sibilio,2011).

A video game, to be defined as instructional or educational, should therefore be able to reflect these theories and allow the body to express its potential redefining, enriching and expanding the strategies that it implements in the processes of learning and meaning.

4. Conclusions

Generally, we can define a game as a software that allows you to play interacting with images projected on the screen. Video games are then games where the rules are automatically managed by an electronic device that uses the displays and monitors to provide output.

Although, from a historical point of view, most of the video games make use of input devices that flatten the degree of involvement of the body only on the eye-hand combination (mouse, joystick, keyboard, joypad, etc), it is necessary to establish that games of last generation make use of different forms of interaction.

We refer here to the type of video games known as "exer-games", a term derived from the merger of exercise and games.

This type of video games is characterized by a high degree of involvement of the body and, thanks to the development of technology, allows to exploit the full potential of the body in the processes of learning and meaning.

In particular, all consoles of the current generation make use of devices that can increase the level of involvement of the body in the human-machine interaction, think for example at the nunchuck of Nintendo, at the Kinect of Microsoft or at the PSMove of SONY.

The development of these devices and exergames has led to the emergence of new types of interfaces and new forms of interaction.

In particular, the NUIS (Natural User Interfaces), often used within the Exergames, moving towards an efficient use of the senses and of the body, appear today as the normal development of graphical user interfaces, and could be a useful teaching tool.

combining physical activity with natural interfaces(NUI - Natural User Interface) and Gesture Recognition technology, reproduce, in the digital environment, the fundamental questions of perception and phenomenology, confirming that the built-in actions within a digital interface are " fluid and functional crossings between virtual and physical realms" (Hansen, 2006).

The embodiment is therefore the focus of pedagogical studies and of current trend of video games.

In light of the foregoing, the specific structure of exergames seems to have great potential for educational purposes and the development of video games based on this logic of interaction could generate useful teaching tools.

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What the Pakistani L2 Writers Do When They Write: An Investigation of the Composing Processes of Pakistani L2 Writers

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Abstract

This paper presents a real account of what L2 writers do when they write. In Pakistan approach to teaching writing to students is always affected by unawareness of the writing processes of the students. This paper also attempts to address the writing processes of student writers considering some major problems of writing pedagogy in Pakistan: a heavy emphasis on linguistic accuracy; overlooking the development of students' writing ability; over-emphasis on the "product"; a lack of input of genre knowledge; and a lack of variety of assessment. Based on the discussion of current approaches to teaching writing, implications are introduced to improve writing instruction as well as enhance effective learning in Pakistani context.

Key words: process approach; product approach, teaching of writing, assessment of written products

I. Introduction

During the collection of data for the thesis of my PhD I had to encounter very interesting and sometime shocking remarks about the writing products of ESL students, for example I noted some of the remarks in my diary I hope they would be a source of information for us;" It is disappointing; it is terrible; it is ugly; I wish I could find one single grammatically correct sentence in their writing; they know nothing; all this mess, who is to blame?

It is acknowledged that writing is a complex process as it requires intense, active thinking throughout a continuous productive process in which thoughts and ideas are transferred into written communication, but not just words and letters on paper (Flower and Hayes, 1981). However, a large number of students "believe that writing is a natural gift rather than a learned skill" (Langan, 2000). They may add that they do not have the talent of writing. All such mythical assumptions together build a negative perception in students. Further some time negligence on the part of our instructional beliefs also helps accumulating such ideas. As a result, these students do not write and do not try their best to do so. But research shows that writing can be mastered through

practice, and all what it needs is special attention from both the teacher and students. In the age of Internet, information technology and globalization, writing in English has become so important. However, it seems that many ESL teachers in Pakistan still misunderstand the essence of the writing process. Many of them use traditional approaches based on memorizations and drilling. It is awfully upsetting that the curricula of English for intermediate students are full of such activities. Although such activities are important, they do not help as most learners are unable to produce short sentences, paragraphs and letters to friends.

Unfortunately, most of those who studied the writing processes of ESL learners such as ((Wolfersberger 2003; Bitchener & Basturkmen 2006; Hinkel 2004; Lee 2005; Mc Carthey, Gue & Cummins 2005; Martinez 2005; Silva 1993; Thorson 2000; Tetroe 1987; Matsumoto 1995; Schoonen et al. 2003; Kaplan 1966; Norment 1982; Scollon 1999; Mohan & Lo 1985; Hirose, 2003; Arndt 1987; Friedlander 1990; Woodall 2002; Wu, 1995; Wang & Wen, 2002; Flower & Hayes, 1985; and Congjun, 2002) focused on the problems of those students who had been either out in other countries or they were proficient writers. It is clear that these EFL writing scholars neglected exploring the writing processes of ESL learners in their native context. Focus, until recently, in the teaching of writing to ESL writers has been entirely on product. This study takes a preliminary look at the composing processes of five ESL Pakistani student writers.

Most of the Pakistani students are bilingual. Those who ever try to write in a non-standard variety of English, that is a source of irritation for the teachers and failure for the student writers. None has thus far looked at the writing processes of Pakistani student writers who learn English as L2. With my growing interest in process model of writing I decided to explore the writing processes of my ESL students and tried to look at what they do when they write.

2. Literature Review

Since 1980's studies of writers' cognitive processes have begun to focus upon nonnative speakers of English (Sperling, M., & Freedman S. W., 2001) in the beginning studies of the L2 writing processes were inspired by developments in L1 writing research (Cumming, 1998, Hedgcock, 2005; Silva, 1993). According to Bambang Yudi Cahyono (2001) the studies of Kamimura (1996) and Edelsky (1982) investigated the relationship between writing in L1 and L2. Kamimura (1996) investigated the writing processes of Japanese writer's narrative writing in Japanese and in English. The study questioned that whether good writers in Japanese were also good writers in English and the role that learner's proficiency in English played in their

composing in English. Study found that the Japanese and English writing was influenced by writer's English proficiency.

Zamel (1983) stressed upon the similarity of L1 and L2 writing process. She indicated that L2 writers both skilled and unskilled writers compose like the skilled and unskilled L1 writers. She claimed that composing is a non linear, explanatory and generative process (p.165). This claim supports Flower & Hayes (1981) claim that L1 writing is a non linear process.

Arndt (1987) examined six Chinese students composing academic written texts in both their L1 and L2 (English) Arndt found that the composing activities of each individual writer remained consistent across languages. Further, Raimes (1988, 1987) and Arndt (1987) observed some differences between L1 and L2 writing processes and among L2 writers.

Edelsky (1982) analyzed the relationship between first language and second language writing of young writers in a bilingual programme the texts written by the same children in Spanish and in English were analyzed. This study found that what a young writer knows about writing in the first language forms the basis of new hypotheses for writing in another language. Edelsky (1982) argued that certain L1 writing processes are used while writing in L2.

The researchers for example, Berg (1999) Coolk (1994) Hedgcock & Lefkowitz (1992) focused on the sub processes of L2 writing. According to Cumming (1998) the studies regarding students composing processes have described the specific aspects of writing behaviors in second languages.

Pianko (1979) was the first to look at differences between groups of writers. In looking at college students, she found that for most writers, there was no major reformulation of ideas. Most were concerned with cosmetic changes such as changes in words or sentences. When given a specific number of words, the specified length affected the students' composing processes. Pianko concluded that school-sponsored writing inhibits the writing process.

The studies which observed the differences between skilled and un skilled writers were initially conducted by Bereiter and Scardamalia (1987), these studies found the writing behaviour of skilled and unskilled writers. These studies paved the way to L2 studies (Crabe & Kaplan, 1996). In their theory Bereiter and Scardamalia (1987) claimed that the skilled and un skilled writers approach writing with different angles. While novice or unskilled writers follow a knowledge telling approach, expert or skilled writer take a knowledge transforming approach.

Various studies on the basis of the theory of Bereiter and Scardamalia (1987) assumed that if skilled and un skilled L2 writers take different approaches to a writing task they can be expected to show different writing behaviours. Researchers for example Sasaki (2000) Xiu & Xia (2004) and Yang (2002) supported the model of

Bereiter and Scaradimalia (1987) and found differences between skilled and un skilled L2 writers. On the contrary some researchers for example, Raimes (1985) found no clear profile of the un skilled and skilled L2 writers. Arndt (1987) also did not find any significant behaviors of writing among a group of L2 writers.

Sommers (1980) in looking at revision strategies also looked at linear versus recursive writing processes. Here, revision was redefined as a sequence of changes in a composition--changes which are initiated by cues and occur continually throughout the writing of a work. Sommers identified four revision operations: (a) deletion, (b) substitution, (c) addition, and (d) reordering. Additionally, she identified four levels of changes: (a) word, (b) phrase, (c) sentence, and (d) theme. Inexperienced writers understood "the revision process as a rewording activity" (Sommers, 1980, p. 381) assuming that the meaning to be communicated was already there. On the other hand, experienced writers described revising "as finding the forms or shape of the argument" (Sommers, 1980, p. 384): their revision strategies were part of discovering meaning. While experienced writers used all levels of revision operations, inexperienced writers failed to use *reordering* and *addition*. Sommers noted that linear models of the writing process mimic speech models, thereby overlooking the recursive shaping of thought by language, and concludes that experienced writers are recursive. However, after reviewing other composing process studies, it is obvious what Sommers means by recursive is something more than simply rereading.

Perl (1980) echoes Sommers' sentiments about the real difference between skilled and unskilled writers in her study with writing teachers discovering their own writing processes. While recognizing the recursiveness in writing, she noted that different parts seemed to recur, with rereading being the most visible. Second, some key word or item is called up by the topic. Third, there is a felt *sense*, the move occurring inside the writer to what is physically felt, analogous for such terms as "inner voice" and feelings of "inspiration." Felt sense allows a writer to say or write something he has never said before. It is called up through the process of *retrospective structuring* bringing forward what is felt by using language in structured form. How well a writer uses retrospective structuring to tap his or her felt sense depends on what writing process model he or she has internalized. "Those who realize that writing can be a recursive process have an easier time with waiting, looking, and discovering" (Perl, 1980, p. 368). Essentially then, even though there are some elements of recursiveness in the writing of even the most unskilled writer, such recursiveness is surface level and done without engaging retrospective structuring and mimics the linear quality of speech.

Stallard (1976), in an earlier article, described the differences between transcribing and composing, noting the "view of composition that limits the process chiefly to transcription from thought to written process has ignored the key task facing any writer, the conceptualization, origination, or invention of the message to be

communicated" (Stallard, 1976, p. 182). This is the demarcation between a linear process and a recursive one: transcribing therefore corresponds to a linear process while composing corresponds to a recursive one.

The present study in the light of above mentioned studies would be helpful in examining the writing process of Pakistani ESL writers while writing in L2. Further the exploration of different sub processes involved in composing during writing in L2 is valuable and would allow us to develop an in depth understanding of these sub processes. It would also help us avoiding premature generalizations based on either L1 research or L2 research involving a typical method oriented findings of L2 writers. No doubt a number of studies on L2 writers are present but they represent different social, cultural and educational back grounds which do not have any generalized concern with a culture like in Pakistan. This study is an attempt to address the writing process of Pakistani ESL writers purely in a Pakistani context.

3. Purpose of the Study

The purpose of the study was to explore the writing processes of Pakistani L2 student writers during class writing done assignments with the help of the following research question:

- What the Pakistani L2 Writers Do When They Write?

4. Methodology

4.1 Participants

Selection of participants was limited to my FSc and Arts L2 student writers in my own class, to whom I taught English as a Compulsory Subject. These students were studying at a Higher Secondary Private School in Lahore, Pakistan at the time of the study. All of the participants were the final year student who had been studying both Urdu and English as compulsory subjects since the last 8 years. A range of writing abilities was included to determine if there were any differences between the writing processes of FSc students versus Arts (FA) writers.

A case study approach was used. All participants participated in the study voluntarily. To determine them as Low achievers and High Achievers a composition writing test was conducted. The topic was chosen from the syllabus of intermediate class Compulsory English recommended by The Board of Intermediate and Secondary Education.

4.2 Procedure

For the evaluation of the essays written by the participants Holistic Scoring Method was applied. The final scoring was divided into upper quartile division and lower quartile division. The upper quartile scores were considered as high scores and lower quartile scores were considered as low high scores. So among 5 students 3 were named as high achievers who fell in the upper quartile while 2 students who fell in lower quartile were considered as low achievers. Interestingly the FSc students secured highest marks in the essay while the Arts (FA) students got lowest marks.

Prior to the actual writing session the participants were provided instructions. Each of the participants was directed that he would write a short essay on a topic given by the researcher. At the time of observation, each of the participants was given an hour to complete a 500 word essay. No particular instructions regarding prewriting or revision were given. I observed each participant separately, for the most part acting simply as an observer and kept a running commentary of observable behavior such as rereading, pausing, and scratching out.

5. Results and Discussion

The least skilled writer in the study belonged to Arts section. He wrote 135 words in 60 minutes. He reread 40 times; he just looked at mechanical side of the essay during rereading. All changes he made were in punctuation and spelling. There was no evidence of prewriting.

The second writer from FSc group wrote 416 words in 60 minutes, he seemed to adopt an extensive mode of writing. The data revealed that he was indulged in making notes prior to writing; he spent 5 minutes on prewriting. It might be interpreted that he was recalling information, in spite of really indulging in any process of brainstorming or eliciting. He reread 14 times with all changes in punctuation, spelling, and vocabulary. Like Zamel's (1983) unskilled writer, he paused so often that she interrupted her own composing process and her piece suffered accordingly.

In the group of Arts students, the first writer wrote 294 words in 60 minutes. He indicated that he had been thinking about the topic in advance. He spent 10 minutes on prewriting, it seemed as if he was just spending time. She reread his essay almost 45 times. He spent most of his time on correcting punctuation, spellings, and vocabulary. His essay had a usage score of 20.8 (Brodkey & Young, 1981).

In the group of FSc students a student wrote about 477 words in 65 minutes. Before he began to write, he remarked that he hadn't really thought of anything to write. There was no evidence of any prewriting. During writing he reread 35 times; all

revisions consisted entirely of punctuation, spelling, and vocabulary. Like one of the writers in the low achievers group, all his revision did him little good.

In the group of FSc students, the participant wrote 388 words in 18 minutes, he spent 2 minutes on prewriting. He reread only 2 times while writing. he was asked questioned as to whether she usually wrote in this same manner, she stated that she wrote even long papers straight through, rarely making any major changes in her final version, only checking for errors. "I try to visualize it before I begin to write."

An other participant from the FSc group stated prior to writing that he liked the topic and he desired to write about it. It might be interpreted that he had already crammed this topic. Because in Pakistan the teachers' attention is focused on stereotypical questions set in the board examination; as a consequence, students do not practice writing sufficiently in the classroom. Siddiqui (2007, p. 164) rightly says that 'the students memorise ready made answers of short stories, essays, plays, poems etc because the assessment system encourages rote learning and the examination requires the students to reproduce what they have learnt by heart'.

A critical evaluation of the Lahore Board Examination's Past Papers discloses that the topics are repeatedly taken from the textbooks (prescribed books) of Matriculation. To quote Siddiqui (2007, p. 103) 'in Pakistan, the textbooks are supposed to occupy a central position in the process of teaching and learning to the extent that the assessment system and classroom teaching seem to revolve around the textbooks'. One noteworthy fact is that for the past 10 years, the textbook of Paper B (English Grammar and Composition) has not been revised or updated (Humera, 2011). Further in Pakistan students and teachers already know the syllabus so they do not make effort to write by themselves. This situation can be named as negative washback of Board Examinations in Pakistan. Hughes (1989, p. 1) defines washback 'as an effect of testing on teaching and learning'. According to Hughes (2003), a test could have either beneficial or harmful washback. A test has beneficial washback if it is based on the language needs of the learners, but if the test content and techniques are at variance with the objectives of the course, it is unreliable and likely to have harmful washback. Siddiqui (2007, p. 189) argues 'the negative washback effect on teaching is of two kinds: explicit and implicit. In the Pakistani context, the explicit effect is shown in the apparent tactics the teacher uses to help students get good grades. The implicit washback effect is the teacher's own view of teaching which gets contaminated by the hanging sword of memory-geared tests. He wrote 456 words in 31 minutes, he reread eight times. While composing, he volunteered that he generally makes changes while he is writing.

Pakistani L2 writers, like other inexperienced writers, write using a linear process (Perl, 1979, 1980; Pianko, 1979; Sommers, 1980; Zamel, 1983). None of the writers made any organizational pattern for expressing their ideas, most of the writers from

both groups were concerned only with mechanics and superficial make up changes in their draft for example they only had concern with correct punctuation, spelling, and vocabulary. Further these student writers like the inexperienced Native American writers showed little or no evidence of any prior planning (Taylor, 1984), to some extent the students of FSc had an idea they wanted to express; that is, the writing merely served to transform thought into writing. They just transmitted their crammed ideas because in Pakistan FSc students are normally considered better in cramming than non Fsc students.

The FSc students were able to produce relatively better writing drafts in a short period of time due to the fact that they had already crammed all of the essays present in their text books, through their topic prior to writing (Taylor, 1984).

The syllabus prescribed by the Punjab text book board for English is, inadequate to produce the expertise needed to comfortably handle the demands of academic writing. In comparison to Pianko's (1979) traditional English students, the students from both FSc and Arts group did not exhibit a more fully developed understanding of what contributes to good writing. Like all of the writers studied, students of both groups were still concerned with sentence-level mechanics of writing.

Additionally, rereading does not necessarily signal recursiveness, or the shaping of language by thought, but rather seems to serve for all writers as a way of maintaining focus or keeping their train of thought. There was no evidence of either reordering or addition among any of the writers (Sommers, 1980). Only one student from FSc group seemed to have tapped his felt sense and used his retrospective structuring (Perl, 1980) to give an organizational pattern to his writing. Furthermore, the focus on errors of appearance rather than discovery of meaning by inexperienced writers indicates transcription rather than composing (Stallard, 1976). Teaching Pakistani L2 learners a linear writing process becomes a constraint for their search for meaning in their own writing.

- i) Both the teachers and students should promote words in their treatment with writing for example; 'experimentation', 'risk taking', 'problem solving' or 'intuition' which are commonly used for creativity in a western educational context.
- ii) Whatever approach writing instructors take with these learners that approach must assist students in discovering what they mean first through the reshaping of language by thought.
- iii) Therefore, the text books at intermediate level need to address analysis skills and conceptualization in writing as well as traditional writing skills.
- iv) Learners must be allowed to evolve their own solutions through repeated exploration of the same problem.

- v) Writing teachers must consider that ‘creativity flourishes where there is a systematic strategy to promote it’ (Robinson, 2001, p. 12). In addition, they must suggest approaches to teaching such as the genre approach or the process approach for developing creative writing.
- vi) The pupils do not themselves decide the topics; instead, the teacher presents a topic or a theme. The teacher is the only audience for whom the students write. The teacher implicitly or explicitly dictates the form. So the learner must be facilitated to decide the topic wherever possible.
- vii) The teacher judges the pupils’ writings as the finished product. I believe that the teacher must change their attitude towards the writing of the learners.
- viii) They must consider the process despite of the product. Error free writing should not be idealized and they must make difference between error and mistake.
- ix) English teachers must be encouraged to engage in activities that are essential for creativity, such as risk taking and viewing of their own learning.
- x) English teachers can also arouse the learners’ interest in creative writing, so that their works will be published in a school magazine; it is potentially futile to continue writing unless there are intrinsic rewards in the process.
- xi) Finally, the school timetable should give importance to creative writing.

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Management Concepts and Theories, the Strategic Development Levels on Transfer Organizational Work in the Poor Countries

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Abstract

In this study we have aimed at the assessment of the strategic management level in Albania. The study focuses companies and industries selected in the Albanian environment. The purpose of the study is to analyze the business environment of the selected industries, how much do these industries know the environment in which they operate and how capable are they to get oriented in this environment. The study is conducted in the period 2012. The survey data was collected from questionnaire forms filled in by these companies. Two classification criteria were used in selecting the companies: the size of the firm and the nature of the industry the firm belong to. The study is divided into three parts, where the strategic management level of these companies is studied based on each selection criteria. The first part of the survey examines and evaluates the strategic management level by considering the size of the firm. Diversity in management practices as we go around the world has been recognized in U.S management literature for more than 30 years. The term "comparative management" has been used since the 1960s to 2011. However, it has taken much longer for the U.S academic community to accept that not only practices but also the validity of theories may stop at national borders and I wonder whether even today everybody would agree with this statement. The results show that behavioral differentiation affects perceptions of effectiveness. Contrary to the hypothesis, the effects of the four measures of behavioral differentiation on perceptions of effectiveness are not all positive and not all significant. It is interesting that behavioral differentiation affects subordinates and peers perceptions of effectiveness negatively and superiors perceptions of effectiveness positively in management steep.

Keywords: *General management theory, validity of theories, leadership performances, nature of organizational work, transfer of roles, leadership*

I. Introduction

The concept of behavioral complexity implies that a more holistic examination of a manager's leadership performance should be conducted than is done in more traditional leadership research approaches. Future leadership research needs to take serious Van Fleet and Yukl's (1986) assertion that upward and lateral influence can be as important as downward influence to the accomplishment of an organization's mission (Bass, 1990, p.908). In addition, future leadership research should not only use "more sophisticated evaluations of the interactional processes of leaders...with subordinates...peers and superiors" (Bass, 1990, p.880), but also more sophisticated evaluations of the interactional processes of leaders as members of cross-functional, cross-departmental, cross-company, and cross-national teams. (Bodlinn 2012) This paper revisits the role of targeted transfers in poor countries in the light of the new theories on the social costs of uninsured risks and unmitigated inequalities. Recognizing that the policy implications depend crucially on whether there is good empirical evidence to support the theoretical arguments, the bulk of the first half of the paper discusses the evidence.

Katz and Khan (1978) considered "the influential increment over and above mechanical compliance with the routine directives of the organization" to be the essence of leadership. Their definition does not limit the study of leadership to superior-subordinates relationships. Managers can exert leadership in their interactions with different types of followers, including peers and superiors. The changing nature of organizational work (Kanter, 1989; Conger, 1993) requires us to take a broader perspective of leader-follower relationships

I.1 Implications for management theory

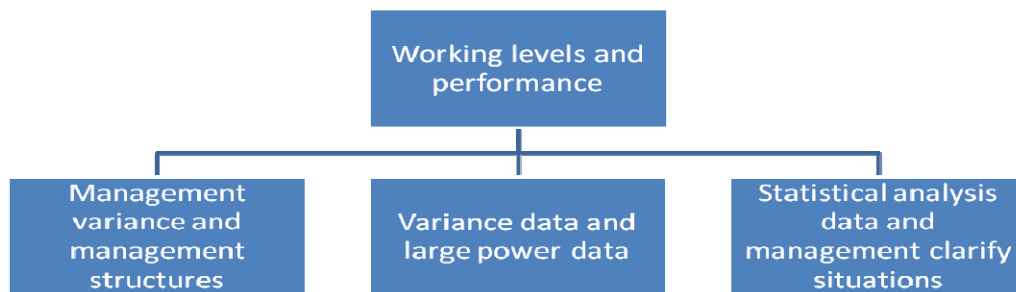
Cultural differences between nations can be, to some extent, described using first four and now five, bipolar dimensions. The position of a country on these dimensions allows us to make some predictions on the way their society operates, including their management processes and the kind of theories applicable to their management. As the word culture plays such an important role in my theory, let me give you my definition, which differs from some other very respectable definitions. Culture to me is the collective programming of the mind which distinguishes one group or category of people from another. In the part of my work I am referring to now, the category of people is the nation. Culture is a construct that means it is "not directly accessible to observation but inferable from verbal statements and other behaviors and useful in predicting still other observable and measurable verbal and nonverbal behavior".

Revisiting the equity-efficiency trade-off

The presumption that there is an aggregate trade off between the twin goals of economic growth and lower inequality can be questioned for a number of reasons including the following: • Unless a person can initially assure that her basal metabolic rate (BMR) — the food energy intake needed to support bodily functions at rest — is reached there can be no productive activity of any sort. This “threshold effect” can mean that an economy generates massive involuntary unemployment under one distribution of assets, while a more equitable distribution yields full employment and high output (Dasgupta and Ray, 1986).

It should not be reified; it is an auxiliary concept that should be used as long as it proves useful but bypassed where we can predict behaviors without it. The first dimension is labeled Power Distance, and it can be defined as the degree of inequality among people which the population of a country considers as normal: from relatively equal (that is small power distance) to extremely unequal (large power distance). All societies are unequal, but some are more unequal than others.

Tab I Four dimensions of PD management levels,



Source: Kantter K 1989

These arguments are fine in theory, but what does the evidence suggest? Compilations of aggregate data on growth and distribution suggest that countries with higher initial inequality tend to experience lower rates of growth controlling for other factors including initial income, openness to trade and the rate of inflation.

Indeed, if inequality is sufficiently high, countries that would have good growth prospects at low inequality may well realize little or no overall growth or progress in reducing poverty. It has been estimated that about one fifth of the date-country combinations in a data set for developing countries were cases in which inequality was so high as to stifle pro-poor growth (Ravallion, 1997b). The same applies to the

dimensions I introduced. They are constructs too that should not be reified. They do not “exist”; they are tools for analysis which may or may not clarify a situation. In my statistical analysis of empirical data the first four dimensions together explain 49 percent of the variance in the data. The other 51 percent remain specific to individual countries. The first four dimensions were initially detected through a comparison of the values of similar people (employees and managers) in 64 national subsidiaries of the IBM Corporation. People working for the same multinational, but in different countries, represent very well-matched samples from the populations of their countries, similar in all respects except nationality.

2 Literature Review and Hypotheses

An article I published in *Organizational Dynamics* in 1980 entitled, “Do American Theories Apply Abroad?” created more controversy than I expected. The article argued, with empirical support, that generally accepted U.S theories like those of Maslow, Herzberg, McClelland, Vroom, only very partly apply outside the borders of their country of origin—assuming they do apply within those borders. Among the requests for reprints, a larger number were from Canada than from the United States. The choice of control variables in identifying the relationship is also open to question. For example, past tests of the effect of inequality on growth have controlled for the human capital stock, yet reducing investment in human capital is presumably one of the ways that inequality matters to growth. The validity of the common assumption that initial inequality has a linear effect on aggregate growth is also questionable: Banerjee and Duflo (1999) find evidence that changes in income inequality are bad for growth, whichever way the changes go. Then policies that prevent rising inequality are good for growth, but those that reduce current inequality are not.

Given the concerns about tests using country-level data, it is promising that these theories also have some testable implications for micro data. The following are examples: • Farm yields (output per acre) in poor countries tend to be lower the larger the landholding; Binswanger et al (1995)

2.1 American management theories and the different dimensions

In comparison to other countries, the U.S. culture profile presents itself as below average, highly individualistic, fairly masculine, and short-term oriented. The Germans show a stronger uncertainty avoidance and less extreme individualism: the Japanese are different on all dimensions, least on power distance; the French show larger power distance and uncertainty avoidance, but are less individualistic and somewhat feminine; the Dutch resemble the Americans on the first three dimensions, but score extremely

feminine and relatively long-term oriented; Hong Kong Chinese combine large power distance with weak uncertainty avoidance, collectivism, and are very long-term oriented. There is empirical support for another link between inequality and growth, via the incidence of under-nutrition. This is likely to lower aggregate productivity. For example, it has been found that undernourished farm workers in poor countries tend to be less productive (Strauss, 1986; Deolalikar, 1988). Also, malnutrition in children is thought to have adverse long-term consequences for their learning and hence future incomes; supportive evidence can be found in Bhargava (1999) (for Kenya), Glewwe et al. (2001)

H1: The concept of management and development of leader theories

H2: Smith and Mill used “management” to describe a process and “managers” for the persons involved, “management” in the American sense which has since been taken back by the British-refers not only to the process but also to the managers as a class of people?

H3: Local management is part of this infrastructure; it cannot be imported in package form. Assuming that with so-called modern management techniques and theories outsiders can develop a country has proven a deplorable arrogance.

2.1.1 Cultural constraints in management theories

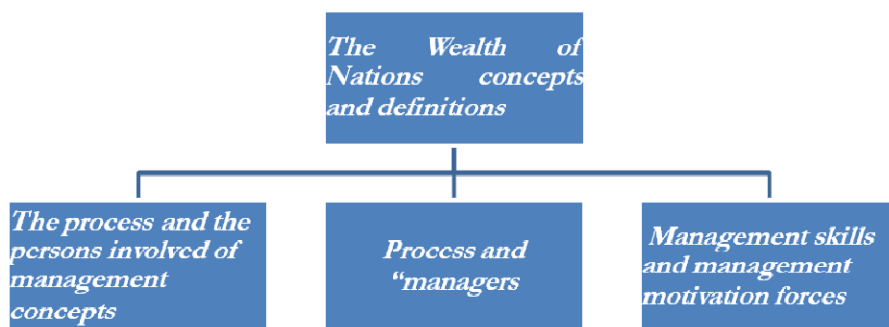
Employees and managers are human. Employers as humans, was “discovered” in the 1930s with the human relations school. Managers as humans was introduced in the late 40s by Herbert Simon’s “bounded rationality“, elaborated in Richard C and James March’s Behavioral theory of the firm (1963 and recently republished in a second edition) my argument is that management scientists, theorists and writers are human too: they grew up in a particular society in a particular period and their ideas cannot help but reflect the constraints of their environment.

Whether it is the poor who incur the largest costs of uninsured risk is not as obvious as is often claimed by casual observers. Jalan and Ravallion (2001b) tested for portfolio and other behavioral responses to idiosyncratic risk in the same rural areas of southwest China. They confirmed other findings that wealth is held in unproductive liquid forms to protect against idiosyncratic income risk. However, consistently with expectations from their theoretical model, they found that neither the poorest quintile nor the richest appear to hold liquid wealth because of income risk; it is the middle-income groups that do so. It appears that the rich in this setting do not need to hold precautionary liquid wealth, and the poor cannot afford to do so. The idea that the validity of a theory is constrained by national borders is more obvious in Europe, with all its borders, than in a huge borderless country like the U.S. Already in the sixteenth

century Michel de Montaigne, a Frenchman, wrote a statement which was made famous by Blaise Pascal about a century later: “Vérité endeu des Pyrénées erreur au-delà” - There are truths on this side of the Pyrénées which are falsehoods on the other. According to the comprehensive 10-volume Oxford English Dictionary (1971) the words “manage”, “management” and “manager” appeared in the English language in the 21st century. The oldest recorded use of the word “manager” is in Shakespeare’s *Love’s Labour’s*, dating from 1558, in which Don Adriano “a fantastical Spaniard”, exclaims (Act I, scene 188). Finding that transfers based on indicators of current poverty can bring long-term benefits, given factor market imperfections does not mean that they are the best policy option for this purpose. Policies to increase factor mobility can also have a role. Incentives to attract private capital into poorly endowed areas, and/or encourage labor migration out of them, could well be more poverty reducing than targeted transfers. There has been very little work on these policy choices, and one often hears overstated claims by advocates.

2.2 The science of economics and general Smith concepts

The founder of the science of economics, the Scot Adam Smith, in his 1776 book *The Wealth of Nations*, used “manage”, “management” (even “bad management”) and “manager” when dealing with the process and the persons involved in operating joint stock companies (Smith, V.) British economist John Stuart Mill (1806-1873) followed Smith in this use and clearly expressed his distrust of such hired people who were not driven by ownership. Since the 1880s the word “management” appeared occasionally in writings by American engineers, until it was canonized as a modern science by Frederick W. Taylor in *Shop management* in 1903 and in “*The Principles of Scientific Management*” in 1911.

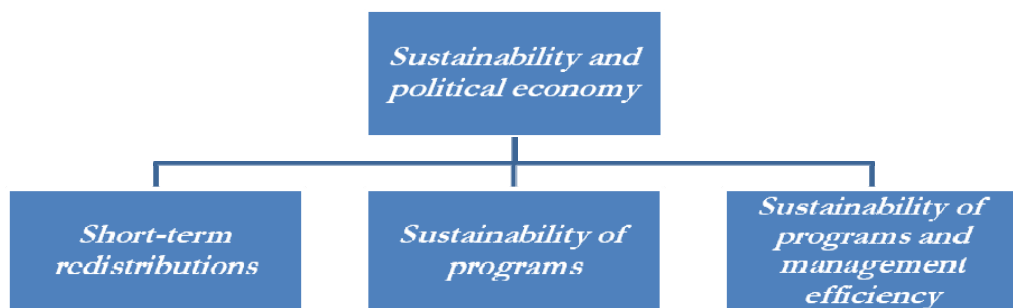


Tab 3: Frederick W. Taylor in *Shop management* in 1903, Source: “*The Principles of Scientific Management*” in 1911.

While Smith and Mill used “management” to describe a process and “managers” for the persons involved, “management” in the American sense which has since been taken back by the British-refers not only to the process but also to the managers as a class of people. This class (1) does not own a business but sells its skills to act on behalf of the owners and (2) does not produce personally but is indispensable for making others produce, through motivation. Members of this class carry a high status and many American boys and girls aspire to the role. In the U.S the manager is a cultural hero.

2.2.1 Management in contexts in modern economies

Sustainability and political economy: While theory points to efficiency gains from permanent redistribution, the implications of short-term redistributions are less clear. The insurance gains from targeted transfers also depend on the sustainability of programs across different states of nature, including coverage across groups facing different risks. In these respects the record is mixed. Some programs like the EGS have been sustained over long periods, and appear to have provided effective insurance. Let us now turn to other parts of the world. We will look at management in its context in other successful modern economies: Germany, Japan, France, Holland, and among the overseas Chinese and the real case of Albania, one poor country that inspire to enter in EU unit.



Tab 4: *Management in contexts in modern economies, Source: Bass, B.M and Stogodill' V,1990, 1998*

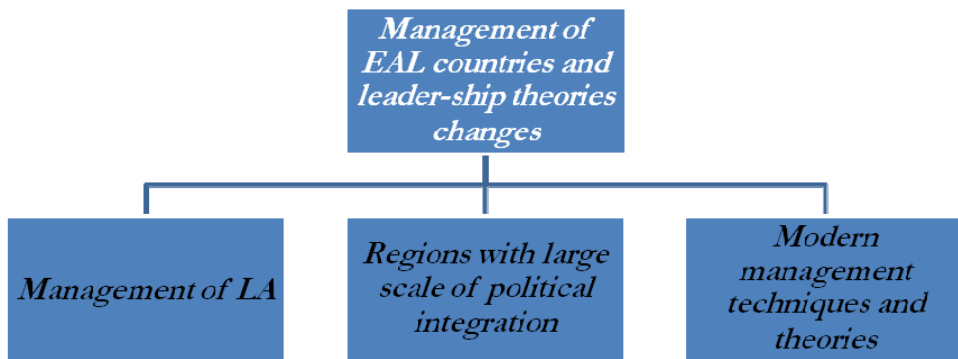
3. Methodology and Research Goal

Four-fifths of the world population, live in countries that are not rich but poor. After World War II and decolonization, the stated purpose of the United Nations and the World Bank has been to promote the development of all the world's countries in a war on poverty. After 40 years it looks very much like we are losing this war. If one thing

has become clear, it is that the export of Western-mostly American-management practices and theories to poor countries has contributed little to nothing to their development. There has been no lack of effort and money spent for this purpose: students from poor countries have been trained in this country and teachers and Peace Corps workers have been sent to the poor countries. If nothing else the general lack of success in economic development of other countries should be sufficient argument to doubt the validity of Western management theories in non-Western environments.

3.1 Management transfer to poor countries

If we examine different parts of the world the development picture is not equally bleak, and history is often a better predictor than economic factors for what happens today. There is a broad regional pecking order with East Asia leading. The little dragons have passed into the camp of the wealthy; then follow Southeast Asia (with its overseas Chinese minorities), Latin America (in spite of the debt crisis), South Asia and Africa always trails behind. Several African countries have only become poorer since decolonization.



Tab 5 Management transfer to poor countries, Source: Jon Stuart Mill, 1989

Regions of the world with a history of large-scale political integration and civilization generally have done better than regions in which no large-scale political and cultural infrastructure existed, even if the old civilizations had decayed or been suppressed by colonizers. It has become painfully clear that development cannot be pressure-cooked; it presumes a cultural infrastructure that takes time to grow. Local management is part of this infrastructure; it cannot be imported in package form. Assuming that with so-called modern management techniques and theories outsiders can develop a country has proven a deplorable arrogance. At best, one can hope for a dialogue between equals

with the locals, in which the Western partner acts as the expert in Western technology and the local partner as the expert in local culture, habits and feelings.

3.2 A theory of culture in management

Our trip around the world is over and we are back in the United States. What have we learned? There is something in all countries called “management” but its meaning differs to a larger or smaller extent from one country to the other, and it takes considerable historical and cultural insight into local conditions to understand its processes, philosophies and problems. If already the word may mean so many different things, how can we expect one country’s theories of management to apply abroad? One should be extremely careful in making this assumption and test it before considering it proven. Management is not a phenomenon that can be isolated from other processes taking place in a society. During our trip around the world we saw that it interacts with what happens in the family, at school, in politics and government. It is obviously also related to religion and to beliefs about science. Theories of management always had to be interdisciplinary, but if we cross national borders they should become more interdisciplinary than ever.

3.3 Literature and Development concept

The second dimension is labeled Individualism and it is the degree to which people in a country prefer to act as individuals rather than as members of groups. The opposite of individualism can be called Collectivism, so collectivism is low individualism. The way I use the word it has no political connotations. In collectivist societies a child learns to respect the group to which it belongs, usually the family, and to differentiate between in-group members and out-group members (that is, all other people). When children grow up they remain members of their group, and they expect the group to protect them when they are in trouble. In return, they have to remain loyal to their group throughout life. In individualist societies a child learns very early to think of itself as “I” instead of as part of “we”. It expects one day to have to stand on its own feet and not to get protection from its group any more; and therefore it also does not feel a need for strong loyalty.

4. Discussion

While leadership researchers have emphasized that managers need to vary the performance of their leadership functions depending on characteristics of their followers, the task, the organizational culture, their position power, and other factors,

they have commonly equated followers with subordinates. The research presented in this paper has taken a distinctly different approach and examined the leadership behaviors of two groups of managers in their interactions with the members of their superiors and peers, in addition to their subordinates. The argument was made that in order for managers to be effective leaders in their interactions with their subordinates, peers, and superiors, they need to have a broad repertoire of leadership functions at their disposal as well the ability to vary the performance of these leadership functions depending on the organizations role of the person with whom they interact.

The results of this study show that behavioral repertoire has strong positive effects on subordinate, peer, and superior perceptions of effectiveness. These results indicate that to be effective it is important for managers to not only perform their leadership functions frequently in interactions with their subordinates, but also in their interactions with their peers and superiors. Having a broad portfolio of leadership functions at one's disposal will increase the likelihood that one can effectively meet the demands of the member of one's organizational role-set.

5. Conclusion

In fact the management theorist who ventures outside his or her own country into other parts of the world is like Alice in Wonderland. He or she will meet strange beings, customs, ways of organizing or disorganizing and theories that are clearly stupid, old fashioned, or even immoral-yet they may work, or at least they may not fail more frequently than corresponding theories do at home. Then, after the first culture shock, the traveler to Wonderland will feel enlightened and may be able to take his or her experiences home and use them advantageously. All great ideas in science, politics, and management have travelled from one country to another, and been enriched by foreign influences. The roots of American management theories are mainly in Europe: with Adam Smith, John Stuart Mill, Lev Tolstoy, Max Weber, Henri Fayol, Sigmund Freud, Kurt Lewin, and many others. These theories were replanted here and they developed and bore fruit. The same may happen again. The last thing we need is a Monroe doctrine for management ideas.

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Analysis of the Variance Spectra (Anovas) of Deaths from Road Traffic Accidents in Lagos State, Nigeria

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Abstract

This paper examines the analysis of variance spectra (ANOVAS) of deaths from road traffic accidents in Lagos State, Nigeria and to suggest preventive and corrective safety approaches towards reducing deaths from road traffic accident in the study area. The variance spectra for Ikorodu, Ajeromi/Ifelodun, Lagos Island, Lagos Mainland; Ikeja, Epe and Badagry Local Government Areas shows no regularity in the occurrence of deaths from road traffic accident patterns. However, on the average, 90% of the reported number of deaths from road traffic accident variation in the long period of accidents occurrence of Lagos State are composed of different cycles. This means that 90% of deaths from (RTA's) could be attributed to recklessness on the part of drivers, ignorance of highway codes, driving under the influence of alcohol, wrongful overtaking, over speeding etc. Based on the findings, policy recommendations were proffered on how to reduce the ugly incidence of road traffic deaths in Lagos state and Nigeria in general.

Keywords: Variance Spectra; deaths; traffic; accidents; road; Lagos State; vehicles.

I. Introduction

Road traffic accident rates and fatality rates in the industrialized countries have tended to exhibit pronounced downward time trends. Some Scholars i.e. Oppe (1991) interpret the downward trend as evidence of experimental learning, while others like Peltzman (1975), Harvey and Durbin (1986) and Broughton (1999) treat it as a nuisance parameter that happens to be essential for model fitting.

In almost all countries in Africa, Asia and Latin America road traffic crashes have become one of the leading causes of death in order children and economically active adults between the ages 30 and 49 years (Murray et al, 1996; Ross et al, 1991; Jacobs et al, 2000 and Atubi 2012g). despite this burgeoning problem, little attention has been paid to road traffic injury prevention and treatment in most developing countries. Efforts to combat the problem of injuries have in most cases been hampered by paucity of funds and lack of relevant data. It is however a fact that organized road safety

research, adoption of cost – effective accident reduction and prevention techniques and trauma care are associated with a decreased road traffic mortality and morbidity (Murray et al, 1996; Mock et al, 1998).

A study of road traffic accident trends in Nigeria between the period 1960 and 2001 revealed a sharp increase in fatal accident occurrence. Between 1960 and 1969, it was observed that over 18,000 deaths occurred as a result of road accidents. By the third and fourth decades (1980-2001), this figure increased to about five times, that is, more than 116,022 deaths (Omojola, 2004; Atubi, 2006). The number of people killed in road accidents between 1990 and 2005 rose from 28,253 and the fatality rate remains consistently high (Atubi, 2009c).

Thus, Nigeria's annual 8,000 to 10,000 accident deaths between 1980 and 2003 were a personal and traffic safety, problem, as well as a terrible waste of human resources for the country. In terms of the personal safety, problem Nigeria and indeed Lagos State is a high risk region with an average of 32 traffic deaths per 1,000 people (Filani et al, 2007; Atubi, 2010c). This is very high compared with the united state's 1.6 traffic deaths per 1,000 population and with the united kingdom's 1.4 deaths per 1,000 people (Trinca et al, 1988). In terms of traffic safety, there are on average 23 accidents per 1,000 vehicles in Nigeria (i.e. 230 per 10,000 vehicles) far in excess of the accident rate in the USA (2.7 accidents per 10,000 vehicles) and the UK (3.2 accidents per 10,000 vehicles).

According to data from the Nigeria Federal Road Safety commission, the country has the highest rate of death from motor accident in Africa; leading 43 other nations in the number of deaths per 10,000 vehicles crashes (FRSC, 2006, Obinna, 2007. P. 35). Nigeria is followed by Ethiopia, Malawi, and Ghana with 219,183 and 178 deaths per 10,000 vehicles respectively (Daramola, 2004).

Road traffic accidents statistics in Nigeria reveal a serious and growing problem with absolute fatality rate and casualty figure rising rapidly. In majority of developing countries, accident occurrence and related deaths are relative to either population or number of vehicles. Ironically, in Nigeria, studies have indicated that better facilities in terms of good quality and standardized roads have been accompanied by increasing number of accidents (Onakomaiya, 1988; Gbadamosi, 2002; Atubi and Onokala, 2009). This is totally contrary to the trends in countries where even the level of sophisticated road network and volume of vehicular traffic are much higher (Atubi, 2010a).

2. Study Area

Lagos State is a suitable case study because it hosts metropolitan Lagos, Nigeria's major traffic centre, fastest growing city, and most heavily motorized urban area in the

country. Consequently, the state has one of the highest accident and casualty rates in the country (Federal Republic of Nigeria, 1997, p. 6). Moreover, the traffic situation in Lagos State is bad because of the absence of effective planning, vehicle-misuse, poor management, inadequate street parking, traffic congestion, delays and accidents among other contributory factors.

Lagos State is situated in the South Western corner of Nigeria. This elongated state spans the Guinea Atlantic coast for over 180km, from the Republic of Benin on the west to its boundary with Ogun State in the east (Figure 1), while Lagos State is the smallest in Nigeria, it has over 5 percent (i.e. 9,013,534) of the country's estimated 140 million people (National Population Census, 2006). Its rate of population growth has been in excess of 9 percent per annum, or 25,000 per month or 833 per day or 34 per hours in the last decade (Lagos urban Transport Project, 2002). This population increase has been accompanied by a corresponding increase in motor vehicles and traffic accidents. However, accident rates in Lagos State are still very much on the high side compared to other states in the federation. But, fatalities and non-survival indices for the state are on the decline. This is attributable to its high level of traffic congestion (which reduces the probability of the high fatality accidents resulting from over speeding) and accessibility to good post – crash medical care in the Lagos metropolitan area.

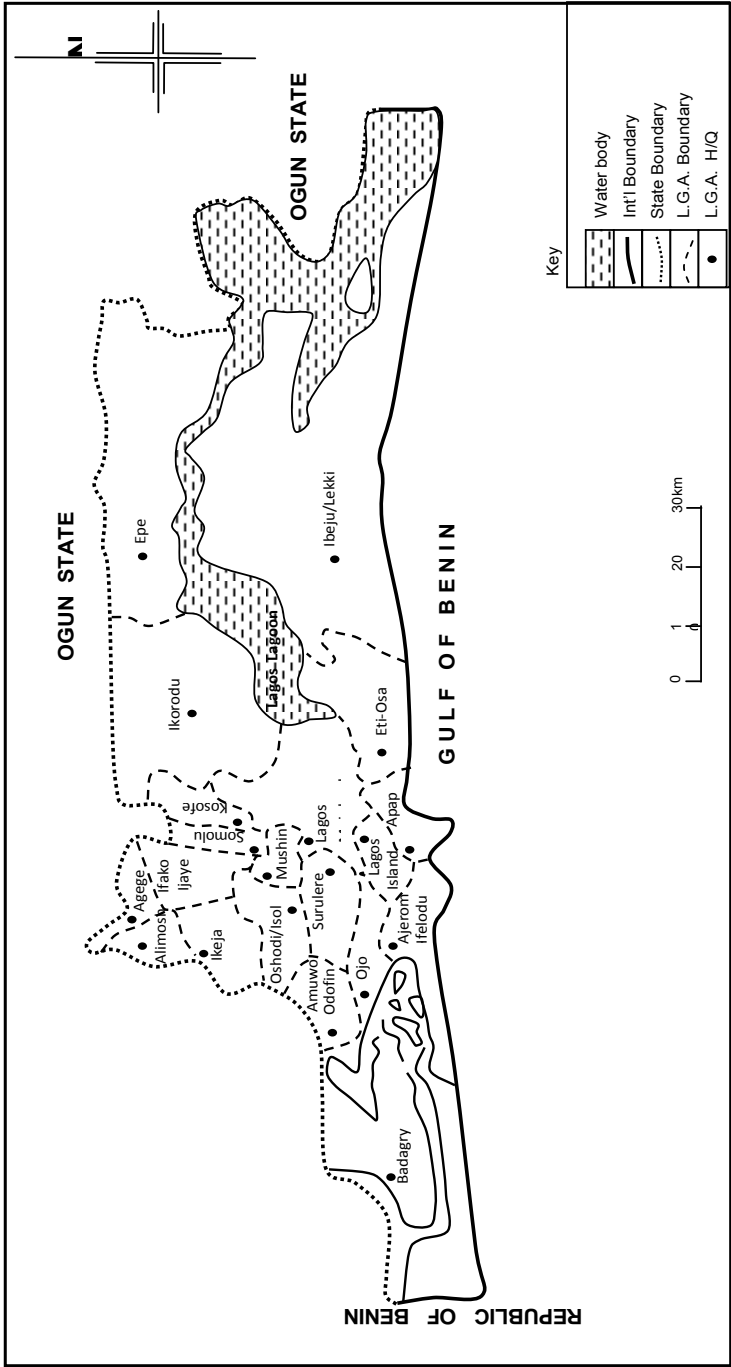


FIG. 1: MAP OF LAGOS STATE SHOWING THE 20 L.G.A.S

Source: Lagos State Ministry of Environment and Physical Planning (1999)

3. Research Methodology

The data used in this study were derived from secondary source. The secondary data includes records of road traffic accidents (RTA) characteristics, such as total number of accidents, total number of deaths, total number of injuries, fatal, serious and minor cases of road traffic accidents in Lagos State for a period of 32 years (i.e. 1970-2001). This study covers the 20 local government areas of Lagos State, but only eight (8) local government areas were considered for this particular analysis. This is because the eight local government areas are relevant to the harmonic analysis behaviour. They were selected based on available data as well as the nature of the study area because there were only eight local government areas with complete data from 1970-2001.

4. Discussion of Results/Findings

On the arithmetic mean reported number of deaths from road traffic accidents in Lagos State, generally the 1st harmonic contributes the highest percentage variance of 27.81%, closely followed by the 3rd and 8th harmonics contributing 22.15% and 9.57% of the total variance respectively (Table I). The lowest percentage variance of 0.20% is contributed by the 7th harmonic. The 16 harmonics contribute 98.56% of the total variance in the time series

Table I: Variance spectra of number of deaths from Road Traffic Accidents

	Lagos		Lagos Island		Ikorodu		Ajeromi		Badagrey		Epe		Ikeja		Mushin		Lagos Mainland	
Harmonics	%V	Amp	%V	Amp	%V	Amp	%V	Amp	%V	Amp	%V	Amp	%V	Amp	%V	Amp	%V	Amp
1	27.81	73.50	4.36	22.37	50.27	8.20	57.26	21.78	50.21	8.10	59.03	5.00	58.75	29.98	33.21	16.92	47.14	19.10
2	3.77	27.05	5.59	25.32	6.42	2.93	0.11	0.95	7.51	3.13	0.45	0.44	0.25	1.97	1.55	2.39	4.12	5.65
3	22.15	65.59	7.48	29.31	3.49	2.16	4.87	6.35	9.41	3.51	7.30	1.76	12.39	13.77	1.23	2.58	4.43	3.33
4	1.63	17.78	5.05	24.08	1.35	1.34	3.30	5.23	1.78	1.52	7.27	1.75	0.15	1.53	4.83	5.1	5.28	6.39
5	7.56	38.33	5.31	24.68	0.83	1.05	6.08	7.10	2.95	1.96	3.00	1.15	3.56	7.33	1.06	2.39	1.58	3.50
6	9.35	42.62	8.71	31.62	9.15	3.50	4.59	6.16	7.53	3.13	2.20	0.96	4.28	8.09	5.71	5.54	5.92	6.30
7	0.20	6.21	4.30	23.48	0.67	0.94	2.53	7.62	1.50	1.40	0.97	0.64	0.16	1.59	2.10	3.36	1.19	3.03
8	9.57	43.12	9.17	3.44	6.09	2.86	4.92	6.38	1.18	1.25	4.15	1.33	3.55	7.33	5.81	5.59	6.44	7.06
9	1.18	15.11	5.55	2.24	10.32	3.30	0.39	1.79	0.57	0.66	150.00	0.30	0.17	1.64	1.54	2.88	1.55	3.47
10	3.40	25.63	7.77	29.37	1.25	1.28	2.42	4.48	0.21	0.52	0.80	0.58	1.04	3.98	4.65	5	5.32	6.41
11	0.40	8.36	5.23	24.02	2.57	1.85	3.14	5.10	9.53	3.53	3.67	1.25	0.30	2.15	4.91	5.14	7.6	7.67
12	0.51	9.97	5.51	25.15	0.19	0.51	0.15	1.11	0.61	0.39	2.80	1.09	0.36	2.35	1.81	3.12	6.88	2.61
13	1.95	19.44	4.21	21.08	1.89	1.58	4.74	6.27	0.27	0.59	0.23	0.32	3.65	7.47	5.09	5.23	6.32	6.99
14	3.88	27.46	8.38	31.01	0.04	0.23	1.18	3.12	1.12	1.21	1.71	0.85	1.35	5.32	0.45	1.55	6.66	2.26
15	1.84	10.92	6.55	27.42	1.72	1.52	0.49	2.01	0.71	0.96	1.57	0.83	0.57	2.97	0.78	2.06	0.23	1.35
16	3.36	25.56	6.32	26.94	0.19	0.50	1.33	3.38	0.36	0.69	0.04	0.13	0.35	2.31	0.00	0.06	0.01	0.31

% v = Percentage variance

Amp = Amplitude

Similarly, for Lagos Island Local Government Area, the 8th harmonic contributes the highest percentage variance of 9.17%, closely followed by the 6th harmonic of 8.71% and the 14th harmonic which has 8.38% variance of the total variance observed. The 13th harmonic contributes the lowest percentage variance of 4.21% to the total variance of the time series. The total percentage variance contributed by all 16 harmonics is 99.48%.

For Ikorodu Local Government Area, the 1st harmonic contributes the highest percentage variance 50.27% and the 9th harmonic which has 10.82% variance of the total variance observed. This is closely followed by the 6th harmonic of 9.15%. The total percentage variance contributed by all 16 harmonics is 96.94%. The 14th harmonic contributes the lowest percentage variance of 0.04% to the total variance of the time series.

Similarly, the 1st harmonic accounts for the highest percentage variance of 57.26% for Ajeromi/Ifelodun Local Government Area, closely followed by the 5th and 8th harmonics with percentage variances of 6.08% and 4.92% respectively. The 2nd harmonic contributes the lowest percentage variance 0.11%. The 16 harmonics contributes a total of 97.6% to the temporal pattern of reported death from road traffic accident occurrence over the part of Lagos State.

For Badagry Local Government Area, the 1st harmonic contributes the highest percentage (50.21%) of the total variance, closely followed by the 11th and 3rd harmonics which contributes 9.53% and 12.59% of the variance respectively. The 10th harmonic contributes the lowest percentage variance (0.21%). All 16 harmonics contributes a total of 95.48% of the variance in temporal occurrence of number of deaths from road traffic accidents over the 32 years. In other words, 95.48% of the total variation in long period of number of deaths from road traffic accidents occurrence in Badagry Local Government Area are composed of different cycles.

Similarly, 1st harmonic account for the highest percentage variance of 59.03% for Epe Local Government Area, closely followed by the 3rd and 4th harmonic with percentage variances of 7.30% and 7.27% respectively. The 16th harmonic contributes the lowest percentage variance (0.04%). The 16 harmonics contributes a total of 96.8% to the temporal pattern of number of deaths from road traffic accident occurrence over that part of Lagos State.

For Ikeja Local Government Area, the 1st harmonic contributes the highest percentage variance of 58.75%, closely followed by the 3rd and 6th harmonics which contributes 12.39% and 4.28% of the variance respectively. The 4th harmonic contributes the lowest percentage variance of 0.15%. All 16 harmonics contribute a total of 91.38% of the variance in the temporal occurrence of reported number of death over the 32 years.

Similarly, the 1st harmonic accounts for the highest percentage variance of 53.21% for Mushin Local Government Area, closely followed by the 8th and 6th harmonics with percentage variances of 5.81% and 5.71% respectively. The 6th harmonic contributes to the lowest percentage variance (0.01%). The 16 harmonics contributes a total of 94.74% to the temporal pattern of reported number of death from road traffic accident occurrence over the part of Lagos state.

For Lagos Mainland Local Government Area, the 1st harmonic contributes the highest percentage (47.14%) of the total variance, closely followed by the 11th and 8th harmonics which contributes 7.60% and 6.44% of the variance respectively. The 16th harmonic contributes the lowest percentage variance (0.01%). All 16 harmonics contributes a total of 94.87% of the variance in the temporal occurrence of deaths from road traffic accident over the 32years. In other words, 94.87% of the reported number of deaths from road traffic accident variation in the long period of accident occurrence of Lagos State are composed of different cycles. This means that 94.87% of the deaths from road traffic accidents could be attributed to recklessness on the part of drivers, ignorance of highway codes, driving under the influence of alcohol, wrongful over taking, over speeding etc leaving 5.13% to other factors.

5. Implication of Findings/Recommendations

Prevention measures should be taken which would include proper design of road networks as well as the planning of the general public transport system to ensure that it runs in an effective and efficient manner as this would reduce the volume of vehicles plying the roads; these measures must be commenced in the early stages of urban planning.

One area where stakeholders could focus on to work with government would be the improvement of the roads and adjacent road space. The general condition of roads is poor, with potholes and all sorts of obstacles in the way. It is common to see animals on the rural roads, as well as children using them as play grounds. In the urban setting there is a general misuse of the roads. Vehicles are often in adequately parked. In some places, sidewalks do not exist, forcing people to walk on the road. Root causes of the problem are the general lack of education about safe driving and walking, and the inadequate road infrastructure.

To deal with the local government areas that are prone to death from road traffic accidents in Lagos State (i.e. Lagos Island, Ikorodu, Badagry, Ajeromi/Ifelodun, Lagos Mainland, Mushine, Ikeja and Epe) the authorities should provide recommendations for strong political commitment to ensure on a long term basis, appropriate monitoring of the road accident situation in which pertinent decisions can be made.

Government efforts towards road traffic accident reduction in the study area; in the light of the findings of this study should be elaborate, total and wide spread covering every segment of the state. Both the police and the federal road safety commission (FRSC) should consider the whole of the study area as accident prone area, and thus, police, FRSC should be treated accordingly. It is important to say that the setting up of Lagos Metropolitan area transport authority (LAMATA) as an additional law enforcement agents for the maintenance of the roads, towing of broken down vehicles and those involved in road traffic accidents is inevitable.

6. Conclusion

While emphasizing an accident prevention policy, it is important that the policy of government emphasizes a reduction in the amount of people's exposure to the automobile through a deliberate reduction in the need for people to move. Policies such as landuse planning measures and public transport measures should be properly implemented.

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The Role of the New Technologies in the Italian Primary School: Historical and Educational Outlines

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Abstract

Education is a process which helps the growth of the students. Thanks to it students can grow, develop and become adult and qualified persons in different fields of the humans' activity. Hence, the school educates only when it supports the students in getting and developing their own skills and when it helps them to get new attitudes towards themselves as well as the human, natural and artificial world. In this perspective, the school cannot continue to be a mere teaching-learning environment, just making frontal lessons, even if with the support of advanced multimedia technologies, but it should, indeed, focus the attention on the learning processes. This is the deepest change that the school needs. The possibilities offered by the computers in the educational field are many, especially as support in special didactics. In this sense, the access to multimedia and telematics has caused the activation of an autonomous process to build knowledge. The interpersonal exchanges mediated by the computer can break the isolation of a disabled person. The introduction of multimedia in school can then enhance both the teacher and the student to help the cooperative dimension of the teaching / learning process. The school has to open itself to new technologies and help the students to select the necessary information for the construction of the knowledge. Hence, it is of paramount importance to highlight the need for an adequate teaching-learning planning, so that the use of computers won't be extempore but it will be a suitable support for the learning process, selecting methods, tools, materials and time together with intervention strategies. The use of technologies in the elementary school represents a teaching resource, but it requires the compliance with specific conditions and the use of procedures which can match with the ministry guidelines and the all the problems related to the delicate phases of growth and development of the children.

I. Introduction

The great technological and scientific changes, the complex demands of our modern

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society, the importance of human and children rights acclaimed by the current paideutic view and the relation between the computerized culture and the educational processes, all gave origin to a polysemous concept of education that has ceased to be definitive acquisition of values but has become science in progress, at the service of the society, attempting to translate its needs, trends and values.

This approach has had a deep impact on the role of the school itself, which today is called to match the need to transfer a well-established culture with the need to prepare the future of mankind.

The introduction of the Programs of 1985, the Regulations introduced by the Law no. 148 of 1990, the Reform of Education introduced by the Law no. 53 of 28 March 2003, the National Guidelines for the curriculum introduced by Legislative Decree no. 59 of 19 February 2004, before and after the Ministerial Decree 31 July 2007 and the last ministerial regulations have all completely revolutionized the view of the school with the aim to pursue a highly qualitative, functional, pluralistic and multi-structured educational model.

Hence, nowadays the primary school has become a teaching-learning environment that starts the process of the first educational literacy with the aim to provide the students with the tools that can help them to develop the effective even if not final knowledge.

Consequently, a school operating in the so-called Technotronic Age should alphabetize the students, enabling them to master the languages of the new technologies and providing them with the ability to combine structures, paths, content and methods.

Consequently, it is important to increase the students' ability to manage changes, exercising, according to Postman, (VV.AA., 1995), a thermostatic activity, that is the ability to attain a continuity and deal with the changes with the intent to improve the social life.

In fact, if a computerized literacy is a prerequisite to live in a computerized society, the school shouldn't be indifferent to the current changes and innovations. It should help the students to understand the nowadays reality, which is characterized by iconic, electronic and TV messages. It should help them to understand these messages in order to acquire a new knowledge.

Education is a process which helps the growth of the students. Thanks to it students can grow, develop and become adult and qualified persons in different fields of the humans activity. Hence, the school educates only when it supports the students in getting and developing their own skills and when it helps them to get new attitudes towards themselves as well as the human, natural and artificial world.

2. Historical and Educational Outlines

Richmond, in his book *The Teaching Revolution*, had already indicated the computer assisted instruction as the experimental instrument to discover new dimensions in education. (Richmond, 1975)

It is important to emphasize that computers help children to acquire new forms of knowledge that would otherwise be incomprehensible and abstract to them.

It is indeed *"a new rationality that can strengthen the learning process that occurs through the construction of logical models of the reality"*. The computer, as a tool of knowledge, stimulates thinking; it helps you to think about and, according to Papert, it helps you to learn how to learn. (Papert, 1984)

Anyway, the computer and other technologies used in the educational field cannot in any way replace the teacher. The human being, indeed, in a highly technological situation, should not run the risk of losing his/her human side.

"Technology may still be considered as a tool but we should retain a metatemporal and metaspatial dimension." It is clear the need to constantly pay attention to the power of the human mind, to its resources and to how to take advantage of them to save man from the continuous technological progress.

Indeed, the Programs for the elementary school of 1985 read: *"Even the computer science requires a careful remark: on the one hand it highlights the idea of algorithm, on the other it shows the computer as a tool to explore the world of numbers, processing and interaction."*

The Ministry Programs showed the possibility to develop training routes that would introduce the initial but also consistent and productive use of computational and data processing devices. In this way the proposal to give more importance to technology would be more effective and the computer would be used as an essential instrument.

The Law 53/2003 clearly recalls a constant and profitable use of technology. In the text of the Reform, you read that *"to carry out the purposes of this Law, the Minister of Education, University and Research supports the development of multimedia technologies and the technology literacy, in the full respect for the pluralism principle of the computer solutions provided by technology, to encourage and develop the creative and collaborative skills of the students"*.

The Article no. I of this Law underlines the importance of the role of new technologies in the process of knowledge; *"since the school is the place where you learn to communicate in an in-depth way, it is inevitable to include ICT (Information and Communications Technology) in the sphere of its interests since kindergarten, so starting processes of gradual and progressive literacy which then become more and more aware and sophisticated."*

The National Guidelines for the Curriculum introduced by the Legislative Decree no. 59 of 19 February 2004 provide for the introduction of the ICT teaching in the first year of primary school and give a new and clear importance to the new technologies in the educational and training field.

In the Act of 8 September, 2009, the Italian Ministry of Education sets out the general criteria necessary to harmonize the educational, teaching and the organizational structures with the objectives of the regulation issued by the Presidential Decree no. 89 of 20 March, 2009 for the kindergarten and the primary school. This ministerial document highlights the attempt to harmonize what is expressed by the Legislative Decree no. 59 of 19 February 2004 and required by the Ministerial Decree of 31 July 2007.

It reads "... *The school works in a changing society. The challenges of the digital revolution, globalization and of the coexistence of different cultures and religions can be transformed into opportunities, thanks to the action of the school...*" and "...*Recently it has become evident the so-called "Digital Disconnect" between the school and the society. What apparently appears as a conflict must, however, represent a great opportunity for the school. It is so necessary to introduce new languages in the educational practice and make use of digital contents.*"

Therefore there should be a special care for the planning of the activities and the staging of technological equipment. In fact it is clear that increasingly modern, rich and structured equipment should be addressed to the powerful support that the new technologies (from PCs to the network browser, from the latest computer programs to digital books, from scanners to interactive whiteboards and new e-learning opportunities) can provide the teaching".

In this perspective, the school cannot continue to be a mere teaching-learning environment, just making frontal lessons, even if with the support of advanced multimedia technologies, but it should, indeed, focus the attention on the learning processes. This is the deepest change that the school needs.

The possibilities offered by the computers in the educational field are many, especially as support in special didactics. In this sense, the access to multimedia and telematics has caused the activation of an autonomous process to build knowledge. The interpersonal exchanges mediated by the computer can break the isolation of a disabled person.

The use of technology can help the process of self-knowledge.

Therefore the use of the computer at school becomes absolutely necessary to provide a learning path that is individualized, personalized and respectful of the limits of a subject, who can become an actor and not a mere spectator of his/her learning process supported by the computer.

The computer, in fact, facilitates the learning process and creates a learning environment in which pupils, every time they make mistakes, have the opportunity to try and try again.

Furthermore, the new technologies can improve the quality of the work performed.

In particular, it should be pointed out that the lack of motor coordination skills or other disabilities often tend to slow the capacity of production, especially the creative skills of a disabled person.

The inability of the subjects to perform some tasks, for any motor limitation, arises in the subject insecurities and anxieties that negatively affect his/her self-esteem.

Hypertext, hypermedia, and telematics offer many advantages, especially when they allow to browse the wide range of data of a computer system, thanks to a kind of information that recalls the mental processes.

The multimedia system offers the student a greater complicity and involvement, the space is unlimited and the same mental borders become more flexible and dynamic.

With the shift from the text to the hypertext, the school opens itself to multimedia and chooses a more alive and a more exciting culture for the users.

Piaget stated: "Intelligence is the System of Living and Acting Operations... The operation is nothing but action: real action, but internalized and reversible. To make the child combine operations, whether numeric operations or space operations, he must have manipulated, he must have acted, experienced not only on drawings but on a real world, on physical objects (Piaget, 1956).

Bruner wrote: *"At first the child's world is known to him principally by the habitual actions he uses for coping it. In time there is added a technique of representation through imagery that is relatively free of action. Gradually there is added a new and powerful method of translating action and image into language, providing still a third system of representation...."* He also wrote that the knowledge of a person is not only located in his mind, in a "solo" form, but also in the notes that he takes and consults, in the passages he highlights in the books that are on his shelves, in the manuals that he has learned to consult, in the information he has loaded into his computer, in his friends who can be traced for a reference or to ask a question, and so on almost indefinitely (Bruner, 1967).

These statements already refer to the possibilities that the virtual reality offers the students to operate, not only on a concrete level, but also on an iconic and symbolic level.

In fact, the virtual dimension has most of the features of the real one, including the perception of the shape, the three-dimensional dimension and the manipulability. The virtual objects, even if they appear in a three-dimensional shape, can however be moved, rotated and folded; compared to the concrete objects, they have a greater

flexibility, because the virtual objects can be enlarged or reduced, as well as moved and rotated.

On a psychological level there is a clear synchrony between the increase of the media in multimedia communication and that of the mind when generating ideas, which are created in a simultaneously visual, linguistic and dynamic way. Perhaps this is the reason for, according to the new theories about the teaching-learning process developed in the last decade, technology has produced new communication tools which are absolutely unique and which are getting closer and closer to the spontaneous human thought.

In this perspective, Wittgenstein's metaphor of "criss-crossed landscape" underlines the possibility to arrange multiple representations of reality that need to be open, nonlinear. It requires to go throughout these landscapes many different times but from different directions, to ensure the mastery of the contents (Lodrini 2002).

It comes out a need to create learning environments that include and emphasize the complex, rational and emotional network structures that characterize the cognitive processes. These processes, thanks to the interactivity allowed by these tools, get an explicit shape and become more easily observable, recordable, and analyzable.

Thanks to the virtual reality "Learners can control their own learning, learn from the others, and develop meta-cognitive skills, such as to reflect on their actions." (Jonassen 1994).

Hence fostering learning and knowledge through the use of virtual learning environments means fostering an *"anchored and generative learning, the cognitive flexibility, the transfer and the intentional learning."*

The Virtual Learning Environments are a resource in supporting teaching and learning strategies, without replacing the concrete learning environments (De Bartolomeis, 1978). They constitute an appropriate integration of it because they refer to specific activities (Piaget) and aim at the maturation of specific operational skills at a symbolic level; but, most of all, they come from concrete problem situations (Dorner, 1988) mainly related to the children life.

In this context, the simulation games, typical of AVA, are particular important (Ceriani, 1996), since they are experiential contexts that allow students to find / rediscover / reinvent / reconstruct concepts, ideas and theories, preferably according to the problem solving and the cooperative learning methodologies. (Sibilio, 2011)

3. Conclusion

The introduction of multimedia in school can then enhance both the teacher and the student to help the cooperative dimension of the teaching / learning process. The

school has to open itself to new technologies and help the students to select the necessary information for the construction of the knowledge.

Hence, it is of paramount importance to highlight the need for an adequate teaching-learning planning, so that the use of computers won't be extempore but it will be a suitable support for the learning process, selecting methods, tools, materials and time together with intervention strategies.

The use of technologies in the elementary school represents a teaching resource, but it requires the compliance with specific conditions and the use of procedures which can match with the ministry guidelines and the all the problems related to the delicate phases of growth and development of the children.

Therefore, it is necessary to require an *"approach that considers technology a resource, able to bring out new forms of critical considerations. There is a strong educational value of new technology every time they induce in some way to reflect on the underlying rules and on internal criteria. The achievement of higher levels of thinking (that is the ability to consider problems in a plurality of views, to consider them in unusual perspectives; it is the awareness of deeper and hidden relationships), represents one of the most important contributions that technology will be able to provide 'learning.'"*

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Tax Revenue and Economic Development in Nigeria: A Macroeconometric Approach

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Abstract

The study examines the impact of tax revenue on the economic growth of Nigeria, judging from its impact on infrastructural development from 1980 to 2007. To achieve this objective, relevant secondary data were collected from the Central Bank of Nigeria(CBN) Statistical Bulletin, Federal Inland Revenue Service (FIRS) and previous works done by scholars. The data collected were analyzed using the three stage least square estimation technique. The results show that tax revenue stimulates economic growth through infrastructural development. That is, it highlights the channels through which tax revenue impacts on economic growth in Nigeria. The study also reveals that tax revenue has no independent effect on growth through infrastructural development and foreign direct investment, but just allowing the infrastructural development and foreign direct investment to positively respond to increase in output. However, tax revenues can only materialize its full potential on the economy if government can come up with fiscal laws and legislations and strengthen the existing ones in line with macro economic objectives, which will check-mate tax offenders in order to minimize corruption, evasion and tax avoidance. These will bring about improvement on the tax administration and accountability and transparency of government officials in the management of tax revenue. Above all, these will increase the tax revenue base with resultant increase in growth.

Key words: Tax Revenue, Infrastructural Development, Foreign Direct Investment, Economic Growth.

I. Introduction

A Tax is a fee charged or levied by a government on a product, income, or activity. If it is levied directly on personal or corporate income, it is called a direct tax. If it is levied on the price of a good or service, then it is called an indirect tax. The main reason for taxation is to finance government expenditure and to redistribute wealth

which translates to financing development of the country (Ola, 2001, Jhingan, 2004, Musgrave and Musgrave, 2004, Bhartia, 2009). Whether the taxes collected are enough to finance the development of the country will depend on the needs of the country and, countries can seek alternative sources of revenue to finance sustainable development (Unegbu and Irefin, 2011). Tax revenue is the receipt from tax structures. Revenues accruing to an economy, such as Nigeria, can be divided into two main categories, which are; Oil Revenue (includes revenue from royalties, Petroleum Profit Tax (PPT), gas tax) and Non-Oil revenue (includes trade, loans, direct and indirect taxes paid by other sectors of the economy, Aids, agriculture etc).

However, tax revenue mobilization as a source of financing developmental activities in less developed economies has been a difficult issue primarily because of various forms of resistance, such as evasion, avoidance corrupt practices attending to it. These activities are considered as sabotaging the economy and are readily presented as reasons for the underdevelopment of the country. Government collects taxes in order to provide an efficient and steadily expanding non-revenue yielding services, such as infrastructure-education, health, communications system etc, employment opportunities and essential public services (such as the maintenance of laws and order) irrespective of the prevailing ideology or the political system of a particular nation. Tax is also the nexus between state and its citizens, and tax revenues are the lifeblood of the social contract. The very act of taxation has profoundly beneficial effects in fostering better and more accountable government (Tax Justice Network(TJN), 2012). Musgrave and Musgrave (2004) also stated that the economic effects of tax include micro effects on the distribution of income and efficiency of resource use as well as macro effect on the level of capacity output, employment, prices, and growth. However, the use of tax as an instrument of fiscal policy to achieve economic growth in most less developed countries cannot be reliable because of dwindling level of revenue generation. Consequent upon this, changing or fine-tuning tax rates has been used to influence or achieve macroeconomic stability. A critical examples of governments that have influenced their economic development through revenue from tax are; Canada, United States, Netherland, United Kingdom. They derive substantial revenue from Company Income tax, Value Added Tax, Import Duties and have used same to create prosperity (Oluba 2008).

A significant share of the tax revenue increase in Africa stems from natural resource taxes. This included income from production sharing, royalties, and corporate income tax on oil and mining companies (Pfister, 2009). Nigeria is a developing country whose major export is mainly crude oil. Also endowed with other natural resources such as; natural gas, tin, iron ore, coal, limestone, lead, zinc and arable land (Economy Watch, 2011). As a sovereign nation, Nigeria has a land mass that covers about 923, 768 sq km and have a population of about 149,229,090. According to

Tran (2008), emerging economies are nations that have large territories and populations, and they are undertaking extraordinary development projects that call for new infrastructure, such as power-generating plants and telecommunications systems. Also, United Nations (2005) asserts that, achieving the Millennium Development Goals(MDGs), for instance, low-income countries (LICs) are required to increase their domestic revenues by around 4 percent of the GDP. Also, to meet the MDGs, OECD countries have been urged to raise their level of aid to LICs to about 0.7 percent of their Gross National Income – but this is as nothing when compared to potential tax revenues. The infrastructural developments demand a lot of resources and funding. In many rich countries, tax constitutes 30-40 percent of the GDP (Golit, 2008 and TJN, 2012). Nigeria with a budget of N4.97 trillion for the year 2011, representing 12% increase of 2010 annual budget(Unegbu and Ireferin, 2011) shows that tax revenue is one of the ways of funding infrastructural developments specified in the budget. The tax base in Nigeria since had been on the increase in order to mobilize the resources needed to execute infrastructural projects. According to Kaldor(1963), those who believe that insufficient growth and investment is mainly a consequence of a lack of resources are chiefly concerned with increasing the resources available for investment through additional taxation. The availability and mobilization of revenue is the fundamental factor on which an economic development is sustained and managed. As noted by TJN(2012), tax is the most important, the most beneficial, and the most sustainable source of finance for development. Tax revenue in Africa, for example, is worth ten times the value of foreign aid. The long-term goal of poor countries must be to replace foreign aid dependency with tax self-reliance.

However, in Nigeria the contribution of tax revenue has not been encouraging, thus expectations of government are being cut short. Corruption, evasion, avoidance and tax haven indicators are strongly associated with low revenue (Attila, Chambas, and Combes, 2008) and indeed, corruption functions like a tax itself. According to Adegbeie and Fakile, 2011), the more citizens lack knowledge or education about taxation in the country, the greater the desire and the opportunities for tax evasion, avoidance and non-compliance with relevant tax laws. In this respect, the country will be more adversely affected because of absence of tax conscience on the part of individuals and the companies and the failure of tax administration to recognize the importance of communication and dialogue between the government and the citizens in matters relating to taxation.

In the face of resource deficiency in financing long term development, Nigeria has heavily resorted to foreign capital, such loans and aid as the primary means to achieve rapid economic growth. Thereby accumulate huge external debt in relation to gross domestic product and serious debt servicing problems in terms of foreign exchange flow and, as such majority of the populace live in abject poverty. Government

has expressed concern over these and has vowed to expand the tax revenue in order to meeting its mandate. Kiabel and Nwukah (2009) argue that the increasing cost of running government coupled with the dwindling revenue has left all tiers of government in Nigeria with formulating strategies to improve the revenue base. Also, Ndekwa (1991) noted that, more than ever before, there is now a great demand for the optimization of revenue from various tax sources in Nigeria. This probably influenced the decision of the Federal Government of Nigeria (FGN), which in 1991 set up a Study Group on the Review of the Nigerian Tax System and Administration. Also, that an accurate estimation of the optimal level of expenditure requires knowledge of the productivity of the tax system and that it will assist in identifying a sustainable revenue profile for the country. As noted by IMF (cited in TJN, 2012):

“Developing countries must be able to raise the revenues required to finance the services demanded by their citizens and the infrastructure (physical and social) that will enable them to move out of poverty. Taxation will play the key role in this revenue mobilization. . . .

As a means of meeting their expenditure requirements, many developing countries undertook tax reforms in the 1980s. However, most of these reforms focused on tax structure rather than on tax administration geared towards generating more revenue from existing tax sources (Osoro, 1991).

Given this background, the objective of this study is to examine the impact of tax revenue on the economic development in Nigeria, judging its impact on relationship between infrastructural development and growth.

The paper is organized into five sections. Following this introduction is section two which reviews related relevant literatures. Section three deals with data and methodology, while section four dwells on empirical results and analysis. Section five provides the conclusion of the paper.

2. Literature Review

There are very few studies which have been conducted to see the impact of tax revenue on economic development. Some of the relevant related studies with regard to the subject matter were reviewed below.

Expert of group United Nations (2000) stated that, tax revenue contributes substantially to development and therefore, there is the need to streamline a nation tax system so as to ensure the realization of optimal tax revenue through equitable and fair distribution of the tax burden. The stark reality in most developing countries is that whilst there is severe budgetary pressure as a result of ever increasing demand for

government expenditure, there is a limited scope for raising extra tax revenues, as a result of Non-compliance with corporate persons result from technicalities and tax avoidance, poor record keeping and cash transactions. Keen and Mansour (2010), in analyzing the revenue mobilization in sub-Saharan-Africa found that, within sub-Saharan Africa, revenue has performed more strongly in resource-rich countries. In the same Desai, Foley and Hines (2004) stated that governments have at their disposal many tax instruments that can be used to finance their activities. These tax alternatives include personal and corporate income taxes, sales taxes, value added taxes, capital gain taxes and others. It is not uncommon for a country to impose all of these taxes simultaneously. Contrarily, in choosing what tax instruments to use and what rates to impose, governments are typically influenced by their expectations of the effects of taxation on investment and economic activity, including foreign direct investment (FDI). They stated that there is extensive empirical study that high corporate income tax rates are associated with low levels of FDI.

On the issue of the problem of tax revenue instability Lim (1983) in his study, instability of government revenue and expenditure in less developed countries observed that tax revenues instability was the major cause of expenditure instability in less developed countries in the period going from 1965 to 1973. Bleaney, Gemmel and Greenaway (1995) also, in their study, tax revenue instability, with particular reference to sub-Saharan Africa analyzed the sources and the consequences of revenues instability in developing countries. They found that tax revenue instability is more common in poor, more open and more inflationary economies. And evidence that countries with high tax revenue instability tend also to have high total expenditure instability. In line with this, Ebeke and Ehrhart(2010) in their work, the sources and consequences of the instability of tax revenue in Sub-Saharan African countries, using panel for 39 countries over the period 1980-2005, gave credence to Bleaney, Gemmel and Greenaway (1995), Guillaumont et al (1999), Fatas and Mihov, (2003), Talvi and Vegh (2005), Furceri (2007), Loayza et al (2007), Thorthon (2008) and Diallo (2009), that tax revenues instability in Sub-Saharan Africa is leading to public investment and government consumption instability which in turn generates lower public investment ratio and is therefore detrimental to the long term economic growth. This is of deep concern for Sub-Saharan African countries since it was found to be detrimental for growth and welfare.

Owolabi and Okwu (2011) examined the contribution of Value Added Tax to Development of Lagos State Economy, using simple regression models as abstractions of the respective sectors considered in the study. The study considered a vector of development indicators as dependent variables and regressed each on VAT revenue proceeds to Lagos State for the study period. Development aspects considered included infrastructural development, environmental management, education sector

development, youth and social development, agricultural sector development, health sector development and transportation sector development. The results showed that VAT revenue contributed positively to the development of the respective sectors. However, the positive contribution was statistically significant only in agricultural sector development. On the aggregate, the analysis showed that VAT revenue had a considerable contribution to development of the economy during the study period. Also Unegbu and Irefin(2011) in their paper, the impact of value added tax (VAT) on economic and human developments of emerging Nations from 2001 to 2009 , using regression, discriminant analysis and ANOVA, found out that VAT allocations have a very significant impact on expenditure pattern of the state during the same period. Also observed that, the perceptions by the citizenry across the administrative areas of the state suggest that VAT has minimum impact level on the economic and human developments of Adamawa State from 2001 to 2009.

Adegbie and Fakile(2011) concentrated on the Company Income Tax and Nigeria Economic Development relationship. Using Chi-square and Multiple Linear Regression analysis in analyzing the primary and secondary data respectively and concluded that there is a significant relationship between company income tax and Nigerian economic development. And that tax evasion and avoidance are major hindrances to revenue generation.

Lee and Gordon(2004) in their paper, Tax structure and economic growth, explore how tax policies affect a country's growth rate, using cross-country data during 1970–1997. Their findings revealed that statutory corporate tax rates are significantly negatively correlated with cross-sectional differences in average economic growth rates, controlling for various other determinants of economic growth, and other standard tax variables. And also, that in fixed-effect regressions increases in corporate tax rates lead to lower future growth rates within countries.

Ogbonna and Ebimobowei(2012) examined the Impact of Tax Reforms and Economic Growth of Nigeria using relevant descriptive statistics and econometric analysis and concluded that the various test shows that tax reforms is positively and significantly related to economic growth and that tax reforms granger cause economic growth. Also, that tax reforms improves the revenue generating machinery of government to undertake socially desirable expenditure that will translate to economic growth in real output and per capita basis.

The few literatures that exist are of the support that tax revenue impact positively on economic growth. However, the reviewed studies ignored the link between tax revenue and economic growth and provided evidence that may not provide an adequate guide for policy decisions. Also, most of the previous studies applied techniques that take into no account of the properties of the time series that were used in their analysis and possibly arriving at unrealistic estimates.

Ogbonna and Ebimobowei (2012) so far represents the most comprehensive assessment of the impact tax revenue on economic growth. In his he disaggregated tax revenue into its various components such as; excise duties, personal income tax, petroleum profit tax, companies income tax, value added tax and education tax. Our study improves upon Ogbonna and Ebimobowei (2012) in the following respects. First, this study covers the period 1980—2007. We therefore update the analysis. Second, our study captures the link between tax revenue and its impact on economic development. Third, Ogbonna and Ebimobowei (2012) examined a direct relationship. We believe that such may not provide an adequate guide for policy decisions since we cannot ascertain its impact on the infrastructure required by the citizens that will enable them to move out of poverty, which are of interest to this study. Hence, we utilizes annual time series data to develop a small macroeconometric model that captures the interrelationship among infrastructure, investment behaviour and economic growth given the tax revenue of the economy. This study therefore contributes to the literature on the significant or role of tax revenue in bringing about economic growth in Nigeria.

3. Data and Methodology

This section focuses on the data and analytical procedure adopted in this study.

The data for this study were obtained from secondary sources. Specifically, annual time series data of the variables were obtained. The data include; gross domestic product(GDP), infrastructure, petroleum profit tax(PPT), company income tax(CIT), custom and excise duties, foreign direct investment(FDI), domestic investment(DI), interest rate(INT) and consumer price index(CPI) are collected for the period of 1980 to 2007. This is as a result of non availability of data, except for the aforementioned period. The data are sourced from Central Bank of Nigeria(CBN) statistical bulletin and previous works done by scholars. .

In attempting to examine the impact of tax revenue on economic growth, study evaluate the time series features of the data by employed Augmented Dickey Fuller (ADF) and Philips-Perron(PP) to test for the unit root. After which the study analyze the short-run model system using the three stage least square(3SLS) regression framework. This is because of the simultaneity bias that usually associated with the use of ordinary least square in a framework where the right hand side endogenous variables are correlated with the error term. This leads to a misleading judgments.

Given the above, we develop a small macroeconometric model below to capture the interrelationships between tax revenue and economic aggregates in Nigeria.

$$Log(INFD)_t = \gamma_0 + \gamma_1 log(PPT)_t + \gamma_2 log(CIT)_t + \gamma_3 log(CED)_t + \varepsilon_{1t} \dots \dots \dots (1)$$

$$\text{Log}(FDI)_t = \beta_0 + \overset{(+)}{\beta_1} \text{Log}(\overset{(+)}{INF D})_t + \overset{(+)}{\beta_2} \text{Log}(\overset{(+)}{INT})_t + \overset{(+)}{\beta_3} \text{Log}(RGDP)_t + \varepsilon_{2t} \dots \dots \dots (2)$$

$$\text{Log}(RGDP)_t = \theta_0 + \overset{(+)}{\theta_1} \text{Log}(FDI)_t + \overset{(-)}{\theta_2} \text{Log}(\overset{(+)}{INF D})_t + \overset{(-)}{\theta_3} \text{Log}(CPI)_t + \overset{(+)}{\theta_4} \text{Log}(FDI)_t + \varepsilon_{3t} \dots \dots \dots (3)$$

Equations 1-3 are stochastic equations used for estimation.

Where,

INF D=Infrastructure Development, proxy by electricity generation(mega watt per hour)

DI=Aggregate Domestic Investment, proxy by total domestic savings

GDP=Economic growth, proxy by Gross Domestic Product

PPT=Petroleum Profit Tax

CIT=Company Income Tax

CED=Custom and Excise Duties

FDI=Foreign Direct Investment

INT=Interest Rate(lending rate)

ε_t = error term

It would be recalled that accelerator investment principle suggests that an increase in the demand for output is accompanied by increase in the demand for investment(Olofin and Afangidel, 2009). The ability of investors to meet such an increase in demand for output depends on one side, the availability of infrastructure. The response of investment to output growth is likely to be higher in a country whose infrastructural development is high.

4. Empirical Results

Unit Root Test

The results are shown in table 1 below. All the variables are non-stationary at level but are all stationary at first difference.

Table 1: Results of Unit Root Stationarity Test

Variables	Augmented test(ADF)	Dickey Fuller	Philips- Perron test(PP)	
	Level	First Difference	Level	First Difference
Lnrgdp	-2.244336	-5.604378	-2.244336	-5.604378
Lninf d	-3.434385	-5.913238	-4.080133	-5.913238
Lndi	0.106179	-6.108517	0.106179	-6.108517

Lnpppt		-1.401524	-6.382351	-1.401524	-6.382351
Lncit		-0.048278	-6.982531	0.016975	-6.982531
Lnced		-0.150467	-6.691870	-0.096982	-6.691870
Lnfdi		-0.205633	-5.117080	-0.245577	-5.117080
Lnint		-2.008267	-8.677968	-1.791522	-8.944514
Lncpi		-0.682699	-4.261452	-0.269825	-4.261452
Critical Values	1%	-3.621023	-3.626784	-3.621023	-3.626784
	5%	-2.943427	-2.945842	-2.943427	-2.945842
	10%	-2.610263	-2.611531	-2.610263	-2.611531

After the unit root test, we conducted a cointegration test and observed that E1-E3 are all cointegrated, but the results are not reported here. Consequently, we now estimate the system equation using the three stage least square(3SLS) regression framework without any serious problem of spurious relationship. The equations(E1-E3) in the system are over identified. The results are reported in tables 2-4 below.

Table: 2 Dependent Variable: Infrastructure Development(LOG(INFD))

Variable	3SLS			
	Coefficient	Std. Error	t-Statistic	Prob
Constant	5.156715	0.283868	18.16588	0.0000
LOG(PPT)	-0.093815	0.054382	-1.725095	0.0876
LOG(CIT)	0.307719	0.090872	3.386277	0.0010
LOG(CED)	0.031817	0.094132	0.338000	0.7361

Table : 3Dependent Variable: Foreign Direct Investment(LOG(FDI))

Variable	3SLS			
	Coefficient	Std. Error	t-Statistic	Prob
Constant	-13.05720	1.951231	-6.691777	0.0000
LOG(INFD)	6.977515	0.719851	9.692996	0.0000
LOG(RGDP)	-2.244851	0.315676	-7.111243	0.0000
LOG(INT)	0.173869	0.217913	0.797880	0.4268

Table : 4 Dependent Variable: Real Gross Domestic Product(LOG(RGDP))

Variable	3SLS			
	Coefficient	Std. Error	t-Statistic	Prob
Constant	-3.344180	0.625152	-5.349387	0.0000
LOG(INFD)	2.467792	0.107429	22.97135	0.0000
LOG(FDI)	-0.218834	0.027339	-8.004419	0.0000

The results in tables 3-5 show that tax revenues is directly related to infrastructure, though only company income tax exerts a significant effect on infrastructural development. This gives support to Adegbie and Fakile(2011). This shows the stringent measures of the corporate affair commission in making sure that companies deal with them show evidence of tax return. Hence, making company income tax to exerts huge relative influence on total tax revenue in Nigeria. Petroleum profit tax is significant but with a wrong sign while custom and excise duties is not significant. The effects of Petroleum profit tax and custom and excise are not encouraging. The reason being that in the case of petroleum profit tax the resources are not channeled to infrastructural development which is the drive of development and, also corruption and administrative lapses in the administration of tax in Nigeria. These now affect the generation and effect of tax revenue.

One major findings from our results is that tax revenue is indirectly related to foreign direct investment and real GDP through its impact on infrastructural development. The real GDP is significant though the sign is against apriori expectation as it presents with a negative rather than positive relationship with foreign direct investment. Surprisingly also, foreign direct investment is with a contrary apriori sign and it is not significant. The interest rate, though with the wrong sign, is significant.

5. Conclusion

This study focuses on tax revenue and economic growth in Nigeria. In the analysis, the small macroeconometric model revealed that an indirect relationship between tax revenue and economic growth through infrastructural development. The results highlighted the channels through which tax revenue influences economic growth in Nigeria. These links involve infrastructural development, foreign direct investment and real gross domestic product. Sustained economic development would be possible by the availability of enhanced and, hitherto, low tax revenues. The will help the economy achieve the basic infrastructure that will stir up investment, which in turn will bring about economic growth. However, tax revenues can only materialize its full potential on the economy if government can come up with fiscal laws and legislations and strengthen the existing ones in line with macro economic objectives, which will check-mate tax offenders in order to minimize corruption, evasion and tax avoidance and, improve the tax administrative machinery with personnel's and accountability and transparency of government officials in the management of tax revenue. These will increase the tax revenue base. And this will help the economy to achieve greater self-reliance and avoid large debts.

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The Impact of Information Technology in Electronic Contracting

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Abstract

With the expansion of global communication the commercial world has changed its proceedings. The Internet has played a crucial role in the development of new ways of doing business, by creating a major global market. E-commerce is one of the main subjects discussed in legal environments last years. The need to develop legal elaboration with the same pace as the technology innovation brought a legal revolution in electronic commerce. In Albania the elements of this revolution switched sides: the legal regulation came before the practical usage. The Albanian legislation has responded to this inclination by creating a complete legal framework regarding electronic commerce. One of the most important legal aspects of the electronic revolution is the development of distance contracts. Distance contracts have the same legal validity as the traditional paper contracts, but as we will show the implementation in practice of this principle is by all means more complicated. Information technology is becoming one of the most influencing factors in the global economy structure, so its development will inevitably help Albania in having a smoother transition. In this paper after a theoretical discussion of distance contracts and their legal validity we aim to investigate the way in which information technology regarding electronic documents and especially electronic signature, influences the development of new ways of contracting, with a special focus regarding the increase of public trust in these innovations.

Keywords: *E-business, distance contracts, information technology, transition economy*

I. Introduction

Industrial and service society is changing to an even more progressive form, the information society, reflected in the development of digital economy. The paper world is transforming in a digital world and electronic contracts are replacing paper contracts, resulting in cost reduction and major efficiency in business. The law has defined electronic commerce as the activity performed through the exchange of electronic

documents for the sale of goods and services.¹ The disappearance of paper bills necessitates the creation of new mechanisms adapted to the new technologies, in order to support and bring security to electronic transactions. Several surveys in different countries, consider the lack of public trust in electronic contracts as the main obstacle for the development of electronic commerce (Gisler at. el 2000). Without public trust the new economy will not be able to unfold its full potential impeding the society to profit from the new technology. Confronted with this reality some authors believe that inability to build up trust for electronic contracts will bring the need to create a new concept for the exchange of goods in the digital age.

Until recently, the economic theories have recognized and have supported the interpretation and the analysis of only two factors of production: work and capital. This point of view has already changed, because the Information and knowledge are replacing capital and energy as basic factors of wealth and prosperity (Civici 2007). Considering the long and exhausting transition of the Albanian society, information technology would be an invaluable asset to overcome this phase. IT innovations are introduced quite rapidly in Albania and the Albanian Government has approved a modern legal framework regarding electronic commerce. The problem is that these innovations are not used in their utmost capabilities, in order to ensure economical development. They are confronted with institutional malfunction, high costs and a public mistrust, impeding the proper use of innovation technology in electronic commerce and electronic contracts.

The target of civil law rules is to find appropriate solutions for coordinating legal and technical aspects of electronic contracts. Considering that the law should never be an obstacle to the progress, many countries have framed legal and administrative tools to regulate electronic commerce. (Obando 2001) Internal legislation regarding e-commerce is very important, but its existence holds a conceptual problem: These norms regulate internally Internet, which is in its core international and borderless. The lack of harmonization in the rules applicable to electronic commerce constituted a barrier to international trade, the UNCITRAL² framed a Model Law on Electronic Commerce in 1995, as the first step in inserting electronic commerce in legal regulations. In 2005 the same Commission prepared the Convention on the Use of Electronic Communications in International Contracts, which would further improve the unification of international trade laws; however it is ratified only by two countries.

¹ Law no. 10128, dated 11.05.2009, "On electronic commerce", article 3/f.

² United Nations Commission on International Trade Law

2. What is E-Commerce?

Even today, some considerable time after the so called 'dot com/Internet revolution', electronic commerce (e-commerce) remains a relatively new, emerging and constantly changing area of business management and information technology. In order to understand electronic commerce it is important to identify the different terms that are used, and to assess their origin and usage. According to the editor-in-chief of International Journal of Electronic Commerce, Vladimir Zwass, 'Electronic commerce is sharing business information, maintaining business relationships and conducting business transactions by means of telecommunications networks'³. He maintains that in its purest form, electronic commerce has existed for over 40 years, originating from the electronic transmission of messages during the Berlin airlift in 1948.⁴ From this moment, electronic data interchange (EDI) was the next stage of e-commerce development. In the 1960s a cooperative effort between industry groups produced the first attempt at common electronic data formats. The formats, however, were only for purchasing, transportation and financial data, and were used primarily for intra-industry transactions.

With the advent of the Internet, the term e-commerce began to include:

- Electronic trading of physical goods and of intangibles such as information;
- All the steps involved in trade, such as on-line marketing, ordering payment and support for delivery;
- The electronic provision of services such as after sales support or on-line legal advice;
- Electronic support for collaboration between companies such as collaborative on-line design and engineering or virtual business consultancy teams;

Some of the definitions of e-commerce often heard and found in publications and the media are:

- *Electronic Commerce (EC) is where business transactions take place via telecommunications networks, especially the Internet⁵.*
- *Electronic commerce describes the buying and selling of products, services, and information via computer networks including the Internet⁶.*

³ V. Zwass, 'Structure and macro-level impacts of electronic commerce: from technological infrastructure to electronic marketplaces', <http://www.mhhe.com/business/mis/zwass/ecpaper.html> (accessed May 2001).

⁴ T. Seideman, 'What Sam Walton learned from the Berlin airlift', Audacity: The Magazine of Business Experience, Spring 1996, 52–61

⁵ E. Turban, J. Lee, D. King and H.M. Chung, "Electronic Commerce: A Managerial Perspective." Prentice Hall, 1999.

- *Electronic commerce is about doing business electronically*⁷.
- *E-commerce, ecommerce, or electronic commerce is defined as the conduct of a financial transaction by electronic means*⁸.

There are five different types of E-Commerce:

- *Business to Consumer, or B2C*: as the name suggests, it is the model taking businesses and consumers interaction. Online business sells to individuals. The basic concept of this model is to sell the product online to the consumers.
- *Business to Business or B2B*: refers to electronic commerce between businesses rather than between a business and a consumer. B2B businesses often deal with hundreds or even thousands of other businesses, either as customers or suppliers. Carrying out these transactions electronically provides vast competitive advantages over traditional methods. When implemented properly, e-commerce is often faster, cheaper and more convenient than the traditional methods of bartering goods and services.
- *Consumer to Consumer or C2C*: stands for Consumer to Consumer. It helps the online dealing of goods or services among people. Though there is no major party needed, the parties will not fulfill the transactions without the program which is supplied by the online market dealer such as eBay.
- *Peer to Peer or P2P*: It is a discipline that assists people to instantly share related computer files and computer sources without having to interact with central web server. This kind of e-commerce has very low revenue propagation as from the starting it has been tended to the release of use as a consequence it is sometimes caught involved in cyber laws.
- *M-Commerce*: deals with conducting the transactions with mobile's help. The mobile devices consumers can interact with each other and can lead the business. Mobile Commerce involves the change of ownership or rights to utilize goods and related services.

3. What is E-Contract?

Electronic contract is the one stipulated through the utilization of some electronic tool, which serves to express the will of the contracting parties.⁹ According to Article

⁶ www.whatis.com/ecommerce (accessed September 2000).

⁷ P. Timmers, "Electronic Commerce – Strategies and Models for Business-to-Business Trading." John Wiley & Sons, 2000.

⁸ http://www.straight-on.com/ecommerce_definition.htm (accessed September 2000).

659 of the Albanian Civil Code the contract is a legally agreement, stipulated by the parties in order to create, change or annul a legal relationship. It is important to notice that the expression, “electronic contracts” does not refer to a new type of contracts in the technical and legal meaning, but it refers to those contracts, of any kind, stipulated through electronic means.

The main feature of electronic contracts is that they have the same legal effects as traditional contracts, and validity or enforceability can not be denied to them on the ground that an electronic message is used during its stipulation. The general principles of contracting law will be applied even to e-contracts, but how this will be practically possible is not quite clear, considering the fact that the law limits itself only in this definition and that the practical application is yet insufficient.

During the stipulation of electronic contracts the parties are not physically present and the will is expressed through electronic media. This decisive factor brings the need to analyze the conditions of the ordinary contract, transposed in the electronic one.

1. **Legal capacity** is related with adult individuals’ ability to hold rights and duties. In e-commerce, considering that the parties do not meet physically, it is important that they are sure about each-others identities and legal capacity. The information technology has developed different systems, which aim at securing the users identity. Some of the systems of identification that can be used are¹⁰: Electronic cards; PIN numbers or passwords; voice recognition; smart card or token; Biometrics data of the user, such as fingerprints, voice, retina iris, etc. Digital signature is for the moment the most secure technology to guarantee the identities of the parties in e-contracts. Considering that the combination of two or more of these tools can guarantee a more secure authentication, the main problem remains the high cost, making them not very appropriate for general public use.
2. The **mutual assent** is necessary in order to create legal obligations for the parties, meaning that they must express their consent, also called the concurrence of the wills. (Semini 2008)
3. For the stipulation of the contract other necessary conditions are the existence of a legal contracting **object** and a **motive** that is the reason that instigates the parties to stipulate a contract and to undertake legal rights and obligations.

⁹ C.A.C. Vera, “El Contrato Electronico”, Revista Jurídica.

¹⁰ *Electronic Contract Administration Legal and Security Issues Literature Review*, Report No. 2005-025-A, pg.39.

4. The Stipulation of the contract

The conclusion of a contract is a process consisting on two main phases, *offer* and *acceptance*. In electronic contracts the will is expressed through the usage of electronic media or tools, but they are simply transmitters of the contracting parties' will, and don't hold a will of their own. The Convention on the Use of Electronic Communications in International Contracts recognizes as valid and enforceable even the contracts that are formed by the interaction of an automated message system and a natural person, or by the interaction of automated message systems, despite the fact no natural person reviewed or intervened in each of the individual actions carried out by the automated message systems.¹¹

The *offer* is the unilateral declaration of the will of one party to stipulate a contract, addressed to the other party and it must contain all the elements of the contract. It is possible to withdraw an offer, if the withdrawal is done before or in the same time as the offer. In electronic contracts this is a remote possibility considering the fact that through electronic communication the offer is sent in a really short time. There is also another type of offer, called *public offer*. The public offer is a proposal to conclude a contract which is addressed to an ensemble of persons, which are potentially interested in the offer. It must contain all the fundamental elements of the future contract; otherwise it is just an invitation to treat. This distinction is very important because if the invitation to treat is accepted, it is not compulsory, but if the offer is accepted, the parties have stipulated a contract, which is binding and has the force of law for the parties. The utmost of electronic contracts are stipulated by means of accepting a public offer. These are called adhesion contracts and the person who accepts this kind of offer cannot influence its content. In these contracts, the consent between the parties is formed instantly, reducing the importance of contractual negotiations.

The **acceptance** means that the party who received the offer accepted all the proposed terms and conditions. In any case the offer is submitted to changes, the answer is considered a refusal and a new offer. The precise point in time when the offer is accepted is the moment that the contract is formed and the parties are legally bound to each-other.

The law on electronic commerce denotes that the offer is considered accepted after the user receives an electronic message containing the declaration of the receipt and the acceptance of the offer.¹² The establishment of this rule is related with the need to enhance legal security in transactions. Some countries use this rule only in cases of e-

¹¹ The Convention on the Use of Electronic Communications in International Contracts, Article 12.

¹² Law no. 10128, dated 11.05.2009, "On electronic commerce", article 14/2.

mail contracts, while in the contracts stipulated through web pages, this rule is not applied.¹³ Albanian law does not make this distinction, with the clear intention of giving the necessary guarantees for electronic contracts.

Referring to the way in which the offer and the acceptance are expressed, electronic contracts are of different types. The most popular are:

1. **E-mail contracts**, which are the simplest form, stipulated by the exchange of text documents via electronic communications such as email.
2. **XML-Contracts**: Xtensible Markup Language (XML) structures information in documentary systems ranging from financial reports to medical records and business contracts. XML can reduce transaction costs but also limit the range of contractual expression and redefine the nature of law practice. XML pioneers envision structuring narrative contract texts into modules that would make the contracting process swifter and yield more efficient terms by purging excess complexity without oversimplifying. While appealing, there is some risk that such tools could mechanize the meaning of contractual terms with unintended consequences. This is because XML is a language. As such, using XML as a contracting tool could produce a backfire, as by rigidly limiting the possible range of contractual expression. The stakes of applying XML in narrative contracting are thus high and justify this Article's systematic inquiry into its substance and the procedures used to develop it¹⁴.
3. **Click –wrap** are contracts formed in the web page of the offeror. The purchaser has the opportunity to see the terms of the contract before giving his assent, and clicks “I agree” before the transaction continues and the installation proceeds. This feature greatly diminishes the possibility of disappointed expectations. Once the transaction is completed, the issuer of the contract ordinarily sends an email to the customer confirming the details of the transaction.¹⁵
4. **Shrink-wrap** refers to those contracts, in which the acceptance of the contract is done in the moment the user opens the package “shrink-wrap”. In other words, shrink-wrap is the agreements usually used to sell software products. This accord determines that by opening the package “shrink-wrap”, the terms

¹³ J.J. Obando, Los contratos Electronicos y Digitales, [REDI, Revista Electrónica de Derecho Informático, Núm. 39, Octubre 2001](#)

¹⁴ Jane K. Winn, Making XML Pay: Revising Existing Electronic Payment Law to Accommodate Innovation, 53 SMU L. REV. 1477 (2000).

¹⁵ *Rudder v. Microsoft*, Case, Ruth Orpwood, ‘**Electronic Contracts: Where We’ve Come From, Where We Are, and Where We Should Be Going**’, *International In-house Counsel Journal*, Vol. 1, No. 3, Spring 2008

of the contract are accepted.¹⁶ The main problem of this contract is that the terms are not made available to the purchaser until after he pays, being inconsistent with general principles of contractual law, that the parties should have knowledge of all contractual terms.

The place where the contract is formed: In the world of information technology, the meaning of “place” has changed, being Internet a borderless and everywhere accessible tool. When a contract is stipulated electronically, it may be difficult to determine the place where the contract was formed, meaning that if the parties are stationed in different places than the contract can be considered stipulated on both places. Contractual law considers important the determination of the place where the contract is formed, because in case of disputes it provides a specific court with jurisdiction.

In e-mail contracts it is possible to localize the computer’s position for both parties. Meanwhile if the contract is formed in web pages by clicking a button, it is practically impossible to determine the physical position of the parties. Based on the principles of civil law the contract is considered to be formed in the seat of the legal person or individual, meaning that the place the contract is formed can not be a temporary or a transit residence.¹⁷

The determination of the place where the contract is stipulated will have minimal legal relevance where an appropriate jurisdiction and governing law clause is incorporated into the contract, which will specify the parties’ choice of law and jurisdiction.

The time: Once the offer has been accepted it becomes irrevocable and the parties from this moment on are legally bound by the contract, giving greater relevance to the specific point in time, where the contract is stipulated. Setting the time helps the parties or the court to determine where the mutual right and obligations of the parties begin; see if the parties have ability to act at the moment; which party will bear the burden of risk in case the goods are lost or damaged.

The law on electronic commerce determines that: “*The time when the electronic document enters in the computer system of the receiver. . . , is considered as the time of the reception of the electronic document.*”¹⁸ In this case the real problem is the likelihood of voluntarily changes in the computer time, bringing forth the need to develop security systems, which could indicate without any doubt the real time of the

¹⁶ J.J. Obando, Los contratos Electronicos y Digitales, [REDI, Revista Electrónica de Derecho Informático, Núm. 39, Octubre 2001](#).

¹⁷ F.C.O.Garcia, “Da Validade jurídica dos Contratos Eletrônicos”, Jus Vigilantibus, [www.jusvi.com](#), June 2002.

¹⁸ Law no.I0273, dated 29.04.2010, "On electronic document", article 15/2.

contract formation. Digital time stamp serves exactly to this purpose. This new tool is regulated by the law “*On electronic signatures*” which determines that: *Qualified time stamps are electronic certificates, released by an offeror of the certifying service, that confirms the electronic data are presented in a specific time.*¹⁹ Time stamps are special kind of digital signatures created by a time stamping authority attaching the current time, date and identification of the owner to the hash value of the electronic record. A digital time stamp establishes the existence of an electronic record at a particular point of time.²⁰

Most of contracts can be proved before the court with any possible tool. The difficulty in these cases is related with the determination of parties' rights and duties. For this reason it is better to store copies of e-contracts in electronic support systems. Albanian law requires the provider to specify among other things if he will archive the contract.²¹ This provision means that the contract's archiving is not obligatory, even for a short period of time. A safe and effective method in this case might be to use an external registry to preserve e-contracts for a specific period of time. The register will be administered by third parties, not participating in the contract making possible to improve the safety and increase the public confidence in e-commerce.

5. Conclusion

The further development of electronic commerce in Albania is related with the further spread of Internet usage, and also with the creation of a safe electronic environment. According to the latest estimates by AKEP the number of families that have access in broadband Internet is about 110 thousand, approximately 13.7% of households, and is estimated to be round 10.000 business subscribers. There is an increase in Internet access confronted with previous years. This will reflect in the use of various electronic services among which the electronic commerce and electronic contracts.

During the process of contractual relation, every act of the parties brings legal consequences. This fact shows the importance of the security of IT tools in electronic contracts. In the 21st century is obvious that e-commerce is the future of trading. In a global world which is characterized by interaction between the countries, to stay aside means to stay behind.

One of the ways that government can use to avoid the problems arising from the jurisdiction disputes is legal harmonization, making worthless the determination of the

¹⁹ Law no.9880, dated 25.05.2008, “On electronic signature”, article 3/14.

²⁰ *Electronic Contract Administration Legal and Security Issues Literature Review*, Report No. 2005-025-A, pg.54.

²¹ Law “On electronic commerce”, article 13/d.

competent court or law. The ratification of the Convention on the Use of Electronic Communications in International Contracts, in 2005, would mark a positive step in this direction. The EU directive on this subject serves to the same purpose, being the guide in which member states have based their own legislation.

IT should focus its research in two parallel dimension: in the new ways the parties can express their will for the stipulation of the contracts, taking in account not only the speed and convenience, but of primary importance should also be the security. Currently the most common system of security in this area are the digital signatures, which in Albanian are not yet spread. Efforts should focus on tools which are at low cost and more practical in their usage, so they can be used by every one, not only IT specialists.

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Dominant Injuries from Road Traffic Accident Cycles in Lagos State, Nigeria

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Abstract

*Using mostly secondary data on vehicular accidents obtained from the Nigeria police force and federal road safety commission, the study examine dominant injuries from road traffic accident cycles in Lagos State, Nigeria (1970-2001). The reported dominant injuries from road traffic accident cycles in the 20 local government areas of Lagos State were compared using the analysis of variance (ANOVA). The results showed that for the two factors, local government areas and years, the *f*-calculated of 21.34 and 9.77 respectively were higher than the *f*-tabular of 1.57 and 1.46 respectively at 0.05 level of significance. It then implies that the means for each of the factors, reported injuries from road traffic accidents across the 20 local government areas of Lagos State and across different years were significantly different. Based on the findings, recommendations were proffered on how to reduce the phenomenon of injuries from traffic accidents in Lagos State.*

Keywords: *Cycles; injuries; dominant; traffic; accidents; motor.*

I. Introduction

In Nigeria, road traffic accident situation over the last three decades has been particularly disturbing. In 1976, there were 53,897 road traffic accidents resulting in 7,717 deaths. Although in 1981, the magnitude reduced to 5,114 accidents, but the fatality increased to 10,236 which means that there was an average of 96 accidents and situation in subsequent years has not been any better. The number of people killed in road accidents between 1990 and 2005 rose from 28,253 and the fatality rate remains consistently high (Atubi, 2009c).

International comparison indicates that the chance of a vehicle killing someone in Nigeria is 47 times higher than in Britain. The proportion of fatalities to injuries reported is also very high. For example, while Czech Republic has only one death in 175 accident, France one death in 175, South Africa one death in 47 accidents, Nigeria has one death in 2.65 accidents (Atubi, 2010b; Atubi and Onokala, 2009; Atubi, 2012n).

Based on data that are at best conservative estimates, Nigeria is a country with a serious and growing road accident problem that is among the worst in the world (Asogwa, 2002). Analysis of global statistics indicates that fatality rates (per licensed vehicle) in developing countries are high in comparison with those of developed countries (Adeniji, 2002). African countries in particular have rates often 30 to 50 times greater than those in the countries of western Europe.

Road traffic accidents' statistics in Nigeria reveal a serious and growing problem with absolute fatality rate and casualty figure rising rapidly. In majority of developing countries, accident occurrence and related deaths are relative to either population or number of vehicles. Ironically, in Nigeria, studies have indicated that better facilities in terms of good quality and standardized roads have been accompanied by increasing number of accidents (Onakomaiya, 1988; Gbadosi, 2002; Atubi and Onokala, 2009). This is totally contrary to the trends in countries where even the level of sophisticated road network and volume of vehicular traffic are much higher (Atubi, 2010a).

At the global level, road accidents have been ranked as the 9th leading cause of mortality (World Health Organisation, 1998). The World Health Organisation (WHO) estimated that 1.17 million deaths occur each year world wide due to road traffic accidents. Succinctly, this accounts for about 70% of deaths in developing countries such as Nigeria. The increased rate of fatal road traffic accidents worldwide has been attributed to population explosion and increased motorization (Atubi, 2008 and 2012d). Increased motorization may be characterised briefly as the "automotive revolution", that is, the motorizing of urban population especially in the developing countries.

As in other developing countries, road traffic accidents in Nigeria are one of the most serious problems in need of pragmatic solutions. Yet this problem has been difficult to address probably because of the country's level of development. Nigeria is said to have the highest road traffic accident rate in Africa and second in the world (Obinna, 2007, p. 35; Atubi, 2012c).

Nigeria, like other developing countries, is experiencing a rapid increase in motorization without having adequate road traffic safety mechanisms in place to control the growing number of road traffic crashes and injuries. As reported for other low-and-middle income countries, the main victims are pedestrians, cyclists and public transport passengers (Nantulya et al, 2003; Downing, 1991).

It has been estimated that over 300,000 persons die and 10-15 million persons are injured every single year in road accidents throughout the world (Afukaar, 2003; Krug, 2003; Atubi 2010a and 2011a). Detailed analysis of global accident statistics indicates that fatality rates per licensed vehicle in developing countries are very high in comparison with the industrialised countries. Moreover, road traffic accidents have

been shown to cost around one percent of annual gross national product (GNP) resources of the developing countries which they can ill-afford to lose (Afukaar, 2003; Atubi, 2011b, 2012d and Atubi and Onokala, 2009).

Indeed the Nigeria accident pattern seems to suggest that the better the road, the higher the accident and fatality rate as well as the severity and non-survival indices because of driver non compliance with speed limits (Onakomaiya, 1988; Gbadamosi, 1994; Filani and Gbadamosi, 2007).

2. Study Area

Lagos State is a suitable case study because it hosts metropolitan Lagos, Nigeria's major traffic centre, fastest growing city, and most heavily motorized urban area in the country. Consequently, the state has one of the highest accident and casualty rates in the country (Federal Republic of Nigeria, 1997, p. 6). Moreover, the traffic situation in Lagos State is bad because of the absence of effective planning, vehicle-misuse, poor management, inadequate street parking, traffic congestion, delays and accidents among other contributory factors.

Lagos State is situated in the South Western corner of Nigeria. This elongated state spans the Guinea Atlantic coast for over 180km, from the Republic of Benin on the west to its boundary with Ogun State in the east (Figure 1), while Lagos State is the smallest in Nigeria, it has over 5 percent (i.e. 9,013,534) of the country's estimated 140 million people (National Population Census, 2006). Its rate of population growth has been in excess of 9 percent per annum, or 25,000 per month or 833 per day or 34 per hours in the last decade (Lagos urban Transport Project, 2002). This population increase has been accompanied by a corresponding increase in motor vehicles and traffic accidents. However, accident rates in Lagos State are still very much on the high side compared to other states in the federation. But, fatalities and non-survival indices for the state are on the decline. This is attributable to its high level of traffic congestion (which reduces the probability of the high fatality accidents resulting from over speeding) and accessibility to good post – crash medical care in the Lagos metropolitan area.

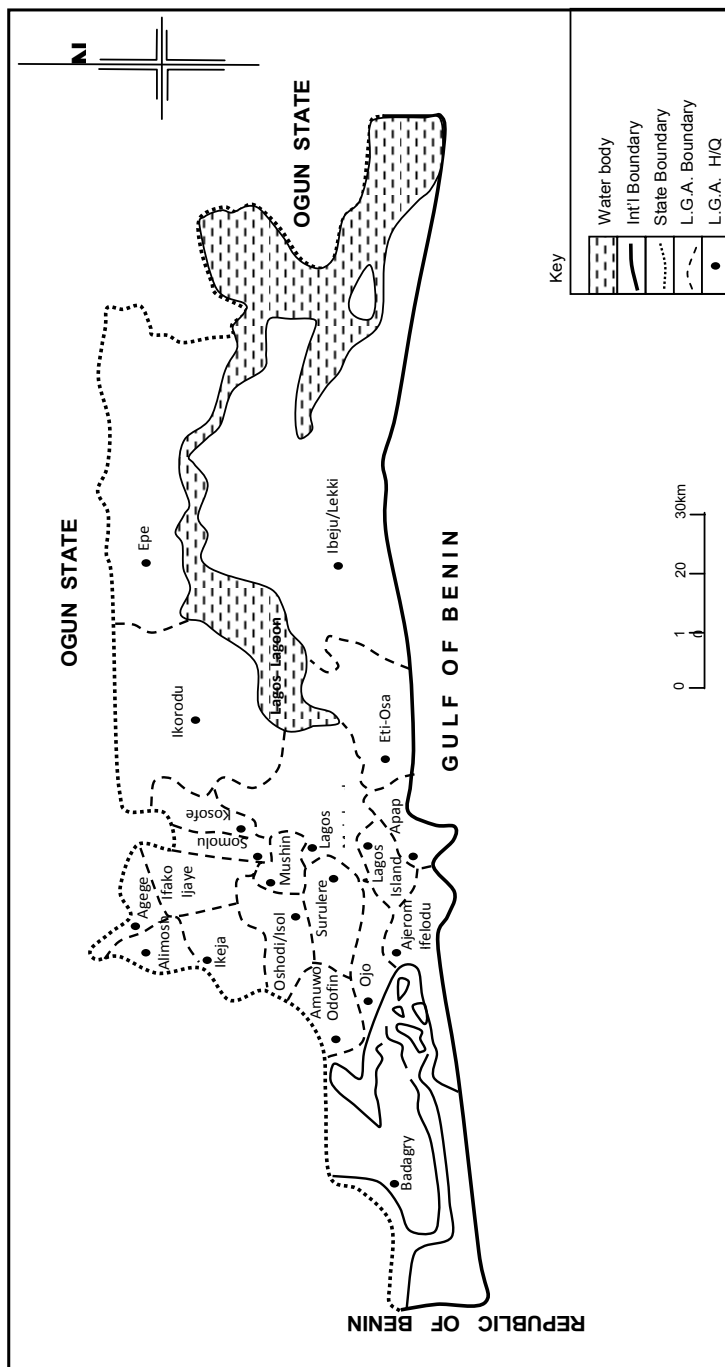


FIG. 1: MAP OF LAGOS STATE SHOWING THE 20 L.G.A.S

Source: Lagos State Ministry of Environment and Physical Planning (1999)

3. Research Methodology

This study in a broad sense, undertakes an analysis of dominant injuries from road traffic accident cycles in Lagos State, Nigeria for a period of 32 years (1970-2001). Secondary data were collected from various sources, which include the records of the Federal Road Safety Commission, the Nigeria Police Force, Federal Ministry of Transport and the Federal office of Statistics. The study data were collected and organized into graphs and tables. Then the analysis of variance statistics (ANOVA) techniques were used to test for the significance of variability in injuries from road traffic accidents in Lagos State.

4. Discussion of Results/Findings

Table I shows that for Lagos State as a whole dominant cycles of reported number of injured from road traffic accidents observed have periodicities of 32.00, 10.67 and 16.00 years with the most dominant being 32.00 years. This means that, the dominant and strongest number of injured from road traffic accident pattern over Lagos State repeats itself every 32 years.

Table I. Dominant Injured from Road Traffic Accidents in Lagos State.

Location		Cycles (Years)	% Variance	Amplitudes
Lagos State	1 st	32.00	29.15	135.20
	2 nd	10.67	10.02	79.28
	3 rd	16.00	8.40	72.60
Lagos Island	1 st	32.00	54.99	26.61
	2 nd	2.46	7.65	9.92
	3 rd	10.67	4.27	7.42
Ikorodu	1 st	32.00	20.60	9.01
	2 nd	5.33	12.79	7.10
	3 rd	10.67	8.29	5.72
Ajeromi/Ifelodun	1 st	32.00	51.44	21.87
	2 nd	10.67	5.11	6.89
	3 rd	4.00	5.08	6.82
Badagry	1 st	2.91	20.72	6.55
	2 nd	32.00	13.97	5.38
	3 rd	10.67	12.59	5.11
Epe	1 st	32.00	47.74	7.83
	2 nd	8.00	6.88	2.97
	3 rd	5.33	5.18	2.58
Ikeja	1 st	32.00	48.90	23.06
	2 nd	2.46	8.09	9.38

	3 rd	5.33	3.13	5.83
Mushin	1 st	32.00	61.71	21.96
	2 nd	4.00	5.81	6.74
	3 rd	2.46	3.55	5.27
Lagos Mainland	1 st	32.00	60.74	27.12
	2 nd	2.46	4.97	7.76
	3 rd	10.67	3.39	6.41

Local government areas such as Lagos Island, Ikorodu, Ajeromi/Ifelodun, Epe, Ikeja, Mushin and Lagos Mainland Local Government Areas, a dominant cycle of 32 years is observed. Other strong cycles, a fairly short one of 2.46 years and a short period one of 10.67 years are also observed.

Variance spectra explaining the percentage variance explained by each harmonic have been drawn for the state as a whole as well as each local government area (Figures 2-10).

An inspection of the power spectra for Ajeromi/Ifelodun, Lagos Island, Epe and Ikeja Local Government Areas (Figs. 3 and 5) shows no regularity in the occurrence of injured from road traffic accident patterns, although 32.00 years is the most dominant cycle. Also, an inspection of the power spectra for Ikorodu, Badagry and Lagos Mainland Local Government Areas (Figs. 4, 6 and 10) shows some regularity in the occurrence of injured from road traffic accident patterns.

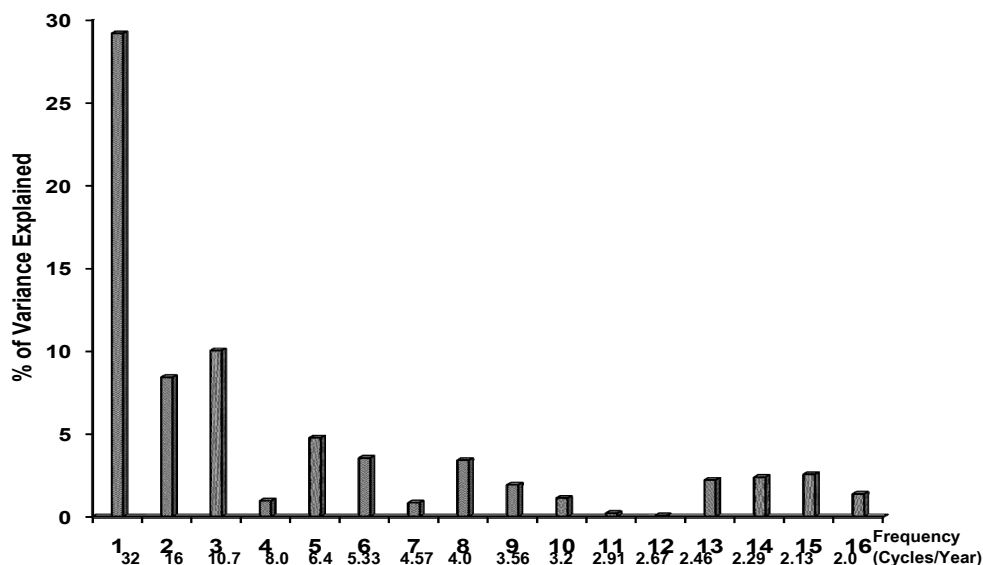


Fig. 2: Variance Spectrum for Lagos State on the Number of Injured From Road Traffic Accidents.

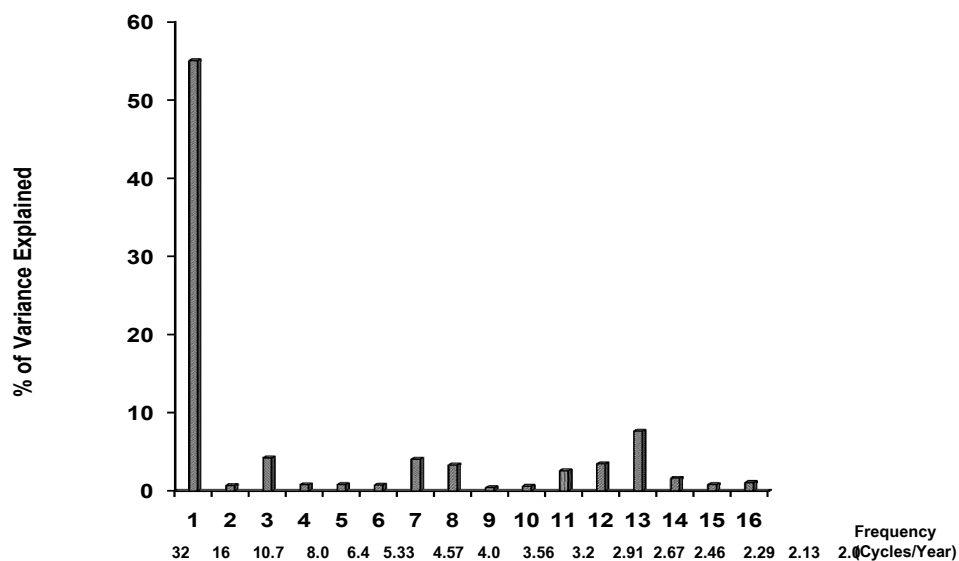


Fig. 3: Variance Spectrum For Lagos Island Local Government Area On The Number Of Injured From Road Traffic Accidents.

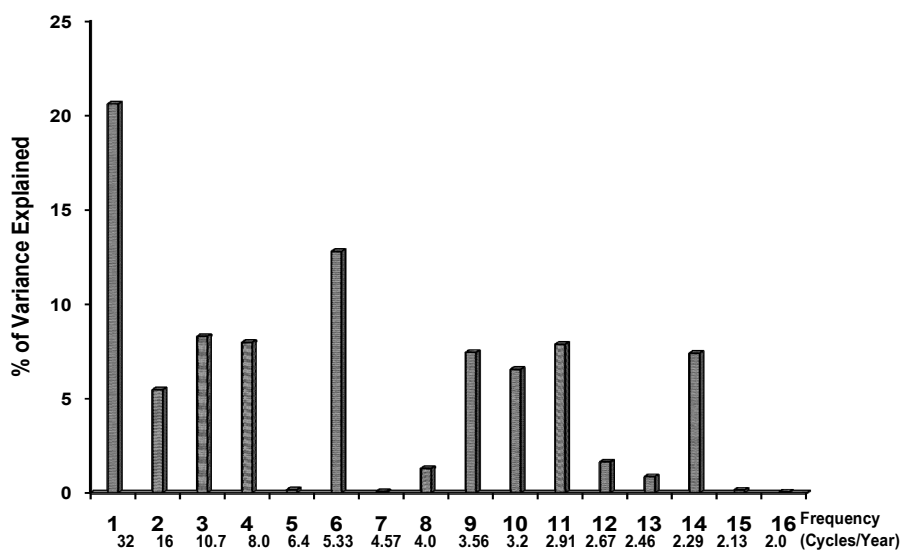


Fig. 4: Variance Spectrum For Ikorodu Local Government Area On The Number Of Injured From Road Traffic Accidents.

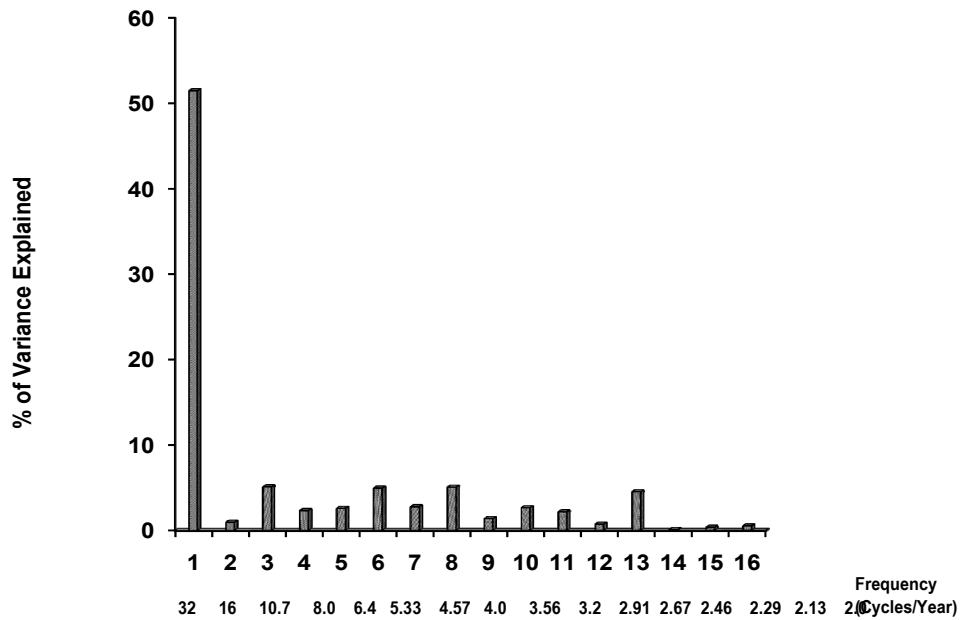


Fig. 5: Variance Spectrum For Ajeromi/Ifelodun Local Government Area On The Number Of Injured From Road Traffic Accidents.

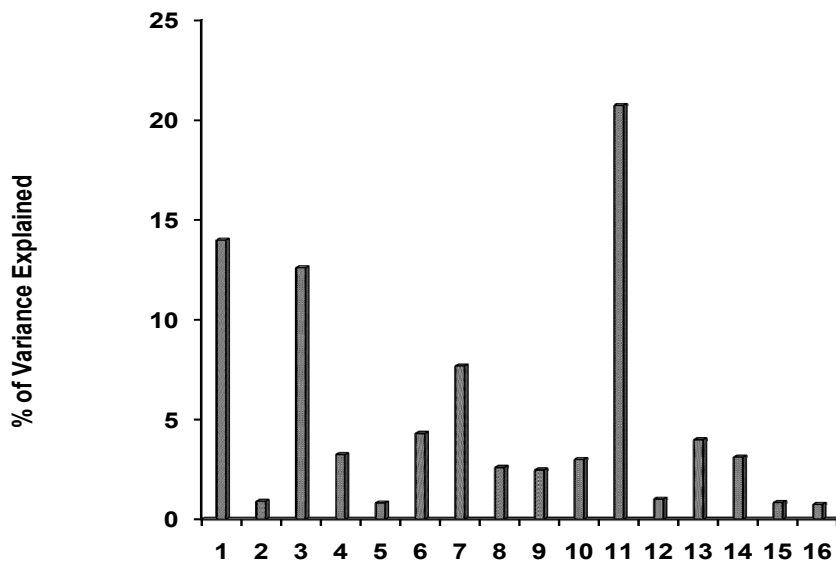


Fig. 6: Variance Spectrum For Badagry Local Government Area On The Number Of Injured From Road Traffic Accidents.

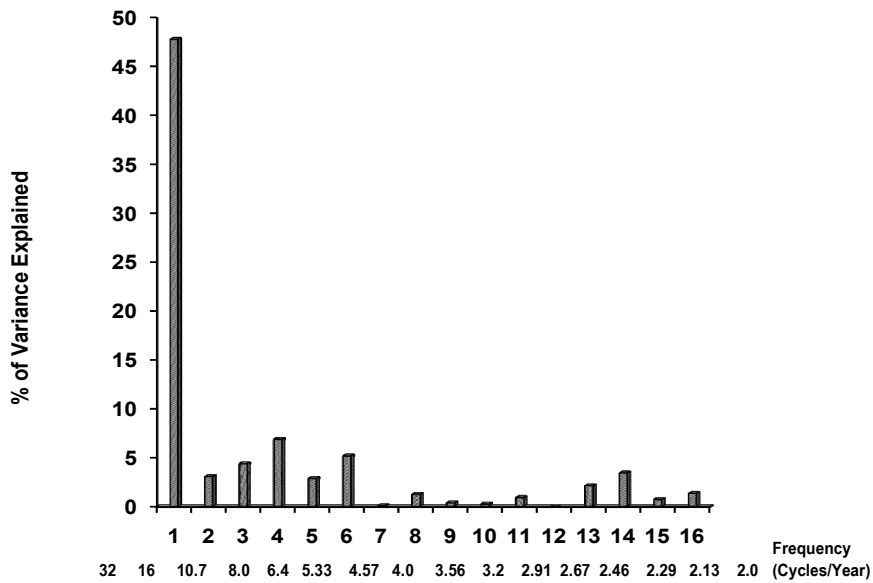


Fig. 7: Variance Spectrum For Epe Local Government Area On The Number Of Injured From Road Traffic Accidents.

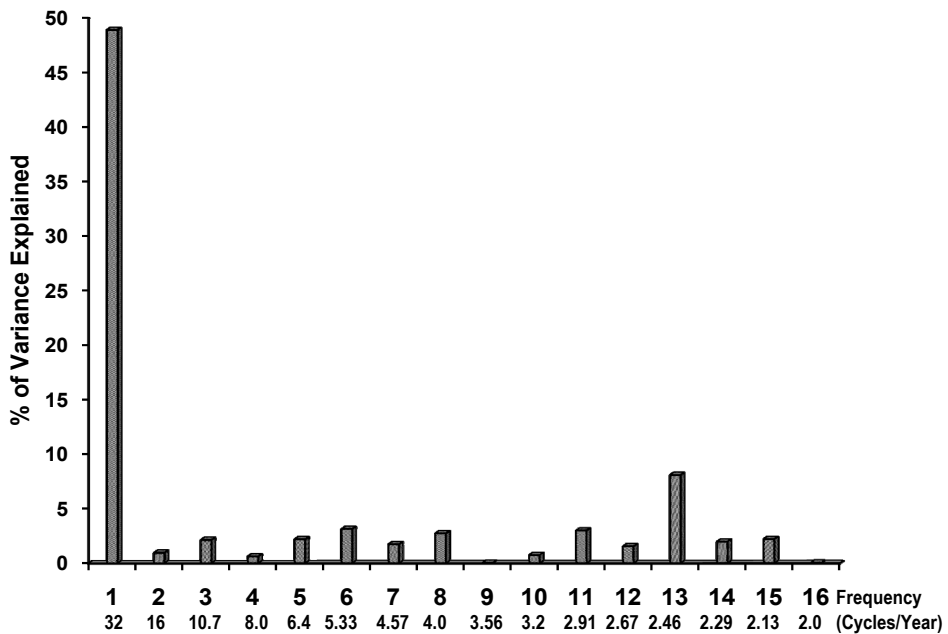


Fig. 8: Variance Spectrum For Ikeja Local Government Area On The Number Of Injured From Road Traffic Accidents

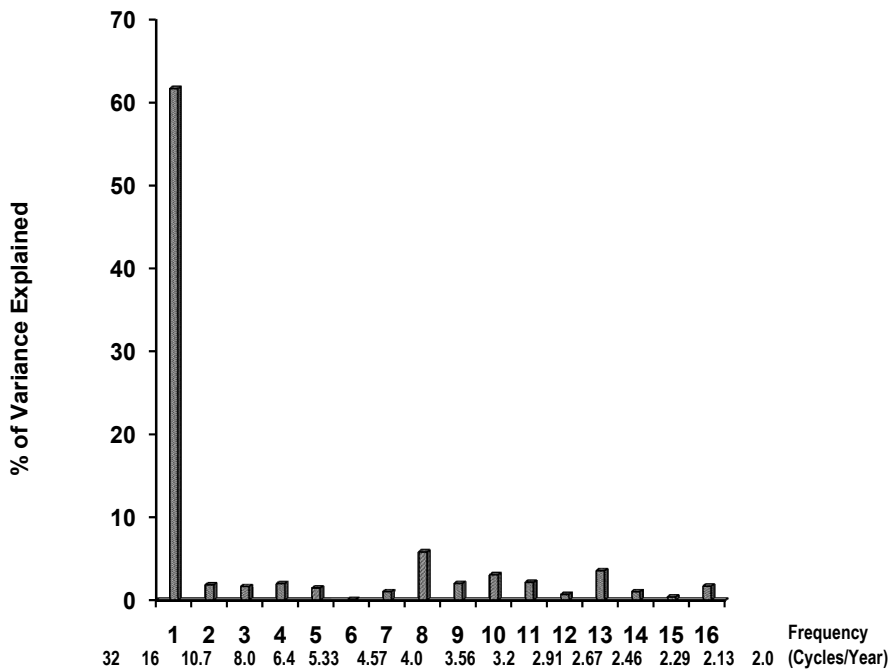


Fig. 9: Variance Spectrum For Mushin Local Government Area On The Number Of Injured From Road Traffic Accidents

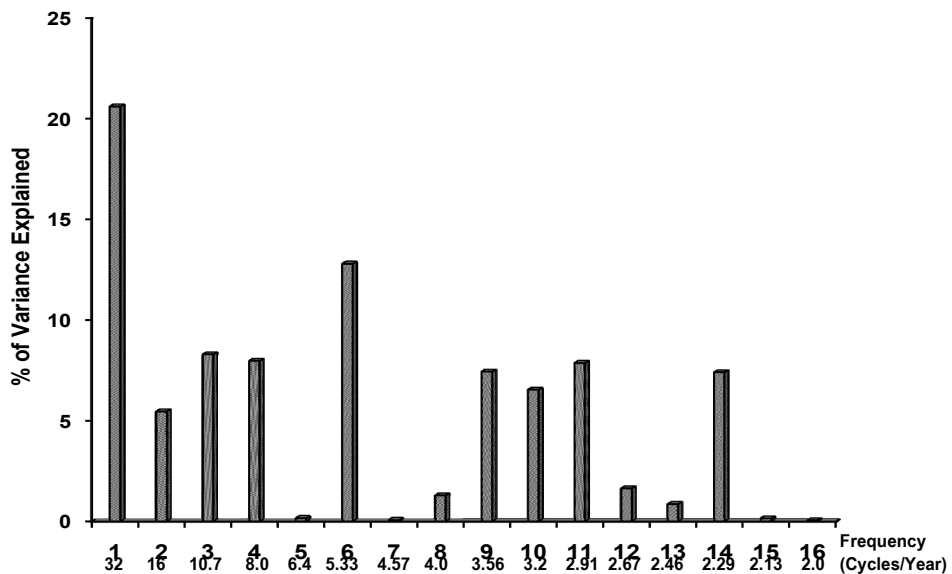


Fig. 10: Variance Spectrum For Lagos Mainland Local Government Area On The Number Of Injured From Road Traffic Accidents.

The reported number of injured from road traffic accidents in the twenty Local Government Areas in Lagos State from 1970 to 2001 were compared using analysis of variance (ANOVA). Two one way ANOVA, one for testing difference between the reported number of injured from road traffic accidents across the twenty Local Government Areas and the other for testing difference between the reported number of injured from road traffic accidents and across different years, 1970 to 2001. The result showing the ANOVA table for the mean comparisons are presented in table 2.

Table 2: Analysis of variance for reported number of injured from road traffic accidents in Lagos State.

Factor	Source of variation	Sum of squares	df	Mean squares	F.cal	F.table
Local Government Area	Between L.G.A	944.77.49	19	4972.50	21.34	1.57
	Within L.G.A.	94138.28	404	233.02		
	Total	188615.77	423			
Years (1970 – 2001)	Between years	82220.67	31	2652.28	9.77	1.46
	Within years	106395.11	392	271.42		
	Total	188615.77	423			

The result shows that for the 2 factors, Local Government Areas and years, the calculated F-ratios of 21.34 and 9.77 respectively at 0.05 level of confidence were higher than the table F-ratios of 1.57 and 1.46 respectively. Since the F-calculated were higher than F-table at 0.05 level of confidence, it then implies that the means for reported number of injured from road traffic accidents for each of the two factors, Local Government Areas and years were significantly different. In order to ascertain the means that were significantly different, Duncan New Multiple Range Test (DNMRT) was used for mean comparisons. The result for the mean comparisons for different Local Government Areas and that for different years (1970 –2001) are shown in tables 3 and 4 respectively.

Table 3. Means of reported number of injured from road traffic accidents in different LGA'S in Lagos State.

S/No	L.G.A	N	Means
1	Ikeja	32	69.81a
2	Lagos mainland	32	62.03ab
3	Lagos Island	32	60.31ab
4	Ajeromi/Ifelodun	32	52.94bc
5	Mushin	32	47.25c
6	Apapa	16	46.81c
7	Oshodi/Isolo	16	36.63d
8	Ikorodu	32	36.09d
9	Surulere	16	35.50d
10	Badagry	32	34.13d
11	Alimosho	13	34.08d
12	Agege	13	33.62d
13	Ojo	13	32.69ef
14	Epe	32	30.53ef
15	Shomolu	16	29.75ef
16	Ifako-Ijaye	13	25.46efh
17	Amuwo-odofin	13	22.08fgh
18	Ibeju-Lekki	13	21.54gh
19	Kosofe	13	21.38gh
20	Eti-osa	13	14.62i

In table 3, the means were arranged from the highest mean to the lowest mean. The letters of alphabet indicated significant difference. Means with the same letter of alphabet attached to them are not significantly different while mean that have a different letter of alphabet attached to them are significantly different. For example, from table 3, the means of reported number of injured from road traffic accidents in Ikeja Local Government Area is not significantly different and significantly different from those in Lagos Mainland and Lagos Island Local Government Areas which are not significantly different. However, that of Ajeromi/Ifelodun Local Government Area is significantly different from that of Mushin Local Government Area and Apapa Local Government Area, although that of Oshodi/Isolo Local Government Area is not significantly different from those of Ikorodu, surulere, Badagry, Alimosho, Agege, Ojo and Epe Local Government Areas. The result suggests that although Kosofe and Agege Local Government Areas had the highest reported accidents, the road traffic accidents

were not serious as much as injured were reported in Ikeja and Lagos mainland Local Government Areas (Fig. II).

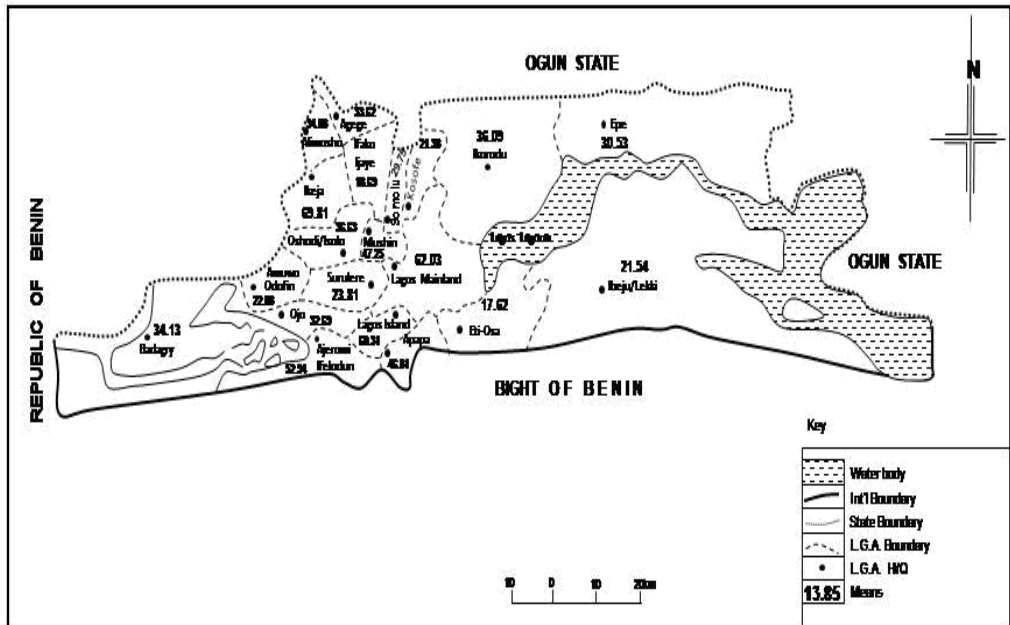


FIG. 11 : MAP OF LAGOS STATE SHOWING L.G.A'S WITH MEANS OF REPORTED NUMBER OF INJURED FROM RTA'S

Source: Adopted from Table 3

In table 4, the means were equally arranged from the highest down to the lowest. The letter of alphabet indicates significant difference. Means with the same letters of alphabet attached to them are significantly different. For example, the means of reported number of injured form road traffic accidents was highest in 1980 and 1985 and they were not significantly different from those of 1979, 1981, 1973, 1978, 1976, 1988 and 1977 but were significantly different from that of the other years. The result shows that reported number of injured form road traffic accident was highest in 1980 which also recorded the highest number of road traffic accidents (Table 4).

Table 4: Means of Reported Number of Injured from Reported Road Traffic Accidents from 1970 to 2001

S/N	Years	N	Mean
1	1980	8	75.75a
2	1985	8	72.50ab
3	1979	8	70.13ab
4	1981	8	67.63abc
5	1973	8	66.38abcd
6	1978	8	66.25abcd
7	1976	8	64.50abcd
8	1988	12	60.50abcd
9	1977	8	60.00abcd
10	1975	8	58.50f
11	1982	8	57.50f
12	1986	12	52.17fg
13	1984	8	51.88fg
14	1983	8	50.13fgh
15	1974	8	48.25fghi
16	1987	12	46.42fghij
17	1989	20	38.80ghlij
18	1994	20	37.65ghij
19	1993	20	34.60hijk
20	1990	20	34.45hijk
21	1971	8	34.13hijk
22	1970	8	32.38ijk
23	1991	20	32.25ijk
24	1997	20	32.15ijk
25	1972	8	32.00ijk
26	1996	20	31.75ijk
27	1995	20	31.70ijk
28	2001	20	31.60ijk
29	1998	20	31.30jkl
30	1999	20	29.85kl
31	1992	20	29.60ki
32	2000	20	29.10m

5. Policy Implications/Recommendations

By the serious road traffic accident situation in the study area, Local Government Areas like Lagos Island, Lagos Mainland, Ajeromi/Ifelodun, Ikeja, Alimosho, Apapa, Badagry, Surulere and Oshodi/Isolo Local Government Areas can be described as accident prone areas because they are all associated with high accident rate, high number of death, high number of injuries and so on (Fig. II). This trend therefore, suggest that these Local Government Areas of Lagos State are associated with the menace of road traffic accidents and these deserves urgent attention and appropriate policy intervention.

There should be measures aimed at children, particularly through schools and parents to in-still ideas of good road behaviour. The educationist should be responsible for incorporating traffic education into the curricular of primary and secondary school systems as well as seeing to the establishment, accreditation and supervision of driving schools, and nation wide organisation of defensive driving courses, which had been found most useful in reducing accident rate among all classes of drivers.

Preventive measures should also be taken which would include proper design of road networks as well as the planning of the general public transport system to ensure that it runs in an effective and efficient manner as this would reduce the volume of vehicles plying the roads; these measures must be commenced in the early stages of urban planning.

Public awareness is also important for the successful implementation of a comprehensive road traffic crash reduction programme. To that end, all stakeholders, such as schools, media, the private sector, the general public and civil society, including religious groups, can join hands in the fight against road traffic injures.

6. Conclusion

Accident on our roads is the leading cause of deaths in Nigeria and road traffic accident (RTAs) are a particularly well – documented consequence of motorization. While accidents occur in all modes of transport, including railways, no mode approaches the importance of the motor car in the scale of deaths and injuries caused to vehicles occupants, pedestrians and other unprotected road users.

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An Investigation of Problems Faced by LI (Urdu) 5th Grade Hearing Impaired Students in Urdu Written Expression: Implications for Teaching of LI (Urdu)

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Abstract

This study is an effort to look into the problems faced by students who are deaf or hard of hearing while writing and specially their grounded problems in LI (Urdu) writing expression. The students' writing has been assessed with the help of writing samples in LI.

I. Introduction

Communication is one of the survival skills and is crucial to survive in society. It is a wide concept including many different forms of information transmission. A large amount of information is obtained through vision and hearing because these two senses can inform us about the things that are outside and at a distance from us. If any one of these two senses is missing, the human experiences are limited to a large extent.

If hearing sense is missing, the person is referred to as the hearing impaired. Hearing loss is one of the most prevalent handicapping conditions. A hearing sensory deprivation limits the word of experiences. It deprives the organism of some of the material resources from which the mind develops because total experience is reduced. Hearing impaired student who faced difficulty in communication, are therefore excluded from the social exchange of everyday life (Lerner, 1985).

We communicate in many ways, but basically in two ways:

- In verbal communication, we use words.
- In non-verbal communication, we do not use words.

In all ways of communication, handwriting is considered the most concrete of the communication skills because it can be directly observed evaluated and preserved (Helilman, 1989).

The evidence suggests that the problems deaf students face in mastering writing are more formidable than those they face in developing reading skills. A deaf person can resort to compensatory strategies to understand a message when grammar and vocabulary skills are limited. It is much more difficult to express oneself clearly in writing in face of such limitations. Much of the work was conducted decades ago and reflect preliminary a concern with grammar and vocabulary, much like the traditional research on writing. Since 1980, however, most work conducted on the teaching of writing to deaf students has had a functional, semantic orientation, suggesting that in all aspects of communication both written and person to person (<http://www.fp.education.tas.gov>).

"The act of writing is a cognitive process that involves comprehension of ideas, expressive language, and mechanical skills." (Dorn,Soffos, 2001, p. 11). To skilled and practiced writers the act of writing is a natural, subconscious act. For students developing this skill, it is complicated and incorporates both cognitive and motor capabilities occurring simultaneously.

Writing is not a skill that just develops in the primary school years but rather it has its beginnings in the early stages of life. According to Gunning (2008)"Writing evolves from prespeech gestures children make and from the language they hear and later use, as well as from developing realization that the spoken word is not the only way to represent reality" (p. 465).

Using Gunning's idea that writing develops from language students hear and use, it would make sense that students who have incomplete access to a language would therefore have problems in the development of written language. Students who are deaf or hard of hearing have differing access to sound, which depends on many different factors. If the access to sound was in some way impaired, then access to spoken language would also be affected to some degree. If access to spoken language was impeded ,development of written language would also be impacted.

History has shown that students who are deaf or hard of hearing have difficulty with written language and develop writing skills at a slower pace than their hearing peers.

Anita, Kreimeyer, & Reed (2005) reported that students who are deaf or hard of hearing score within the low-average range when tested on contextual conventions, contextual language, and story construction.

2. Literature Review

Coincidentally, for children who are deaf or hard of hearing, early identification raises the educational and language expectations for children to obtain comparable abilities to hearing peers (Mayer, 2007). Mayer (2005) examined the writing of 30 children

who were deaf or hard of hearing who were between the ages of four and seven. To analyze the children's writing Mayer employed three levels suggested by Ferreiro (1009): (Level 1) Distinguishing Writing from Drawing, (Level 2) Identifying Properties Of Writing, and (Level 3) Connecting Writing to Spoken/Signed Language. Mayer found that it is at Level 3, Connecting Writing to Spoken/Signed Language, where the writing of children who are deaf begins to look noticeably different from their hearing peers (2007). Level three requires an individual to bring together what they know of face-to-face language (this would be a spoken language for children using the auditory-oral method and ASL or another signed based language) and what they know as far as how print works (Mayer, 2007).

As quoted by Williams, *"It is at this juncture that hearing children begin to make use of alphabetic principles"* (2007). Karchmer and Mitchell (2003) reported that 75% of all children who are deaf or hard of hearing receive their education in local public schools.

Speech reading is one method of communication. At best, a deaf person can read only 30 to 40 percent of the sounds of spoken English by watching the speaker s' lips. Manual communication is another method of communication. In sign language, thoughts are expressed through a combination of hand and arms movements, position, gestures and facial expressions. Sign language has it own unique grammatical structure. Finger spelling is usually used in sign language, but can be used alone also. Finger spelling consists of various finger and hand position for each of the letter of the alphabet. Skillful writers not only acquire the mechanical means to produce texts, they avoid the cognitive tools that help them to know when and how to use these means, how to monitor their use and how to correct factors when they occur (Hayes and Flower, 1980).

According to this model of writing, writing disorders may result from one or several causes (Wellesley, 1983).First writing disorder may occur from a lack of understanding to task specific strategies. For example disabled writers with task specific strategies deficits in the use of specific organizational structures may have trouble employing a relevant text structure that can guide them in planning, organizing, drafting and monitoring their ideas, Second, writing disabilities, may result from deficiencies in meta cognitive knowledge. Such writers have learned strategies but failed to active them in appropriate situations. Third impairment related cognitive process may affect writing performance. Specifically, inadequate or delayed development in listening, speaking or reading may affect writing performance since these processes share a common language base and rely on similar strategies processes involving the communication comprehension of ideas. Finally the failure to acquire specific rules and principles of spelling, grammar and writing conventions can detrimentally affect

the mechanics of writing, writing fluency and overall comprehensibility (Hayes and Flower, 1980).

Several studies (Myklebust, 1973; Wellesley, 1983) confirm that hearing impairment learners commit more punctuation and capitalization errors than normal learners. These deficiencies have been observed in terms of student s' ability to rewrite sentences containing punctuation and capitalization errors and to general error free compositions and spellings whereas other children have difficulty organizing and sequencing their ideas.

Children with written expression difficulties can find essential activities at school, such as note taking, to be insurmountable tasks. Note taking requires listening, comprehending, retaining information while continuing to process new information, and summarizing the important points into a useful format. The physical acts involved in writing notes must occur simultaneously with these cognitive processes. All of this must be accomplished with sufficient speed, automat city, and with a quality of production leading to writing legibly enough for the notes to be useful later.

Disorders of written expression often accompany reading or other learning difficulties; less research has been performed in isolated written expression problems than in other learning areas. In fact, whether written expression exists is an isolated disorder is uncertain. Not infrequently, writing is the most significant stumbling block for a child. The diagnosis of written language disorder can help point the way toward necessary treatment and support. Although individualized teaching strategies may change epigenetic gene expression and improve reading and writing during earlier stages of education, the underlying gene sequences may continue to play an etiological role for individuals with expressive writing disorder, especially as curriculum requirements increase in nature, complexity, and volume with increasing academic complexity.

The researches in the context of writing disorders are limited. In fact writing is a complex cognitive activity that requires writers to co-ordinate and regulates the use of task. This study is significant for the special education in following manners. This study will help teachers understand the problems of students with hearing impairment in class during the process of writing, especially in Urdu writing.

And professionals will also be able to access the current Urdu writing problems of students with hearing impairment in special schools with the help of this study. This study will help teachers to improve the methods used to develop the Urdu writing skills of students with hearing impairment. This study will be helpful for teachers to access the common problems in hearing impaired student during Urdu writing, which they specially doing during their performance. This study will be helpful for the correction of Urdu writing of hearing impaired students and improved their Urdu writing skills during Urdu writing performance.

3.Methodology

Descriptive research was used, descriptive“Descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of subject of the study”(Gay, 1990).

3.1 Population of the study

The population of the study was based on hearing impaired students at 5th grade age ranging from 10 to 13 years, studying in different schools of Lahore.

3.2 Sample of the study

In the study, convenient sampling technique was used. The 50 students age ranging from 10 to 13 years studying at 5th level in different Govt., schools of Lahore.

3.3 Instrument of the study

In the study the test was used as an instrument. The respondents were the 50 students with hearing impairment.

3.4 Research Questions

The present study is conducted to answer these questions:

- 1: What is the current level of Urdu written expression at grade 5 HI students?
- 2: What are the problems in Urdu written expression faced by grade 5 HI students?

4. Data Analysis

4.1 Data analysis and interpretation

After the collection of data, all data were analyzed and interpreted on SPSS. Results were given in the form of percentage and table along with that crosstab were used. At the end the researchers gave some possible recommendations.

4.2 The variables included as:

Dots, vocabulary, arrangement of sentences, use of straight line, preposition, spelling, pronoun, punctuation, the ability to express their thinking, combine two sentences with use of “AND”, use of “mud” (~), use of correct words, adjectives, omission, common noun and proper noun, in the test of hearing impairment students of grade 5th and entered into SPSS to know the reliability, frequency and cumulative percentage.

4.3 Finding

Following are the findings of the study:

1. Majority of hearing impaired students (64%) have vocabulary of their favorite story.
2. Majority of hearing impaired students (35%) are able to write an application for sick leave.
3. (33%) Students are able to write about their teacher.
4. (54%) Students can write the name of fruits.
5. (65%) Students can write the names of colours.
6. (23%) Students can write the name of things, which ALLAH 'S makes as mountain, water, flowers, fruits etc.
7. (45%) of students can write an essay on “Our School”.
8. (28%) of students can write an essay on “Quaid-E-Azam”.
9. (52%) students have dots problem.
10. (64%) students have vocabulary problems.
11. (60%) students have problems in arrangement of sentences.
12. (52%) students cannot write the words of straight line.
13. (68%) students have preposition problems.
14. (84%) students have spelling problems in writing the Urdu words.
15. (84%) students have problem in pronoun, because they have not understanding about these.
16. (72%) students have punctuation problems, they didn't use (,) (.) (:) (“ ”) (?) (;)
17. (76%) students skipped or omission the words during Urdu writing.
18. (60%) students have problem to write correct “MUD” (~) because their vocabulary is very short.
19. (88%) students have no ability to express their thinking.
20. (88%) students have problem combine two sentences with use of “AUR”.
21. (96%) Students have problem in use of correct words.

22. (84%) students have error in adjectives.

23. (76%) students have error in common noun and in proper noun in Urdu writing.

5. Conclusions

Majority of hearing impaired students are able to answer the question in their own words. It means that they have understanding of written language but because of short vocabulary they can't write by themselves. Majority of hearing impaired students are able to express their thinking in written form. If we look at the results of test it seems that the Urdu written expression of hearing impaired students are good but when we consider the meanings of Urdu written expression it doesn't mean only single word vocabulary but also creative writing. This means to write a full sentences including grammar, vocabulary or comprehension. But the students face problem in creative writing. Whereas, Urdu written expression of deaf children at elementary level should be good enough. The ability to write is a developed skill, which involves many elements. For some children acquiring this skill is difficult and challenging. Writing is the highest level of communication and is a critical skill to develop and foster. Interactive Writing incorporates many elements of writing while supporting the learner in a non-threatening way to allow the students to develop writing skills alongside a more experienced writer. This writing program did work with children who are deaf or hard of hearing in an auditory-oral program. As society's demands increase, expectations for students increase. The ability to write is a crucial skill needed to be successful. As teachers of the deaf it is important to have the ability to teach writing using multiple techniques and strategies to meet differing needs of students. Writing is yet another form of communication and gives the ability to share thoughts and idea with others; it is in fact, the ability to create meaning.

5.1. Recommendations

According to conclusions following recommendations are made;

- 1) Further study should be conducted with large sample size.
- 2) Teacher should develop better techniques to improve Urdu written expression of hearing impaired students and efforts should be made to provide individual attention to them.
- 3) There is need of the provision of experience, opportunities and necessities for better Urdu writing and for good academic achievement.

- 4) To increase the vocabulary of students' teacher should provide them more and more reading experience for good and better writing.
- 5) Experience is an important factor for creative writing so the teacher should provide experience that stimulates ideas to write about.
- 6) Goal of writing is to communicate ideas. Students should be encouraged to share their written work.
- 7) Teacher should avoid excessive correction of mechanical aspects of Urdu writing because too much correction may discourage the student from trying to express their own ideas in Urdu written form.
- 8) There is need to create awareness among teachers that hearing impaired children are not intellectually inferior and abilities as the normal hearing students so that they can provide better educational opportunities.
- 9) Auditory training should be given to hearing impaired students to make aware of different sound and increase their vocabulary with understanding of different things.
- 10) Teacher should be trained to reduce the communication gape between teachers and children. So, the students can express their inner feelings in a friendly atmosphere with their teachers.
- 11) Teacher should talk in full sentences, avoid the use of single word and repeat the entire sentences of it were not understand.
- 12) Teacher should explain concepts, being taught. Use visual examples whenever possible and keep terminology consistent.

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Appendix

Appendix –A(Test for data collection)

Q:1- Write an essay?

- i) My school
- ii) Quaidiazam

Q:2- Write an application of sick leave?

Q:3-

- i) Write five sentences/lines about your father?
- ii) Write five sentences/lines about your teacher?

Q:4-

- i) Write a story , “Thirsty crow”?
- ii) How many blessings Allah give us, write their names?

Q:5-

- i) Colures name?
- ii) Fruits name?
- iii) Vegetables name?
- iv) Singular and plural?

نام _____

جماعت _____

والد کا نام _____

سکول کا نام _____

Check list:

- (۱) نقطے
 - (۲) ذخیرہ
 - (۳) جملوں کی ترتیب (ہر لفظ کی ترتیب)
 - (۴) سیدھی لائن پر الفاظ کا استعمال
 - (۵) حروف اضافت (کا۔ کے۔ کی)
 - (۶) جچے (Spelling)
 - (۷) رموز اوقاف کا استعمال (punctutaion) (!) (" ") (') (.) (?)
 - (۸) اسم ضمیر (میں، تم، ہم، وہ، اس کا)
 - (۹) خیال (مطلب) ماضی الضمیر
 - (۱۰) حروف عطف (دو جملوں کو ملانا "اور" کے استعمال سے۔
 - (۱۱) مد (~)
 - (۱۲) صحیح حروف کا استعمال
 - (۱۳) اسم صفت
 - (۱۴) لفظوں کو لکھنا بھول جانا (omission)
 - (۱۵) اسم معرفہ۔ اسم نکرہ
- سوال نمبر 1:

مضمون لکھیں؟

(۱) قائد اعظم محمد علی جناح

سوال نمبر 1:

(ii) میر اسکول

سوال نمبر 2:-

پرنسپل کے نام بیماری کی درخواست لکھیں؟

سوال نمبر 3:-

(i) اپنے والد / ابو کے بارے میں پانچ جملے لکھیں؟

سوال نمبر 3:-

(ii) اپنے استاد / استانی کے بارے میں پانچ جملے لکھیں؟

سوال نمبر 4:-

(i) کہانی لکھیں؟

پیا سا کوا

سوال نمبر 4:-

(ii) اللہ تعالیٰ کی عطا کی ہوئی نعمتوں کے

نام لکھیں؟

سوال نمبر 5:-

(i) رنگوں کے نام لکھیں؟

سوال نمبر 5:-

(ii) پھلوں کے نام لکھیں؟

سوال نمبر 5:-

(iii) سبزیوں کے نام لکھیں؟

سوال نمبر 5:-

(iv) واحد کے جمع بنائیں؟

واحد	جمع
پرنده	
پتا	
بستہ	
لڑکا	
گھوڑا	
کڑا	

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