

THE 9th INTERNATIONAL
RAIS CONFERENCE
ON SOCIAL SCIENCES
AND HUMANITIES

RAIS CONFERENCE
PROCEEDINGS

Editor: Julia M. Puaschunder

April 4-5, 2018

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Motivation? The Effects of High-Impact Experiential Learning Activities on Political Science Students

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ABSTRACT: This research examines whether high-impact experiential learning activities in politics motivate students positively in learning, personal development and establishing career goals? Using participant observations and student journals recorded during their participation in the Osgood Center for International Studies 2017 Presidential Inauguration Seminar and the Washington Center for Internships and Academic Seminar's 2016 Democratic and Republican Convention seminars, this research identifies specific outcomes related to the impact of such experiential learning opportunities on students of political science.

KEYWORDS: motivation, experiential learning, transformational opportunities, high-impact learning activities, the Washington Center, the Osgood Center

Introduction

Efforts to motivate students to achieve more in their academic field of study is often difficult to quantify, but easy to identify. Increasingly, educators are compelled to find innovative ways to engage students. For students of political science, meeting and interacting with politicians, working on campaigns, conducting research, serving as interns at governmental agencies and political offices, usually illicit greater interest in the discipline. Moreover, participating in high-impact experiential learning activities, such as the Washington Center's Democratic and Republican Convention

Seminars, and the Osgood Center for International Studies Presidential Inauguration Seminar, allow students to witness the nomination of presidential candidates, and the transformation of power from one president to another, up-close and personal. This type of learning experience, which cannot be imparted in a traditional classroom setting, is sure to be life changing, but to what extent, is unknown.

In 2008, Kuh articulated strong positive effects of participating in high-impact activities. He found that “first-year students and seniors who participated in learning communities, service-learning, study abroad, student-faculty research and senior culminating experiences reported greater gains in learning and personal development” (Brownell and Swaner 2009). According to Kuh (2008) the greater gains include a “‘deep approach to learning,’ which encompasses integrating ideas and diverse perspectives, discussing ideas with faculty and peers outside of the class, analyzing and synthesizing ideas, applying theories, judging the value of information as well as one’s own views, and trying to understand others’ perspectives” (Brownell and Swaner 2009).

Using participant observations and student journals recorded during their participation in these programs, and from my personal experiences as a student of, and a faculty leader for the Washington Center, and later for the Osgood Center programs, the current research seeks to determine whether high-impact experiential learning activities provided by the Washington Center for Internships and Academic Seminars and the Osgood Center for International Studies, motivate student positively in learning, personal development, and establishing career goals? And if so, in what ways?

Background Information

Long before many universities adopted policies to include experiential and service learning as a core curriculum agenda, the Washington Center for Internships and Academic Seminars (TWC) and the Osgood Center for International Studies, both non-profit, non-partisan, educational organizations, were providing college students with what they deem to be “transformational” opportunities in Washington, DC.

The Washington Center opened its doors in 1975 and continues to open doors for students to realize their full potential. According to TWC, since its founding, “it has helped more than 55,000 young people find their career path and has become the premier provider of internships and seminars to higher education partners and students worldwide” (twc.edu). Over the years, TWC has expanded and adapted to change, but continues to remain true to its primary mission which is to provide “young

people with enriching experiences, professional connections and caring support to help them pursue successful careers” (<http://www.twc.edu>).

Similarly, the Osgood Center’s stated mission is “[To] positively affect the lives of participants and prepare them to be better global citizens through quality educational experiences that emphasize short learning programs and experiential learning” (osgoodcenter.org/mission). Their programs are “thought-provoking, experiential, and solution focused. Students come face-to-face with foreign policy and international leaders, including experts from the U.S. State Department, National Security Council at the White House, U.S. Congress, and premier think tanks” (<http://www.osgoodcenter.org>).

Exploration into the Academic Seminars at TWC and the Osgood Center

The academic seminars at the Washington Center and the Osgood Center are usually two-week programs, but there are also one-week programs, that expose students to a large number of speakers, who are usually politicians, journalists, and governmental bureaucrats, that come and speak and interact with students to discuss their career trajectory and share policy perspectives. In addition, students have scheduled site visits to U.S. embassies, think tanks and governmental agencies to further engage professionally. Most importantly, students often have the privilege of working and attending culminating events such as the Democratic/Republican National Conventions and Presidential Inaugurations.

According to TWC’s website, “since 1984, The Washington Center. . . has provided [students] with and inside look at both national nominating conventions. These special academic seminars place students in volunteer fieldwork positions with the party, convention committee, host committee, media, and many other convention related organizations and events. We also bring noteworthy speakers to address the participants each morning. The courses take within the city of the two major national conventions” (<http://www.twc.edu/seminars/programs#conventions>)

Over the years, speakers have included: Major General Mike Murray; Dr. Cornell West; tv host, Tavis Smiley; Grover Norquist of Americans for Tax Reform; Steve Scully, host of *Washington Journal*; journalist Clarence Page; founder of C-SPAN Brian Lamb; Michael Steele, former chair of the RNC; Debbie Wasserman Schultz, former chair of the DNC; Major Garret, Chief White House Correspondent; Dee Dee Myers, former White House Press Secretary; Candy Crowley, chief political

correspondent, for Governor Howard Dean, Senator Robert Bennett, and a host of other prominent politicians, journalists, and scholars.

Examples of some of the site visits where students have gone include: The Woodrow Wilson Center; Fenn Communication Group; Rock the Vote; EMILY' List, the African American Museum of History and Culture, the American Association of University Women, the Humane Society Legislative Fund, and a host of DC universities, museums, monuments, non-profits, U.S. embassies, think tanks, and bureaucratic agencies.

Students are also afforded the opportunity to serve as volunteers and attend party nominating conventions and Presidential inaugurations by participating in TWC and/or the Osgood Center's convention(s) and inauguration seminars. This exposure provides students with front row seat to these events. For example, one of my students shadowed Karl Rove at the Republican Convention in 2012, and another one shadowed Wolf Blitzer in 2008. During the 2016 Republican convention, my student served as security detail with the secret service (through the TWC program) to secure the hotel where the presidential nominee's family and friends were staying.

From transporting prominent political figures via golf carts from parking lots to the convention hall(s), to setting up and safe guarding venues, to obtaining seated and standing tickets to attend the Bush, Obama, and Trump inaugurations, these experiences are highly impactful and often make an indelible mark on the lives and careers of young people.

The 2017 Inauguration Program with the Osgood Center

The 2017 Osgood Inauguration Program began Sunday, January 8 and ended Monday, January 20. The nine students under my supervision for this program arrived at various times of the day, but most managed to arrive in DC before the 3:00pm check-in and building orientation. The opening session started Monday, January 9 with formal introductions, a program orientation, and a presentation from the Osgood staff on "Understanding Washington and its Culture." This presentation included tips to students about safety and being aware of their surroundings, traveling in pairs, tips on how to use the Metro Transit system, and the power of networking in DC and making a great first impression. The presentation also included expectations on how the students were to conduct themselves and interact with the invited speakers, their peers in the public/professional sphere, as well as in the private sphere, including their hotels.

The 2017 Presidential Inauguration Seminar Program format included:

✦ Orientation
✦ Morning Speaker(s) and Panel Presentations
✦ Daily Meeting with Faculty Leaders and Peers to Discuss
✦ Afternoon site visits to meet with governmental, advocacy, media and international representatives and experts
✦ Reception (second week of program) at the National Press Club
✦ Free time to explore DC or attend congressional hearings and inaugural activities
✦ Special day at the Newseum (http://osgoodcenter.org/inauguration-2017.php)

The speakers for the two-week program included: Frank J. Fahrenkopf, Jr., co-chair for the Commission on Presidential Debates; Rodell Mollineau, co-founder of ROKK Solutions; Dr. Stephen Farnsworth, professor and director of the Center for Leadership and Media Studies at Mary Washington University; Dr. Linda Bishai, the director for the U.S. Institute of Peace at George Washington University; journalist and political commentator, Steven V. Roberts; former Congresswoman, Ann Marie Buerkle (R-NY); former Congressman, Don Glickman (D-KS); Brian Lamb, executive chairman of C-SPAN; Dr. Laura Brown, director for the School of Political Management at George Washington University; journalist Clarence Page of the Chicago Tribune; Shane Harris, national security correspondent for the Wall Street Journal; Ambassador Sally Shelton-Colby; and Don Richie, historian emeritus of the U.S. Senate.

The site visits for the 2017 Presidential Inauguration Seminar included: tours of the Washington Monuments and the Washington National Cathedral. My students visited Howard University, the African American Museum of History and Culture, the American Association of University Women (AAUW), the Humane Society Legislative Fund, and attended the confirmation hearings for cabinet nominees: Scott Pruitt, John Kelly, and Jeff Sessions. During our Capitol Hill site visits, my students met Senator Bernie Sanders (I-VT), Senator Kamala Harris (D-CA), Senator Ted Cruz (R-TX), journalist and NBC news anchor, Andrea Mitchell, and a host of House members, lobbyists and activists. Several students attended the “Make America Great Again Welcome Celebration” and all nine students received tickets (from various members of Congress) to attend the Inauguration Ceremony for the 45th President, Donald J. Trump.

2016 National Conventions Programs with the Washington Center

For the 2016 Washington Center Conventions programs, three students under my supervision participated in the program. Two attended the Democratic National Convention Program in Philadelphia, and one student attended the Republican National Convention Program in Cleveland. The program format for this academic seminar included: an opening day orientation, morning speakers, afternoon site visits, group meetings with faculty leaders and peers to discuss daily speakers/ activities, and networking opportunities with convention delegates, journalists, and host committees.

Students in these programs heard from A-list journalists, politicians and party delegates who had traveled to the conventions to take part in their party's nomination process. Unlike the Inauguration seminar(s), the convention programs took place, outside of Washington, in the city where the conventions were held. Students who participate in the conventions programs are often provided an opportunity to serve as volunteers and assist with the logistics and preparations for the national party conventions.

During the 2016 Conventions programs, one of my students was placed with CNN where his job was drive CNN operatives, via golf cart, from the parking lot to the Wells Fargo Center, where the convention was held. Cars were prohibited from the perimeter of the arena, for security purposes. In this role of transporting VIP's to and from the convention center, the student met and took photographs with CNN's weekend edition newsroom anchor, Fredricka Whitfield; CNN's *The Situation Room* host, Wolf Blitzer, and investigative journalist and author, Carl Bernstein. The student diligently networked and secured credentials to the convention and was seated with his state party's delegation for the nightly speeches during the week. He witnessed first-hand the speeches of Michelle Obama, Senator Bernie Sanders (I-VT), Senator Al Franken (D-MN), Cory Booker (D-NJ), and watched Hillary Clinton accept the Democratic Party's presidential nomination, the final night of the convention.

The second student that participated in the TWC Democratic Convention program served as a volunteer with the Democratic National Convention Committee (DNCC). The DNCC is the committee that planned and staffed the entire convention. She, along with other TWC students, were stationed throughout the convention hall assisting and giving directions to politicians, party delegates, speakers, and members of the press about the location of party delegation meeting rooms, their seating arrangements, and where the various television networks were located.

The DNCC volunteers had undergone an extensive program orientation, days before the convention and were highly knowledgeable of the where things were. They were in charge

of crowd control, checking convention credentials, running errands, and helping with necessary tasks to make the convention flow smoothly. Although my student became frustrated with her DNCC assignment, largely due to the lack of communication and tension between the convention committee's team leaders, volunteers, and disgruntled patrons, she enjoyed the experience. By volunteering with Democratic National Convention Committee through the TWC program, she too, witnessed first-hand many of the speeches and performances during the convention, including President Barack Obama, Michelle Obama and Hillary Clinton's acceptance speech.

The student who attended the 2016 Republican Convention program sponsored by the Washington Center was placed with the Secret Service and was required to complete a top-secret background check. He traveled around the city of Cleveland to secure locations for high ranking members of the Republican Party. Each night of the convention he had complete access to the convention floor and an access pass to go wherever he wanted within the Quicken Loans Arena. During the last night of the convention, he sat next to Dr. Ben Carson in the Trump family suite and watched Donald J. Trump accept the Republican Party's presidential nomination. In his words, during the week, "I got to pitch my resume to Ben Carson and he gave me his personal number and told me to do not hesitate to call if I ever needed anything."

Assessment Criteria for the Academic Seminars

During the Convention(s) programs and the Presidential Inauguration programs, each student was assigned to a small group of 10-20 students, led by a faculty leader who oversaw and assessed student's academic performance on written assignments for the program. Specifically, the faculty leader's task was to attend all program sessions, meet with students for group discussions and instruction, accompany the students on site visits, read students' written work and evaluate their academic and professional performance, and recommend a grade for each student at the end of the program (twc.edu). After the completion of the program, the faculty leader provided the faculty liaison at the student's home institution a written assessment of each students' work. Since 2004, I have had the honor of teaching, observing and evaluating hundreds of students in the Washington Center and Osgood Center programs. I have served as faculty leader for TWC's Democratic and Republican Convention Programs, their *Inside Washington* January Program, and their 2009 and 2013 Presidential Inauguration Programs. More recently, I served as a faculty leader for the Osgood Center's 2017 Presidential Inauguration. My experiences as a faculty leader continue to be highly rewarding, personally and professionally.

Academic Component of the 2017 Inauguration Seminar

As participants in these programs, students are expected to maintain and complete the academic requirements for the programs. During the 2017 Presidential Inauguration Seminar, students under my supervision were evaluated and received a grade for their attendance and participation, writing a short essay, posting about their experiences on social media, and creating and consistently contributing to an academic journal.

Areas of Evaluation		
I.	Attendance and Participation	20%
II.	Short Essay	15%
III.	Presence on Social Media	15%
IV.	Academic Journal/ Reflections	50% (twc.edu)

In the area of **Attendance**, students were expected to be on time for all sessions, (general session, small group sessions, site visits, etc). Failure to be on time resulted in points being deducted from their final grade for the seminar. In the area of **Participation**, students were required to read the speakers bio prior to the general sessions and pose questions to the speakers during the sessions. They were encouraged to introduce themselves to the speaker by stating their names and the college/university that they represented, before asking questions.

Another area in which the students were evaluated was by writing a short **essay** (1000 to 1100 words) on what they deemed to be the most important public policy issue(s) that the president would face after his inauguration? They were asked to discuss the pros and cons of his policy choices on the issue(s)? Finally, the essay should conclude with their views on how they thought the issue(s) would ultimately be resolved?

Further, the students were expected to have a **presence on social media** and post at least two or more daily feeds on Twitter and/or Instagram. The students' home institutions usually kept track of the students' activities, and the public relations departments retweeted and reposted images of students at site visits and interactions with political figures, to publicize these activities and to generate enthusiasm and excitement on campus.

Finally, the largest academic component and most important aspect of the evaluation process was for students to create and maintain an active **journal** that chronicled their experience. The journal is not a diary, rather students were expected to critically evaluate and analyze the information they receive from the news, peers, speakers, etc.

They were expected to document what they were doing and what they had learned from each particular activity. Students were asked to set three goals/objectives for the seminar during the first day and to assess those goals at the end of the two-week period, within their journal. They were encouraged to develop a theme for each day to help synthesize their work that included an evaluation of the speakers' remarks, reactions to site visits, topics from their small group discussions, sound bites of the day, any new language they heard for the first time, topics in the national news, and write journal entries using a theme. They were asked whether they would recommend the program to others, and why or why not?

Academic Journal Outline
I. Initial Statement of Seminar and Individual Goals (the first day students were asked to write 3 learning objectives of what they hoped to achieve in the program)
II. Analysis of Daily Activities
III. Soundbite of the Day
IV. New Language
V. Discussion and Reflection of Speakers/ News/ Site Visits
VI. Final Assessment of Goals (Students are asked to review their initial statement of goals for the program to determine whether they achieved them).

Data and Methods

In an effort to measure the effects of these high-impact experiential learning activities on student learning, motivation, and establishing career goals, I examined student journals recorded during their participation in these programs. From my personal experiences as a student and as a faculty leader for the Washington Center, and for the Osgood Center programs, I rely on participant observations to investigate the personal growth and identify specific outcomes related to the impact of such experiential learning activities on students of political science.

Students have the opportunity to evaluate the program(s) when assessing whether their three learning objectives and their initial statement goals were achieved. The questions posed to the students was 1) Did you meet your stated goals? 2) Would you recommend the program to others, why or why not?

Fifty-eight statements were analyzed that were recorded in twelve student journals. Of the twelve students, ten were political science majors, two were political science minors, and five were members of the campus student government.

QDA Miner Lite, a qualitative text analysis software, was used to analyze the statements written by the students in their journals. QDA Miner Lite was released by Provalis Research in 2012. It is the free version of QDA Miner and “provides an easy-to-use tool for coding, annotating, and analyzing collections of documents and images such as interview or focus-group transcripts, journal articles, web pages, or customer feedback” (<https://provalisresearch.com/news-events/the-new-qda-miner-lite/>).

Using QDA Miner Lite to code and analyze student journal statements proved to be both effective and efficient. The statements were coded under four broad categories: *learning through first-hand experiences, motivation/inspirational, career/networking opportunities, and would recommend the program.*

Learning through First-Hand Experience. Statements placed in this category centered around students’ comments regarding learning through their observations and real-world experiences.

Examples of students’ statements placed into this category include:

- “I actually got to see how government worked listening to the speakers and getting to see it first-hand was absolutely incredible. It is one thing to read about it in the textbooks, but to witness it was remarkable. . . Going to the hearings watching the inauguration and going to the women’s March is something I will never forget.”
- “The Osgood Program presented the opportunity to witness, in person, a part of history that was an amazing experience to be a part of. Overall, the program is of value to students interested in the political world and would be of great value to attend.”
- “Overall, the Osgood inauguration program was a positive experience that I was pleased to attend. I was fortunate to have met prominent figures in our political system. The face-to-face experience that was ascertained from real world journalist, politicians, activist, lobbyist were pivotal to aid me in my path into the field.”

Motivational/ Inspirational. Statements placed in this category centered around emotional responses from students regarding their involvement in the program(s), or certain aspects of the programs.

Examples of students' statements placed in this category include:

- ✦ “The many site visits over the two weeks were motivational, inspirational, thought provoking, and informative in addition to first and foremost, educational. These educational hands-on experiences by visits to certain places in Washington brings a sense of reverence and awe to the power and tradition of the infrastructure of the National Capitol of the United States.
- ✦ “During my two weeks in Philadelphia, I was able to experience several once-in-a-lifetime opportunities. I heard speeches of people I admired for years, formed connections that will most likely last a lifetime, and earned invaluable life experiences.”
- ✦ “Becoming accustomed to the D.C. area is an experience within itself. The city has so much to offer minds that want to learn and explore the town. Everyone should experience the transfer of power, going to an inauguration, no matter who is coming into power. It is a beautiful experience of the United States democracy at work first hand and something that you can always look back and say you experienced.”

Career/Networking Opportunities. Statements placed in this category centered around the students' comments regarding networking and career opportunities afforded through the program and their interactions with industry professionals and political leaders.

Examples of students' statements placed in this category include:

- ✦ “The program offers a unique experience for college students where you are placed in the heart of Washington DC, the environment where you would potentially like to begin a career.”
- ✦ “In addition to attending the morning seminars, the program also left plenty of time to explore Washington DC, allotting time to communicate and network with persons of political importance. Much of our time was spent on Capitol Hill where we had the opportunity to speak with representatives and senators, in addition to sitting in on congressional hearing regarding various topics.”
- ✦ “This [Republican] Convention opened my eyes to a lot of things that I never thought I would want to do. After experiencing all this [interacting with the Trump family and friends], I know that I want to work in politics once I get out of the army. Even if I can't get a job in politics, I know that this will not be the last convention that I am ever going to attend.”

Would Recommend. Statements placed in this category include students' comments regarding their willingness to recommend the Washington Center and Osgood Center programs to others.

Examples of students' statements placed in this category include:

- ✦ "This is a program that I would recommend to anyone that asked even if they weren't a political science major. . .I can't say one bad thing about the Washington Center, from the way they present themselves, to the standards that they hold for every student that attends the program, it's impressive."
- ✦ "My personal experiences, both good and bad, do not alter the fact that I would encourage anyone to attend the TWC DNC program during the next election cycle. I was afforded the opportunity to see great leaders speak, learn about the workings of a convention as a whole, and learn just how important conventions are to a presidential nominating process."
- ✦ "I would recommend this program to anyone that has a desire to learn about anything that pertains to American politics. The trip to Washington DC gave me a first-hand experience in American politics."
- ✦ "The Osgood Presidential Inauguration Program is definitely one to be recommended to others. The program not only offers daily educational seminars where participants have the opportunity to listen and question significant individuals in the political world, but it also presents numerous unique opportunities that are not regularly offered to students."
- ✦ "I would absolutely recommend this program to my fellow classmates and let them know that the opportunity to meet and expand their horizon can certainly exist in Washington."

Expectations for Research Outcomes based on Personal Experience

In the mid-1990's as an undergraduate student at the University of Southern Mississippi, I participated in the Washington Center's "Women as Leaders" academic seminar. Participating in this seminar afforded me the opportunity to meet and establish contacts with students from other colleges and universities across the U.S., gain a greater understanding and deeper appreciation for the role women play in politics, and interact with prominent female leaders on Capitol Hill. I consider this experience and the subsequent two Congressional internships on the Hill to be the reason I chose a career in academia and politics.

This experience was truly transformational. It ignited a fire within me to learn all that I could about women and politics. It also allowed me to establish contacts from

around the nation with my contemporaries who were eager to do the same. Further, this experience broadened my perspective in that I became more socially, culturally and politically aware, and enhanced my desire to run for office. It made me more confident in my own abilities to achieve, causing me to be a more devoted student and to continue pursuing leadership positions on campus.

In an interview about my experience,

After participating in 1995's "Women as Leaders" seminar, Kimberly S. Adams recalls, "I came away with so much. Personally, I was inspired by my peers from around the country. Professionally, it was a fantastic networking experience, meeting women like Rep. Maxine Waters (who served as her mentor for the program), Secretary Donna Shalala and other leaders." Many of the relationships she formed then, she explains, have lasted throughout the years.

Adams maintains close ties with the program, serving as her institution's liaison and on the Alumni Advisory board. She gave the commencement speech for last spring's participants. "Being an alumna of The Washington Center," she explains, "it was a special experience to share my appreciation for what the program has given me" (TWC Newsletter, 2008).

Participating in the Washington Center's "Women as Leaders" seminar made such an incredible mark on me personally and professionally, that when I became a professor I worked to provide my students exposure and access to such programs. Thus, based on my personal experience as a student in a TWC program in the mid-1990's, I expect that my own students, in the 21st century, would also learn a great deal from their first-hand experience, be highly motivated and inspired by what the programs offer, make connections and network with Washington insiders to advance career opportunities, and would recommend the TWC and Osgood Center academic seminars to others.

Research Findings

The results of this research seem to lend support to the findings of previous works on the topic. Overall, the findings indicate that experiential learning activities in politics are indeed a positive, motivating factor for college students with regard to learning, personal development and achieving their career goals. Overwhelmingly, the students believed that they had achieved, and in several instances, exceeded, their initial goals for the program.

The findings seem to suggest that the students greatly appreciated and learned a lot through their first-hand experiences. Out of the fifty-eight statements recorded, twenty statements (34.5%) pertained to students writing about witnessing the political process up close and personal. For example, one student stated that, "it was invaluable to attend specific hearings on cabinet appointments, and witness first-hand the process of selection for the inner cabinet of the President, during the Inauguration seminar." Another student wrote that, "Listening to the speakers gave a more personal view of the political world rather than the typical 'professional' outlook that is often perceived." Yet another student mentioned that, "Having experiential learning in a field such as political science is so important because sometimes the [class]work and material can be repetitive, so by having that hands-on experience, it really solidifies why a person would choose a political science path, at least for myself."

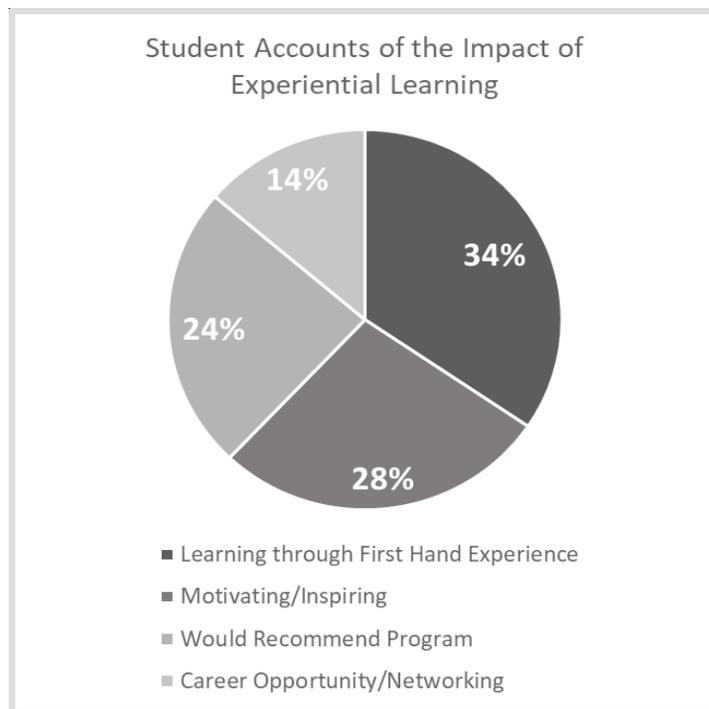
The findings further indicate that the students were motivated and inspired by their participation in the programs. Out of the fifty-eight statements recorded, sixteen statements (27.6%) underscored that the students were inspired and/or motivated by their experiences. For example, one student commented, "The inauguration program was an amazing experience, and one that will always be remembered." Another student maintained that, "This trip gave myself, as everyone else who attended, an inside look at how Washington is. As political science majors, it was one of the greatest experiences to have." Another student wrote, "The best part of this [program] was the last night of the convention I was in the Donald Trump suite with all his friends and family."

Fourteen (24.1%) of the fifty-eight statements analyzed in the student journals centered on their willingness to recommend the Washington Center and the Osgood Center programs to others. A huge endorsement for the Osgood Center comes from a student who participated in the Inauguration seminar stating, "I would say that more political science students should attend this trip and hopefully the university will realize the importance of it and provide more money for students to attend, it is definitely a once in a lifetime experience." An equally strong endorsement for the Washington Center's Republican Convention program comes from a student who stated, "This is a program that I would recommend to anyone that asked, even if they weren't a political science major. This is something that I believe everyone should get a chance to experience. People pay thousands of dollars to get a chance just to go to the convention, but they didn't get the experience like I had while I was there."

With regard to career and networking opportunities for students during the program(s), the findings seem to suggest that only eight of the fifty-eight coded statements (14%) pertained to those topics. I observed that some students were more confident than others when approaching public figures and politicians. It was normally the same

three students that readily posed questions to the speakers and eagerly approached politicians on the Hill to request photos with them. Nevertheless, one student wrote that, “By participating in the TWC Democratic Convention program and meeting the delegates, journalists and politicians, I became convinced that my career should not only include the study of public policy and politics, but it should also include serving in public office. I will graduate in the spring of 2019 and I am planning to run for office that same year.”

Code	Count
Learning from First-Hand Experience	20
Motivational/Inspirational	16
Career/Networking Opportunity	8
Would Recommend Program	14



Observations from a Faculty Leader's Perspective

There are enormous benefits that are bestowed upon faculty leaders who are fortunate enough to supervise their own students during these academic seminars. Time and time again, I have observed (not in a scientific way) the tremendous personal development of my students during the seminars. Their growth is readily apparent and continues when they return to campus. After participating in these high-impact experiential learning programs, I have observed that my students:

1. are more culturally, socially, and politically aware;
2. show greater interest in their academic endeavors;
3. are more confident in their own abilities to achieve;
4. assume leadership positions and have a greater appreciation for public service;
5. are better networkers and communicators;
6. have a better understanding of the political process and are able to integrate/synthesize experiential learning with academic learning.

Students from the 2017 Presidential Inauguration seminar and the 2016 National Conventions seminar(s), meet with me regularly and are enrolled in my classes, thus, I am able to continually observe their growth, which is in many ways, immeasurable.

Concluding Remarks

This work was initialed in an effort to examine whether high-impact experiential learning activities in politics motivate students positively in learning, personal development, and establishing career goals and if so, in what ways? The findings of this work, using both the QDA analysis of students' statements, and faculty participant observations, seem to suggest that the political science students included in this study are indeed positively motivated by high-impact experiential learning activities in politics. Overall, the students reported that their experiences of engaging with leaders in the U.S. government and witnessing the political processes first-hand was inspirational. They found the activities thought provoking, informative and stated that their understanding of how government works was greater than what they gained through reading and in-class experiences. Students said they developed a deeper appreciation of public service and the overall experience supported and motivated personal career choices, often leading to careers in politics. The students overwhelmingly stated that they would recommend these hands-on opportunities, sponsored by the Washington Center and the Osgood Center, to others.

A number of shortcomings of this work are attributable to the researchers newly formed interest in trying to measure/assess the outcomes of the students' experiences. In the past, I thought that it was enough for students to gain the experience, now I realize the need for examining the specific effects of high-impact experiential learning activities on students' learning, personal development and establishing career goals. Hence, in order to improve upon this research, there needs to be an increase in the numbers of participants included in the study for greater analysis. Secondly, a questionnaire or survey should be developed to ask students specific questions regarding networking, career goals, motivation, and inspiration. Third, future research should include a more sophisticated version of the software used to code and assess student's comments. Finally, there should be some effort to track students after they leave the program(s) to determine whether their career choices can be traced directly to the information gleaned and/or the connections made during their participation in experiential learning.

Clearly, I have my work cut out for me. Perhaps, I should end this article and begin the exciting work of tracking down and reviewing the seventeen journals of the students under my supervision for the 2013 Presidential Inauguration program, sponsored by TWC. Long live the Washington Center for Internships and Academic Seminars and the Osgood Center for International Studies! As evident by my career, my students' statements and careers, and the lives and stories of thousands of alumni from your respective programs, your work is truly, TRANSFORMATIONAL!

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Vygotskianism and the Enhancement of Mobile Language Learners' Argumentative Writing Skill

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ABSTRACT: Willy-nilly, vast numbers of ESL learners, who today adopt mobile devices in their learning practices, will be obliged to make rich arguments when writing academic articles or when they are taking standard exams during their academic life. However, due to the linear learning that language learners commonly experience through mobile applications, Mobile Language Learners (MLL) would not be able to create rich arguments. This paper maintains a theoretical stance on a psychological theory named social constructivism emanated from Vygotsky and explains that how higher order thinking skills flavored with a social constructivist framework can have a bearing on the way MLLs bring reasons and make conclusions to form valid and rich arguments culminating in knowledge construction in the on-the-go environment. The expected implication would be the diminution of MLLs' proclivity of being a passive knowledge recipient usually induced by sailing through mobile learning environment.

KEYWORDS: mobile language learners, mobile andragogy, critical thinking, argumentative writing, constructivism

Introduction: Teaching and learning in the Mobile Century

Due to the fact that digital technology is an indispensable part of everyone's life in this century, both teachers and students have gone through an educational somersault, that is, the way they provide, find, and receive information, look on class, and share knowledge has metamorphosed. In the mobile century, students can learn anything, anywhere at any time and the mere provision of facts and figures thus can not pave the way for students to meet their real-life needs; teachers should not be the know-it-all figures of the classroom because, if so, students' learning experience would not enjoy the required 21st century skills which are according to (Trilling & Fadel 2009) are creativity, innovation, and entrepreneurship, critical thinking, collaboration, communication, character, cultural and ethical citizenship, and computer and digital technology.

Having been revolutionized, teachers' roles are not simply the knowledge and material transmitters due to the fact that learners have already access to far more unlimited online resources available at their fingertips. This turns out to be a blessing in disguise for it gives teachers the opportunity to adopt heutagogy in their methodology and make the class less teacher-centered where students' active, meaningful role is categorically identified (Hargis et al. 2014). In other words, teachers can make the (digital) learning experience more personalized and involve students in their own future. Given the mentioned opportunity, teachers should have their learners think critically, create, embrace technology instructionally, and collaborate to meet their needs in the mobile epoch, that is, the class should be responsive, dynamic, and engaging to simulate real-world skills and tasks so that learners would be able to appreciate the bearing of classroom knowledge and outside needs (Hosler 2013).

In this mobile epoch, what helps you climb up the ladder of success has transformed and the model of learning thus has been mutated. Teaching and learning in this mobile epoch are not bound to physical classroom environment; they have gone global simply because Wifi and mobile devices have seeped into people's lives (Tortorella & Graf 2017). It should be pointed out that students mainly find information, learn knowledge, communicate with their teachers and classmates, share notes etc in the virtual world. Considering this somersault, students can benefit from synchronous learning in authentic environment where they can receive instantaneous feedback to retrieve information creating a sense of ownership in their knowledge acquisition; moreover, the instructor through synchronous learning is afforded an overriding control over the flow of the students' verbal interactions as they are able to keep their students on track and tailor the class to their needs (Hwang 2014). However,

no one can repudiate the passivity and dearth of critical thinking skills that come with the use of mobile technology, in our case in language learning environment (Narayan 2017). Having access to infinite information in the blink of an eye, language learners incrementally would deprive themselves of questioning ideas, theories, assumptions, and the validity of information. They, therefore, may not be able to analyze information to develop their own position or in better words, to construct their own knowledge (Hwang et al. 2015). In the following section, we will discuss the challenges of teaching English to adult learners in the 21st century.

Issues in English Language Teaching

Serving different purposes ranging from either general or academic ones, learning the English language has been a growing demand in this globalized world. Students come to the English class to learn how to write a resume for job applications, pursue their education, communicate and make friends with other international students, speak to their customers, shop, read and write an article, speak to their child's school principal etc. What arise from these indicated goals make language learners experience a feeling of apprehension about the instruction, teaching methodology, and their cognitive abilities.

As indicated above, English language learners, particularly adults, attend the class to meet a variety of objectives. This multifariousness of objectives pose some challenges on the role of the teacher facilitating and providing the instruction. In this regard, adult language learners show a higher propensity than young learners to put to real-life use what they learn in class and if this is not fulfilled and/or they can not see the pertinence between in-class knowledge and outside needs, they may feel apprehension about the instruction being delivered (Wlodkowski & Ginsberg 2017). Moreover, adult learners from different occupational backgrounds seek for prompt results providing them with internal motivation. Hence, some mentality factors may come into play and bruise their sense of fulfillment if the desired outcomes are not promptly achieved (Williams & Burden 2004). They might also deeply be under the influence of the methodology that had been adopted in their former class context and they, therefore, would build an affective filter, a phrase used by Krashen (1985), towards the fresh method used by another teacher. Teachers, for example, may follow task-based language teaching principles or employ technology in the classroom which all these may have an undesired bearing on language learners' mentality and make them filled with apprehension about their progress in learning English language (Williams & Burden 2004).

Another conundrum teachers may face in English classes is self-doubt that makes learners feel less certain about their cognitive abilities. Language learners may suffer from, according to Brookfield (1995), impostor syndrome when being instructed. In other words, feeling apprehension about losing face coming with making mistakes can be so controlling that drives language learners to become less desirous of taking part in communicative practices in the classroom. This hidden fear can have them think that their progress in learning a foreign language is slow or it is beyond their cognitive abilities.

More importantly, there exists another tied knot of teaching English which relates to the explicit, subject-domain teaching of critical thinking skills (McPeck 2016). Learners, adult learners in our case, subconsciously use critical thinking skills when it comes to finding jobs, choosing the best place to shop, understanding data in a chart or graph etc. However, these skills have not explicitly been taught so that they can not consciously apply them in their everyday life, that is, language learners' consciousness may not be raised on how to ask for clarification, integrate information from different sources, challenge an assumption, evaluate information, and suchlike (Tang 2016). This can be attributed to the subject-specific feature inherent in critical thinking as McPeck (2016) postulated. He believes that in order for critical thought to be provoked, one needs to be possessed of the content knowledge in that subject area. Similarly, Mason (2009) stated that "critical thinking implies a thorough knowledge of the discipline in which one is working, of its content and its epistemology: what constitute the truth of premises and the validity of argument in that discipline..." (p. 3). Accordingly, a full-fledged critical thinker in the field of English must have a broad knowledge of the field. To shed light on this matter, it must be asserted here that this does necessarily indicate English language learners cannot grasp the concept of critical thinking unless they are verbally equipped enough to demonstrate the before-mentioned critical thinking skills. They, therefore, would not be willing to partake in the everyday state of affairs which are willy-nilly tied to the application of critical thinking skills. In this vein, what comes of this challenge would be the learners' apprehension about the instruction, the teaching methodology, and their cognitive abilities culminating in their demotivation for attending English classes (Krashen 1985). In this case, teachers' competence and their methodology, however, would be in the limelight to motivate students to pursue their language learning (Dörnyei & Ushioda 2013).

The employment of mobile technology in language classes bears a resemblance to a double-edged sword. Although it provides students with easy access and unlimited information, it can deprive them of gaining and reinforcing critical thinking skills

including analyzing, evaluating, and building their own knowledge (Kong 2014). Since learners can have horizonless information at their fingertips, they would presumably show a predilection for taking it in without questioning the ideas, theories, assumptions, and validity of the available information. Nevertheless, mobile devices should be at the point of instruction, that is to say, it would be a distracting tool rather than a learning tool if they are simply employed for the sake of using technology (Fraillon et al. 2014).

In order for language learners to demonstrate their critical thinking abilities, teachers in the current digital era should add a layer of rigor to class; in other words, teachers should scaffold learning to engender higher order thinking laying the groundwork for their students to be critical thinkers (Tyner 2014). Rather than merely ask display and convergent questions which only demand, according to Bloom's Taxonomy, the lower levels of the questioning pyramid, namely remembering, understanding, and applying, teachers are required to mainly choose thought-provoking, referential, and divergent questions calling for the higher levels of the pyramid that include analyzing, evaluating, and creating (Nunan 1987). Table 1. shows some samples of display and referential questions.

Table 1. Sample of Display and Referential Questions

Display Questions	Referential Questions
Who is this person in the picture?	What the differences and similarities are between these two pictures?
What does this word mean?	What are some other ways to tackle air pollution?
What is the synonym of X?	How do you think an educated person can help his society?
Does tea grow in cold climate?	
Where in Iran is Tehran located?	

Bloom's Hierarchy of Learning

It is required here to segue into the cognitive version of Bloom's taxonomy which centers around how people learn and appreciate concepts. This taxonomy developed by Benjamin Bloom et al. (1956) is a means of assessing learners' competence in their learning and development process. It is formed from various levels indicating how well one can fathom a certain topic which resolves wherein taxonomy one belongs. The graphic representation of the taxonomy (Anderson et al. 2001) is shown in Figure 1.

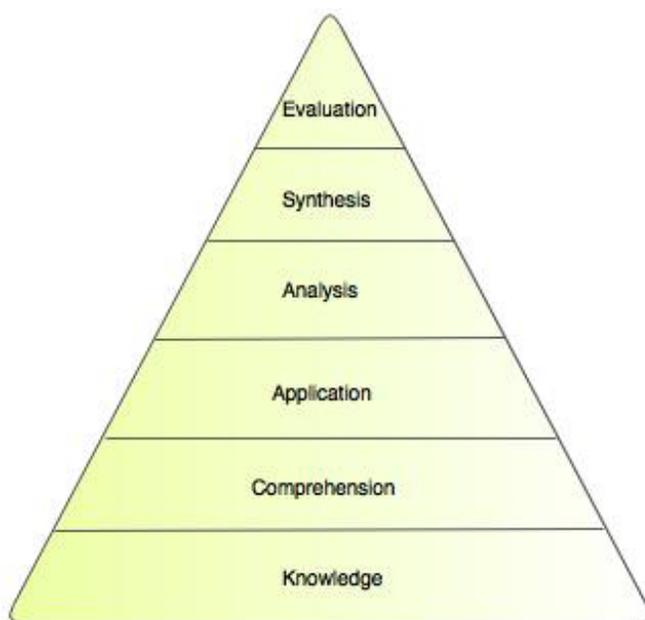


Figure 1. Bloom's Taxonomy

Source: http://www.odu.edu/educ/ltschult/blooms_taxonomy.htm

A learner would initially phase his learning in from the bottom level which is knowledge to the top one which is evaluation. Moving from the bottom to the top, learners become proficient and adroit at the subject they are immersed in. When learners are at the evaluation level, their grasp and proficiency will pave the way for them to give others information about the subject, hold their own arguments, and construct their own knowledge (Forehand 2010).

As to the revised form of the taxonomy (Anderson et al. 2001), learners at the Knowledge level are expected to simply recollect facts and/or basic concepts—factual recall. This level can simply be targeted through asking display questions, as indicated above. For example, answering the question who is that person in the picture? would make it possible for you to be at this level of the taxonomy. The second level of the taxonomy is Comprehension which entails comparison, integration, and interpretation of rudimentary information. For example, given a controlled-grammar context, students might be asked to compare the use of present perfect tense with simple past tense and decide which tense is the most suitable one. The third level is Application which concentrates on the incorporation of the knowledge gained in the preceding levels to solve problems in new situations. In this spirit, students might be given some grammatically-wrong sentences and they

are asked to identify the flaws. They, therefore, need to draw on the knowledge they had gained in the previous levels. The next level which is construed as a higher order thinking skill is Analysis. Students at this level would be able to separate new information into fundamental segments. They would also be required to discern motives and causes embedded in the segments and identify evidence to support an opinion on a subject of interest. With respect to the analysis level, students might be asked why present perfect tense is suitable for this sentence; students at the level of Analysis are able to answer the question and provide compelling evidence for their opinion. The penultimate level of the taxonomy is Synthesis. Students at this level are expected to integrate and taxonomize different types of information from diverse sources; they would also be able to arrive at an alternate solution. In this sense, students might be asked to unscramble some words to form an idiom or conditional sentence. The final level of the taxonomy is Evaluation. Students at this level would be able to hold opinions, stand up for them based on studies, and create their own knowledge. They, for example, might be asked to justify, prioritize, recommend etc aiming at planning, creating, inventing, imagining etc (Anderson et al. 2001). These would culminate in students either changing the status quo of the subject area or creating new knowledge.

Having learners get to the top levels of the pyramid, teachers should promote project-based and/or task-based learning through which language learners need to categorize, compare and contrast, interpret, and synthesize information from multiple sources (Nunan 2006). These actions taken together turns language learners into active thinkers who use mobile technology for the sake of instruction. Approaching higher order thinking, teachers can have learners analyze information by asking quality questions of the material they are studying or researching and develop their own argument through evaluation (Tang 2016). In the following section, the art of argumentation and how it can stimulate language learners' higher order thinking will be discussed.

Argumentative writing skill

Writing skill in this globalized epoch has been the ground zero from which diverse programs, professions, and curricula emit. Humans of different occupations such as educators, artists, doctors, policy experts, to name but a few, are all readers and writers. However, no one was born with writing competency to write a coherent essay or write a persuasive topic sentence and it is therefore required to equip

students with this multidimensional written communication means encompassing linguistic, thinking, social, and cultural skills (Ariyanti 2016). Accordingly, the incontrovertible evidence of the importance of teaching writing can be demystified in Darwin's words as "man has an instinctive tendency to speak, as we see in the babble of our children, whereas no child has an instinctive tendency to bake, brew, or write" (Darwin 1871, 55). In this spirit, considering the essential sine qua non for English language acquisition, there exists proliferation of language learners seeking to gain the required writing skills to effectively participate in their occupational domain (Weldy et al. 2014).

Writing is a cognitively-complex skill which is interconnected with one's thinking manner (Dewey 1910) and it is, therefore, of critical importance to mention that argumentation is placed under the category of higher order thinking skills, hence making an argument, language learners are required to be committed to critical thinking skills; in other words, learners need to observe, discern and reflect on information, analyze and appreciate thinking, its functions, and assessment to lead to a constructive means of thinking (Paul & Elder 2007). Evidently, the disparity in argumentative writing proficiency is tied to the disparity in one's critical thinking skills.

An argument is a set of statements that together constitute at least one reason for a further statement named a conclusion. In the word of Brink-Budge (2007), "in critical thinking, the meaning of the word 'argument' goes further than just 'disagreement'. It is not enough to disagree: there must be an attempt to persuade someone that one position is preferable to another" (p. 9). A good argument has premises that make the conclusion likely to be true with the aim of persuasion of readers to whether accept an opinion or take an action towards that (Bacha 2010). Argumentative writing skill is of considerable importance in academic writing at the higher level of education, inasmuch as students need to adopt a perspective then provide compelling reasons and evidence to convince their readers (Wingate 2012). In this vein, the concept of argumentation is, therefore, closely allied to critical thinking skills due largely to the fact that to evaluate the soundness of arguments, that is to say, whether or not the premises support the conclusion is contingent upon the application of higher order thinking skills of Bloom's taxonomy, namely analysis, synthesis, and evaluation (Brink-Budgen 2007).

However, mobile language learners are not presumably trained and enlightened as to make a sound argument (Hyland 2005) and, moreover, they are not possessed of the required discriminating ability to discern a sound versus poor or invalid argument, mainly because most but not all language instructors are engrossed in teaching the

usual writing principles, primarily including prefabricated patterns, linguistic rules, and mechanical writing approaches (Kolour & Yaghoubi 2015).

Mobile Andragogy

In the words of Weiss et al. (2016), education is a human right and everyone should have access to basic education with the aim of decreasing illiteracy, building a productive society, and changing the world for the better coming of it. However, the optimum way in this digital epoch to give everyone access to education around the world is to deliver it through mobile technology/devices.

The reason why mobile devices are the finest tools to meet this end is the fast-growing rate of mobile adoption in both developed and developing countries (Cook 2015). Using mobile technologies (e.g. smartphones, phablets, iPads) constantly, people are undergoing metamorphoses in the way they learn, work, play games, and communicate; these metamorphoses are providing people with ample opportunities to learn at their own convenience in terms of time and place (Traxler 2010), to amalgamate traditional and online learning, and to access education from remote areas. Along with these remarkable changes, has come the strong passion for the use of mobile devices in education which is known as mobile learning (m-learning). The accessibility of mobile devices and the continual enhancement of applications featuring augmented reality, location detection, speech recognition, and many others are laying the ground for the popping up of instructional functionality of these pocket-sized devices, including knowledge transmission, information exploration, task cooperation, online settings for discussion, and assessment, etc (Davison and Lazaros 2015).

These lightweight multifunctional devices are integrating different learning contexts seamlessly in a way that physical classrooms with teachers as the only knowledge repositories are not the only desired learning settings (Traxler 2010). Learning can also occur either in less-structured learning settings such as (online) forums, libraries, field trips, etc or in learner-regulatory and socially-mediated settings such as restaurants, airports to name but a few. Students through the use of mobile learning can experience inter-contexts learning polysynchronously (Oztok et al. 2014) that links formal and informal, academic and non-academic learning both in real or virtual settings, which is not tied to fixed class schedules or physical classrooms, as Hedberg and Stevenson (2014) stated “breaking away from text, time, and place” (p. 17). In this regard, the underpinning motives behind the use of mobile technology in English language learning should not be overlooked.

Language learning that once was enriched through the utilization of computers known as computer-supported language learning (CSLL) has given way to language learning through the use of lightweight multifunctional devices known as mobile-supported language learning (MSLL). Mobile language learning, as opposed to CSLL, has a lot less to do with technology aspects and more to do with unprecedented opportunities, that is to say, it serves as an extension to create fresh spaces in a fresh environment. Language learners thereupon are not bound to be in a computer lab or physical classroom depriving themselves of unconventional, personalized, and fortuitous learning (Cook 2015).

Segueing into the upsides of mobile technology, both language teachers, and learners can benefit greatly from the experience of the use of mobile technology into teaching modules. An English class coupled with mobile technology can encourage students to experience learning tailored to their learning style (Sung et al. 2016). Having considered student's learning style, mobile devices can provide language teachers with a fresh means to instruct and also offer them the chance to provide students with personalized feedback so that students can adapt and restructure when required, their cognition to build their own knowledge (Singh 2013). However, what language learners should give high priority to is the possession of the essential 21st century skills known as critical thinking skills, including having discerning eyes when finding oceanwide information available on the Internet, dealing with and analyzing information, building their own knowledge through the generation of new cognitive artifacts, and transferring what they gain through this learning process that culminates in collaborative and discussion-based learning (Kong 2014).

Although mobile devices have become a constant companion of every individual in the current era which has resulted in adding new dimensions—situated instruction as a case in point—to language learners' learning experience (Pei et al. 2014), the pedagogical functions of these multifunctional devices must be explored to a great extent (Calabrich 2016). We should not underscore the possible drawbacks and limitations that these handheld devices may impose on language learners. It must be noted here that along with these multifunctional devices adding new dimensions to learning experience, come many different (mobile) activities which do not necessarily result in positive learning outcomes (Winterhalder 2017); for example, language learners may spend long stretches of time having depthless interaction and facile arguments mainly because of the superficial designs for mobile learning activities (Alhassan 2016). Students may also be lured into checking non-educational websites. Moreover, the adoption of mobile devices may incline language learners to distance from oral communication which is one of the primary aims of language learning.

Similarly, Sung et al. (2015) pointed out that pondering over language learners' productive skills, namely speaking and writing, not many experimental studies have been done to investigate the role of MSL on writing.

Constructivist and Social Constructivist Learning Theory

Constructivist learning theory, pioneered by Jean Piaget, posits that individuals generate knowledge based on what they already suppose and what they interpret from their experience (Schunk, 2012). Accordingly, humans actively make meaning through their life experience. It should be borne in mind that knowledge that is constructed can be restructured and altered if new information adds to the previous one. In respect of constructivism, learning should meaningfully take place in a real context to meet students' real-life needs (Fiorella & Mayer 2015). In other words, knowledge cannot be transferred unless it is applied. Fulfilling the mentioned aim, constructivists hold the view that lessons should dovetail with students' personal needs and interests; this encourages students' deep level of understanding and purposeful learning.

Given the several views on constructivism, there exist two comprehensive ones, individual and social constructivism. The former one, derived from Piaget's work, postulates that the universe and mind are not two separate entities, but rather they are tied to each other, in this regard, all individuals are not possessed of uniform cognition. Learning, consequently, cannot be transmuted from person to person. According to Piaget, individuals through their interactions with the universe construct and reconstruct knowledge which is mainly based on a personal level and thoughts (Schunk 2012).

Having been perceived as the crux of the present paper, social constructivism, as the name implies, focuses on the social community. This view of constructivism, pioneered by Lev Vygotsky, similarly states that one can construct and internalize knowledge through his interactions with the universe; however, what distinguishes his perspective from individual constructivism is his chief preoccupation with social interaction and culture (Churcher et al. 2014; Vygotsky 1978).

Adhering to the principles of constructivism, students would be engaged in problem-solving, higher order thinking skills, inquiry-based learning, and collaborative work (Narayan 2017). Teachers through the framework of constructivism can deliver higher-order thinking skills such as reasoning and problem-solving. Accordingly, applying different resources, students through problem-based learning work in groups to resolve a real-world problem and obtain carefully thought-out solutions.

The motive behind it is the stimulation of real-world environment through which students learn how to collaborate in gaining information, transfer, and apply their knowledge to a real-life context (Krathwohl 2002). Another pillar of constructivism is the inquiry-based instruction which is capable of promoting meaningful learning and critical thinking. Teachers can incorporate activities and tasks calling on students' prior knowledge and experience to hold debates and discuss concepts that culminate in students constructing their own frames of thought. Inquiry-based instruction is typically comprised of three stages, including exploration, discussion and presentation of new content, and application and expansion. These can furnish students with personalized and contextualized information flavored with guided questions so that they can address the questions they might raise and develop their understanding (Schunk 2012).

Given the concept of mobile language learning and argumentative writing themed with the above-mentioned pillars, it would clearly be possible to mention that social constructivism can be narrowed down to particular practices namely, role-playing which stimulates a time period, context, character etc; having arguments for and against controversial topics; using cooperative learning groups such as toastmaster classes with the aim of teaching manifold perspectives; and providing students with real-world activities such as writing a report about a sport match (Anderson, 2016). These practices taken together can sufficiently feed mobile language instruction with interactive writing lessons that make students use mobile devices for the sake of learning. In other words, due to the fact that social constructivism is able to define the roles of students and teachers, foster pedagogical/andragogical/heutagogical learning environment, and fertilize the communal discussion environment, students would be able to practice and experience active and meaningful writing processes.

Discussion

The social nature of mobile technology equipped with native and hybrid applications along with the Internet connection has generally been construed as less-threatening, entertainment ambiance where users spend hours tapping their device keyboard to have non-academic, banal discussions or scrolling up and down to like different posts. It would consequently be an arduous task to maintain the instructional and/or constructive momentum of mobile devices among students (Narayan 2017). This challenge would even be more highlighted when it comes to teaching and/or learning higher-level tasks such as argumentative writing owing to the point that it has been

associated with one's thinking and epistemic cognition (Dewey 1910). However, having been concentrated on argumentative writing, the present endeavor was made to propose that having language learners engage in higher order thinking skills through the social-constructivist framework could enrich the mobile learning environment.

Similar to the social aspect inherent in mobile technology, (Vygotsky 1978) put forward that "human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (p. 88). In this regard, mobile applications using the native features of mobile devices can lay the proper ground to practice the pillars of social constructivism. However, these cannot guarantee meaningful, active learning ambiance where mobile learners are at the higher levels of Bloom's taxonomy; in other words, language learners would not be able to analyze, synthesize, and evaluate information to construct knowledge.

This study took a stand on mobile language learners' understanding of their thinking during a writing process through the incorporation of higher order thinking skills. Learners, for instance, are required to acquire the very skill of asking and answering referential questions. For it is undeniable that mobile language learners should be able to give any information available to their devices a higher order thought and to question it critically, simply because they have access to ocean-wide information. They, therefore, need to be able to analyze and assess the veracity of it. Last but not least, the proposed study would be able to guide other researchers into investigating the principles of Piaget' Cognitive Development Theory in mobile language learning environment.

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Detecting Radicalization in Communities: The Role of Multi-Agency Partnership and the Power of Local Information

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ABSTRACT: Following the 2017 UK terrorist attacks by extremist religious individuals, it is notable that politicians and individual commentators remarked on the pressing need for local partnership working in England (BBC News 5 June 2017; Faith Matters 2017; BBC News 19 June 2017). For it is by this means, people working together in a community, that local information and intelligence can be accessed, especially relating to emerging radicalization. The early warning signs that could lead to active terrorism of the kind witnessed in the 2017 attacks (UNISON 2016) are being missed, and there are reasons why.

This paper looks at why local information and multi-agency partnership are important to policing and community safety in the context of concerns about radicalization and extremism, reviewing the policy changes, and their effects in partnership arrangements that have occurred in the UK since 2010. The paper goes on to present findings about the crucial significance of local partnership working in detecting radicalization and some of the challenges faced by professionals now. The third part of the paper considers the question of how relevant agencies can monitor ongoing extremism and terrorism in communities through local intelligence gleaned through partnership working and other means.

KEYWORDS: extremism, terrorism, partnerships, multi-agency, communities, collaboration, governance

1. Why partnership matters

The Faith Matters Group, a UK-based multi-faith organisation, wrote an open letter to the Prime Minister, Theresa May in 2017 saying

“The only way forward is through multi-level engagement and dialogue, irrespective of political differences. Her Majesty’s Government is also our Government and we firmly believe that dialogue and partnership are the best ways to counter extremism.”

This sentiment was echoed in BBC television’s Question Time prior to the 2017 general election by Nicola Sturgeon, first Minister of Scotland (BBC News 5 June 2017) and by Brendan Cox, the husband of murdered English MP, Jo Cox, on the BBC news on 19 June 2017. Both the Scottish first minister and Brendan Cox emphasised the need for communities to work together and for statutory agencies to involve themselves in partnership with them. This, it was suggested, will help to identify early warning signs and concerns in communities about individuals and groups that could be at risk of extremism or terrorist activity. In light of these concerns, it is important to focus attention on some of the key policy changes that have contributed to a decline in local partnership working and community cohesion, whilst trying to answer the questions raised.

There is evidence in the research for this paper that partnership and joint working at local level can be a significant contributor in the move towards tackling religious extremism where it appears to germinate in communities. We must ask why, after these latest terrorist incidents, do ordinary people appear to be calling for a return to local partnership working rather than encouraging us to build on existing partnerships? What could have happened to community links with statutory and non-statutory bodies that we are now asking ourselves searching questions about how religious extremism and terrorism goes undetected by those that could, in theory, respond? Critically, why does there now seem to be a gap in this local intelligence? This paper offers some possible responses to these questions about our connectedness to local people.

Whatever the dearth in partnership working at local level, it behoves us in light of these recent terrorist attacks, to question the ongoing role of civic society in helping to prevent radicalization and terrorism. If we are to respond as a “joined up society” to the tragedies created by terrorism, an exploration of the current position with regard to local, community-based partnership in England is clearly important and timely.

2. The roots of multi-agency partnership working

Multi-agency partnership as a concept is not new. Most local authorities in England have worked closely with various agencies and communities over the years, but in the early days of the 1997 Blair government in the UK, multi-agency partnership became a key operational mechanism for a more “joined up” form of government and localism (Ling 2002, 616; Pollitt 2003). This was intended to encourage closer working between central and local governments to further the notion of localism, encourage greater interaction between stakeholders at local level to support policy and make good use of resources.

The Children Act, 1989 (Great Britain 1989) established the statutory framework for inter-agency collaboration in the UK, setting up the foundations for co-operation between different organizations, stakeholders and ordinary people in a given locality (Cheminais 2008, 1). Multi agency partnerships (MAPs) became a statutory requirement for local government in England with the Crime and Disorder Act 1998 (Great Britain 1998) which established Crime and Disorder Reduction Partnerships (CDRPs, now Community Safety Partnerships or CSPs) in localities across the country. Local Strategic Partnerships (LSPs) followed in 2000 with the Local Government Act (Great Britain 2000) which were similarly constituted but with a wider brief across communities. The CSPs still have a statutory remit, and therefore retain validity in the wider picture of community safety. The LSPs, however, do not. That does not mean to say that the LSPs are in any sense less valid. Many have changed to become community partnerships, delivering good quality community partnership working, or have been absorbed into the CSP (Roberts 2016, 1).

Multi agency partnerships such as the LSPs and CSPs are characterized by their breadth and variety of membership. This was set out in the legislation and statutory instruments that initiated them in the first place (Great Britain 1989; Great Britain 2000; DETR 09, 2001). Members usually include Police, Fire and Rescue Services, Local Authorities, Faith Groups, NHS, Voluntary sector, Education, Probation, representatives, community leaders, Social and Caring services, those dealing with domestic abuse and many others. The idea was, and still is, that all sections of the community should be represented, providing a forum for the discussion of relevant local issues within a given area, which usually tends to be urban-based, even if those members of the partnership also represent more rural areas. The governance for these partnerships, although set out at national level, is intended to reflect the local area.

The practice of running public services locally within a geographically close area fits with the notion of corporatist governance (Pierre 2011, 49). Corporatist Governance as described by Pierre (2011) focuses on multi-agency public service delivery within an urban geographical area and, significantly, is characterised by a more “distributive” (p. 50) form of network governance. This means that governance is shared among members as with CSPs and LSPs. Co-operation and joint working are typical of a corporatist governance environment, which includes ordinary members of the public with an interest in the area. Most significant of all is the encouragement of “public discourse on matters of public concern” (p. 51). Here at the most local of levels, important information can be shared, not just between statutory agencies such as the police and local authorities, but with all partners, including those members of the public who are involved. This approach is typical of both the CSPs and the LSPs and is a recognized form of “partnership paradigm” (Crawford in Delpuech and Ross 2016, 3) for community and knowledge-based policing.

Any changes to the process of corporatist governance in a given area will weaken the chain of local information, as with the removal of the Police Community Support Officers (PCSOs) in some areas (Greig-Midlane 2014; Loveday 2017a; Loveday 2017b) and the demise of local partnerships such as the LSPs and the distancing of the CSPs from the Police and Crime Commissioners (Loveday 2013). The loss of the PCSOs is a very troubling issue in the fragmentation of local information from communities and appears to represent a bid to preserve the establishment posts of full police officers (Greig-Midlane 2014, 7; UNISON 2016). In light of the comments made by politicians and other commentators referred to previously, Andy Stenning, (2016) stated in the UNISON interview cited above

“If you look at counter terrorism, PCSOs are the eyes and ears of the counter terrorism branch, they are engaging with all communities, and learning about what’s going on. They have what we call ‘local intelligence’ that in crime situations leads us to offenders, and in terrorist situations to the terrorists.”

This is supported by the research for this paper. One participant from Surrey Police (Interview 1) affirmed that the intelligence from PCSOs gives police officers vital local knowledge about where problems are likely to occur, who could be involved and where to direct precious, diminishing police resources. In times of extreme stress in public sector spending, this information saves both time and resources. The removal of the PCSOs (Greig-Midlane 2014, 7) in forces across the country weakens a central link in the chain of local knowledge and by extension, the ability for the police and other agencies to detect emerging threats such as extremism and terrorism.

3. Changes in governance and partnership arrangements

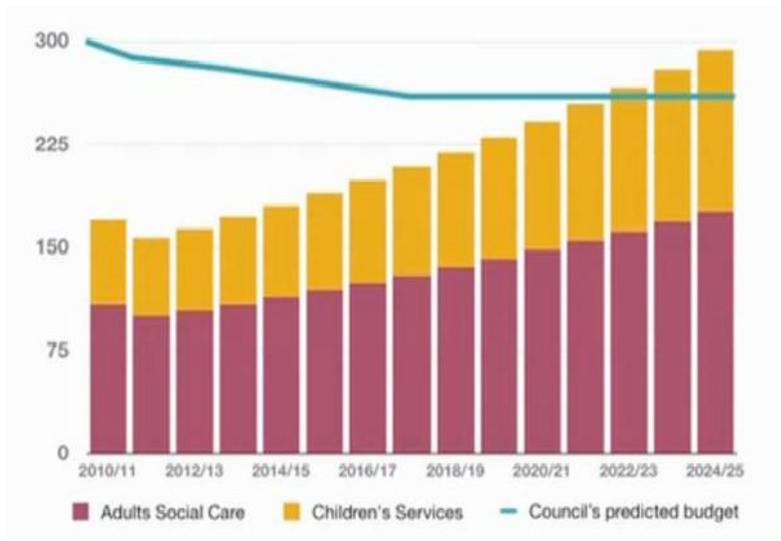
Since 2010 and the introduction of the Localism Act 2011, (Great Britain 2011) which dismantled the power of Local Strategic Partnerships (LSPs) in England by removing the Local Area Agreements (Rees, Mullins and Bovaird 2012, 5) local joint working between agencies has become more fragmented. Added to this, the Community Safety Partnerships have seen their role confused and in some cases sidelined by the introduction of the Police and Crime Commissioners (PCCs) (Crawford in Delpuch and Ross 2016). Loveday (2013) warned of this, pointing out that the PCCs could affect the Community Safety Partnerships (CSPs) negatively. There is no statutory imperative to compel the PCCs to work with CSPs and the concern that he mentions in this paper emanating from CSPs about the rather flaccid responsibility by PCCs to “monitor” the CSPs appears to cast the PCCs in a more remote role. The research for this paper supports that perception in that respondents report a sense of separation and remoteness from PCCs, and indeed one respondent (Interview 3) from the offices of a PCC confirmed that the role focuses more on the “national, than the local picture”. Loveday’s (2013) paper goes on to discuss the benefits of local multi agency partnership, established under the Crime and Disorder Act 1998 (Great Britain 1998) in which agencies were required to work together to tackle local issues. CSPs are still functioning in most areas, and continue to deliver the multi-agency work that connects local communities with statutory bodies, but there is concern over the future under the aegis of the PCCs and the distancing of the relationship between the two of them (Crawford in Delpuch and Ross 2016). The remoteness in the relationship between some PCCs and CSPs represents a dislocation from the local to the national picture and begs the question: how can the kind of local intelligence that could help detect radicalization and nascent terrorist activity be effectively shared with those in a national policy-influencing position without strong connections and close working between the two? This is taking place within an environment of diminishing police resources, (Disney and Simpson 2017). In this financial climate, there are anxieties that the police may need to divert already strained resources towards tackling terrorism, which may leave other core services vulnerable (interviews 1, 2 and 5). This situation is something of a “Catch22”. Focusing large scale resources on terrorism may drain the very local resources that could help detect it. Notwithstanding this difficult situation and given that tackling terrorism is a key priority, the connections to vital local intelligence, where terrorism can germinate through radicalization, are more important than ever. Terrorism is not openly discussed on a national stage by those who are plotting it, but it does appear to begin covertly in local communities.

It should be remembered that most local partnerships and public services are operating in an environment in which rapidly contracting resources dominate the agenda for public services. No respite appears to be forthcoming, and further cuts to public spending are planned (LGA 2017). Meanwhile the research for this paper has shown that the relationships between some CSPs and PCCs continue to be uncertain and a cause for concern, especially among community safety practitioners in local councils. (Crawford in Delpuech and Ross 2016, 148). This represents a difficult operating environment in which local information can be easily shared.

4. Political and policy changes

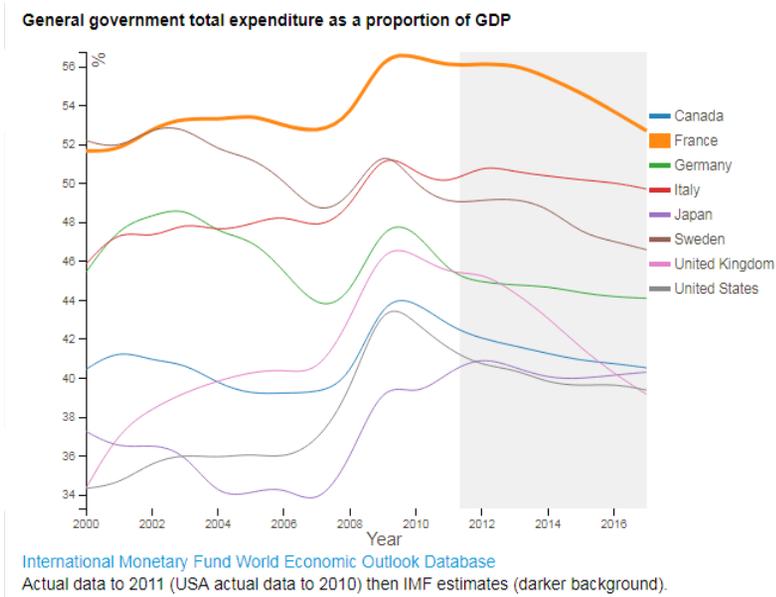
The policy changes and revisions to policy since the advent of the UK Coalition Government in 2010 and the Conservative Government in 2015 have all led in a particular direction. The Coalition, then Conservative government policy of Austerity was initiated as a political response to part of a global crisis precipitated by the failure of the sub-prime mortgage market in the US and the increase in risky lending activities on the part of some banks and financial institutions. The reaction to this by the UK Coalition Government in 2010 was to launch a programme of Austerity to tackle a national financial deficit exacerbated by this crisis. Austerity was undertaken in the British public sector as an approach to reducing the size of the state and cutting public spending whilst enlarging the role of the private sector in the delivery of public services (Sawyer 2011, 4).

The brunt of the cuts to public spending under Austerity were borne by local government in the first instance (JRF 2015) and by major services such as the NHS and the Police. The drive to reduce public spending was announced resulting in a projected end to direct government grant funding to local authorities in England by 2020. This news produced the now famous Barnet council “graph of doom” showing the demands on local authorities to provide adult social care and children’s services alone and the amount expected in government grants through to 2020 when central government funding through the Revenue Support Grant would drastically reduce.



Source: ResearchGate.net

Cuts to public expenditure over the seven years since 2010 have meant that the current position is that the UK is heading for the lowest place on a graph of all the world's major capitalist countries in terms of public spending (Gooby-Taylor 2017).



To what extent this approach is ideological on the part of the Tory-led government in Great Britain is a subject for debate, which is not the focus of this paper. However,

it is worth noting in this context that the demise of the type of local connections and locally interactive fabric of society that Robert Putnam famously called “social capital” in his 2000 book “Bowling Alone” is now the subject of academic debate. Further, it became a political item when in 2009 David Cameron, Prime Minister at the time, tried to introduce the Big Society to Britain. Essentially, the Big Society idea was that civil society should do more to help itself by using the kind of “social capital” that is the currency of the voluntary sector. Ordinary people and the established Voluntary Sector would take up the delivery of public services where the public sector could no longer provide them, or indeed take over public amenities. It is fair to say that this notion, predicated on the idea that many would volunteer, fell by the wayside and became something of a political embarrassment to the Conservative Party (Woodhouse 2015). Ferragina and Arrigoni (2016) comment that in an age of economic crisis such as that precipitated by the 2008 financial crash, “the policy aim to bolster social capital is incompatible with a neo-liberalist political agenda” (p. 355). Neoliberalism as a political credo sits firmly within the Conservative canon for reducing the welfare state and promoting the predominance of the private sector over the public. It is a curious expectation to ask civil society to demonstrate the altruism typical of the social capital that would support the free exchange of information about community safety in a Conservative-dominated political arena.

In spite of this, partnership, local information and community intelligence are part of the same picture for community policing and for the Fire and Rescue Service with whom the police now work in close collaboration since the advent of the Policing and Crime Act 2017 (Great Britain 2017). This Act brings the emergency services closer together; Police, Fire and Rescue and Ambulance services. It is worth remembering that the Fire and Rescue Services work with and for the community, enjoying long-standing relationships with the localities in which they are sited. As with the Police, links to local areas are strong, and between the two services, a wealth of local knowledge resides. Both services are regular participators in community partnerships such as the LSPs and the CSPs. It therefore remains the case that people working together in multi-agency partnerships, gleaning information from representatives in the local area can help to identify any concerns, even at neighbourhood level, at an early stage. Any losses in terms of the links to this intelligence are worrying, not just to those involved in front line service delivery, but to a national audience. Crawford (in Delpeuch and Ross, 129) suggests in his 2016 analysis that the current Conservative government’s narrowing of the police remit to address crime fighting may have resulted in a more generalised lack of police engagement with partnerships and non-statutory participants in community safety. This further distancing of local participation in the partnership

paradigm may be contributing to the further fragmentation of local intelligence. Coupled with reductions in funding for the Police, this represents an even deeper diminution of resources to support local partnership working.

In a climate, then, of reducing resources and commitment to inter-agency partnership working, plus the blurring of links between PCCs and CSPs, it is small wonder that it has begun to come to the attention of national politicians and those with an interest in the cohesion of civic society that we are losing the links to the local information that could help in detecting and preventing radicalization and the terrorism that can result from it.

5. Research origins

The research for this paper began under the auspices of a research project about multi-agency partnership working in 2016. What emerged from the 2016 research was a concentration on community safety which had not been accounted for in the original research design. The project focused on three partnerships in Sussex and Surrey and sought to produce interim results for a wider research project into partnerships in England. However, it became clear that some of the unexpected material that came to light merited attention, and this focused on community safety issues relating to the role of partnerships in gathering and sharing local intelligence. In addition to the original twelve senior public officials that participated in the 2016 project, a further six community safety and policing personnel have been added to the research in 2017 and 2018.

6. Research design

Taking into account the notion of Corporatist Governance and propinquity referred to above, (Pierre 2011, 49) and the fact that the type of partnerships in the research are based in specific geographical areas in local communities, it must be noted that Corporatist Governance tends to focus on urban environments and governance in cities. Some CSPs cover wide rural areas in addition to urban conurbations, so although some aspects of Corporatist Governance are relevant, such as the role of the businesses community in multi-agency partnerships, there are shortcomings in the notion for the purpose of this research. Notwithstanding these shortcomings, John (2008, p. 21 in Pierre 2011, 2) points out that the frequency and environmental closeness of contact (propinquity) among partnership members and the duration of

these relationships are significant factors in efficient governance for these multi-agency partnerships. This feature is reflected in the comments of participants 1-18, who concur that some of the most important elements of a partnership are the duration of the relationships, the trust between members and the speed of transactions (information sharing) within the partnership as a result of these relationships. The final question in each of the 18 interviews was “Can you describe the best thing about the partnership, and the worst thing?”. Without exception, participants said that the best thing is the “networking”, “relationships between members” and “information sharing”. Worst features of the partnership are the processes and procedures, time between meetings and that officer presentations were “too long” (Interviews 6, 7, 8 and 10), eating into networking time.

With regard to theory: the relevance and relationship of Grounded Theory to this research is clear in that the subject matter necessarily demands that focusing on those practitioners who are actually engaged in multi-agency partnership working would be best placed to provide information about local intelligence in the areas in which they operate. Practitioners and senior public officials were selected for interview because of their roles in local multi agency partnerships as either leaders or representatives of organizations. All research participants are currently involved community multi agency partnerships, Community Safety Partnerships or Community Safety matters on a regular, ongoing basis and offer comments from strategic, practitioner and personal viewpoints. They are either local government senior executives, Chief Executives of local authorities and charitable organisations, Police officers and Inspectors. Grounded Theory literally “grounds” the research in practice, and this is the purpose of the research: to investigate the role of multi-agency **practitioner partnerships** in detecting radicalization.

The research is based on semi-structured interviews and Non Participant Observation carried out during 2016 to 2018. These methods were selected in order to provide qualitative information about the partnerships surveyed. A qualitative approach to the research was chosen for its richness and depth, given that the focus for the research is individual actors with a significant role in community safety and a multi-faceted story to tell about their involvement in partnerships and the societal issues that they face. Involvement with communities tends to be deep, taking place on many interactive levels. It is these individuals who puzzle out the complexities of local communities and where to focus attention on issues of concern across the many disciplines and agencies involved in protecting life and safeguarding.

7. Findings

The hypothesis for this research is that local multi agency partnerships such as the CSPs have a significant role to play in detecting radicalization and helping to prevent the development of terrorist activity through sharing information. Questions investigating the sharing of information were further explored in the interviews undertaken in 2017-18 in order to establish connections with CSPs and the partnership processes for information exchange.

Interviews undertaken for the original 2016 study also included two questions about participants' views concerning what makes the partnership successful, having first asked each participant how they defined partnership success in terms of their professional role. It was these and the final question that elicited information about community safety and the value of the partnership in the early detection of criminal activity and the development of radicalization in communities. For some, partnership success equated to the number of community "problems" tackled in terms of criminal activity. But what makes the partnerships successful for all but one participant is the ability to share information quickly about problems in the area: to succeed in "troubleshooting" (Interview 9), local problems. 8 responses specifically included the radicalization of individuals and possible terrorist activity. Six further partnership representatives were then included in the research cohort to take further account of the CSP and policing role in communities and again, what each of the additional participants, without exception, valued most about the partnership was the ability to share information quickly about local individuals and groups, thereby helping to address any problems in the locality.

Furthermore, a key finding from the later research is that it is the formation of long term professional relationships with other practitioners that enables the swifter resolution of local problems for community safety, endorsing the findings from the 2016 results. For example, a Police participant (Interview 17) said "If I have a concern about a family or person in the community that I believe is involved in radicalization or other related activity, I can walk across the room where other professionals have come to the partnership and talk to social services, housing, or health professionals about the family to see if they have had any contact with them and what their view is. It's that easy sharing of information that helps me detect pockets of suspect activity so that I can deal with it locally." Among other partnership professionals who participated in this research, 17 affirmed the importance of propinquity and specifically, trusting professional relationships. The findings show that where professionals have evolved relationships of trust in these partnerships, it is the willingness to be open and honest

in the sharing of information that facilitates co-ordinated action to be taken swiftly to address issues of concern. This is also reflected and supported in O'Neill and McCarthy's 2012 paper (O'Neill and McCarthy 2012). Moreover, what distinguishes the findings in this research is the focus on detecting radicalization and the importance of co-ordinated, joint action to tackle it in communities.

"Soft skills, hard results" was a comment made by the police officer in Interview 1. By this, the officer meant that investing in the relationships between partners and stakeholders in the community, such as faith groups, charities and community leaders, he was able to achieve multi-layered sets of information about individuals, families and groups. This was later repeated in interviews 17 and 18 when participants were asked about how they built connections with communities. These participants confirmed that their information about those at risk is gained from dialogue with key individuals who are active within those communities. Whilst this is similar to the "social capital" that Putnam (2000, 19) refers to, and may indeed be a dimension of it (Putnam 2000, 20) the co-ordinated action it enables distinguish it further from interaction solely for social benefit. The intelligence from local people and multi-agency partners provides key agencies with the means to address problems strategically, planning approaches and responses to achieve the best possible outcome in terms of community safety (Interview 5).

8. Monitoring and tackling extremism and radicalization in future

There are some serious questions to address in tackling extremism and radicalization in communities, and this paper does not propose replacing any current arrangements in the governance of local areas. Rather it seems clear from the findings in this research project, that instead of side-lining or dismantling local multi agency with an interest in community safety partnerships (Crawford in Delpuch and Ross 2016), we must strengthen them and use them more efficiently. The role that they play in connecting the local with the national picture of emerging radicalization and terrorism is one of value in that terrorism, as stated above, is not incubated on a national stage but begins in local communities in neighbourhoods that are known to individuals active in local partnerships, making them more easily accessible through participating local agencies. There are, of course, those individuals that are wholly unknown to the authorities, and no partnership or individual can be omnipresent in detecting covert activity. However, this research shows there is a powerful role for multi-agency partnership in detecting radicalization and helping to prevent activity that could result in terrorism.

Many gangs and groups are already known to security services in local areas in the UK, which is a further finding in this research, although not unique. Removing or reducing that stratum of professionals who interact with such groups and pass information to statutory and voluntary agencies who could help tackle the problems associated with them is counter-productive and in some cases could mean that we are less effective in detecting and preventing terrorism, both as a society and as statutory agencies. The loss of these connections to local partnerships and the resourcing reductions that this paper explores have, and will if continued, compromise our joint ability to detect radicalization in communities.

Because multi agency partnerships are comprised of individuals from a wide range of organizations and groups, it is this resource that provides the conduit for local information to be swiftly and easily passed among agencies. The route for such information is via trusted professional relationships of long standing, and these often exist in local multi-agency partnerships. If such partnerships are compromised or removed, and similarly, if such valuable local resources as PCSOs (Loveday 2017b) are reduced and CSPs side-lined, we diminish our capacity to protect people and society. The, perhaps, unintended consequences of swingeing cuts to local government (Comptroller and Auditor General 2014; Innes and Tetlow 2015; Local Government Association 2015), who participate, manage or lead such partnerships, and cuts to other public sector services in England are that we have less effective, less joined-up networks. This outcome is corroborated in the research for this paper. The more concerning elements of these results are that it is joined up local networks of multi-agency groups and partnerships that could help to tackle the emergence of terrorist activity in local areas. Without them we are all more vulnerable.

Interviews:

Interview 1: Surrey Police.

Interview 2: Surrey Police commander.

Interview 3: Officer from the Police and Crime Commissioners Office, Hampshire.

Interview 4: Officer from the Police and Crime Commissioners Office, Sussex.

Interview 5: Former Police and Crime Commissioner.

Interview 6: Leader of a local council in Surrey.

Interview 7: Senior officer, Horsham District Council.

Interview 8: Chief Executive Officer of a District Council in Sussex.

Interview 9: Retired police officer and councillor in Adur, West Sussex.

Interview 10: Chief Executive Officer for a Surrey Charity.

Interview 11: Elected Member of a Surrey local council.

Interview 12: Former lead officer for Local Strategic Partnership in Worthing West Sussex

Interview 13: Former Probation Officer. Sussex.

Interview 14: Serving Prison officer. London.

Interview 15: Lead officer for Community Safety Partnership, Hampshire.

Interview 16: Lead officer for Community Safety Partnership, Portsmouth.

Interview 17: Police officer, Hampshire Constabulary.

Interview 18: Community Co-ordinator, Hampshire.

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School Practices and Education Policy: Aboriginal Students' Challenges and Successes

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ABSTRACT: The academic success of Aboriginal students remains particularly concerning across Ontario, Canada, the United States and abroad. Less than half of all Aboriginal students in Canada receive a secondary school diploma since they often do not discern meaning in both the provincial curriculum and the priorities of public schools. In the province of Ontario (Canada), the Ministry of Education (OME) 2007 policy document, *The Ontario First Nation, Métis, and Inuit Education Policy Framework* (the Framework) addresses the achievement gap between Aboriginal and non-Aboriginal learners in public education. The Framework points to the epistemological learning preferences of Aboriginal students and aims to make all stakeholders more accountable for the academic success of Aboriginal students. This study examines the perceptions and experiences of Aboriginal students in northern Ontario publicly-funded schools in the context of the objectives of the OME policy Framework. The findings of this longitudinal qualitative study include two categories that are described as 'Schools as Spaces of Socialization' and 'Principled Actions and Variability.' The categories, as the discussion of the paper will suggest, bring to light the potential of Aboriginal students to first flourish in the imagination of their individual and collective identity, and second, to undertake the challenges associated to public schooling and thrive in what can be adverse environments. However, the findings of this study also point to the fact that some Aboriginal students perceive the various injustices of school practices and relations but in most instances, consider themselves as having very limited opportunities to enact change.

KEYWORDS: Aboriginal students, education policy, achievement gap

1. Introduction

The academic success of Aboriginal students remains concerning across Canada and the United States (Pirbhai-Illich 2011). Less than half of all Aboriginal students in Canada receive a secondary school diploma (Cherubini 2012). For Aboriginal students, including First Nation, Métis, and Inuit peoples, there are often prevailing cultural differences between home and public school communities (Kanu 2011). Moreover, some public school educators do not hold high expectations of academic success for Aboriginal students nor do they provide a broad range of programs to complement Aboriginal students' learning (Battiste et.al 2002; Bell 2004). According to Paquette and Fallon (2010), the sociocultural and educational paradigms of teaching and learning in publicly-funded schools have contributed to the epistemological tension experienced by Aboriginal students that too often results in disjointed educational experiences.

In Canada, the Ontario Ministry of Education (OME) 2007 policy document, *The Ontario First Nation, Métis, and Inuit Education Policy Framework* (the Framework) sought to address some of the achievement gaps between Aboriginal and non-Aboriginal learners in public education. The Framework brings to light some of the epistemological and cultural learning preferences of Aboriginal students and aims to make the OME, public school board administrators, principals and teachers more accountable for the academic success of Aboriginal students and their communities. The Framework proposes that all stakeholders, including Aboriginal communities, work together to improve the educational experiences of Aboriginal students in Ontario publicly-funded schools.

In this vein this study examines the perceptions and experiences of Aboriginal students in northern Ontario publicly-funded schools (that have significant enrolments of Aboriginal students) in the context of the objectives of the 2007 OME policy Framework seven years into its implementation. It is a qualitative study that honours the voices of the Aboriginal students and intentionally neglects the more quantitative-based data of standardized test scores (from the Education Quality and Assessment Office) since the tests themselves might be considered culturally misrepresentative instruments to measure Aboriginal student learning (Cherubini 2014). This analysis is the second phase of a comprehensive study.

The findings of the study include two core categories that are described as 'Schools as Spaces of Socialization' and 'Principled Actions and Variability.' The categories point to the potential of Aboriginal students to first flourish in the imagination of their individual and collective identity, and second, to undertake the challenges associated with public schooling and thrive in what can be adverse environments.

2. The policy context

The *Ontario First Nation, Métis, and Inuit Education Policy Framework* recognizes the significance of holistic learning preferences for Aboriginal students, as it does the lack of awareness of some teachers, school and school board administrators about the learning styles and worldviews of Aboriginal students (2007, 5-6). The OME declares that the policy Framework represents a substantiated effort “to ensure that Aboriginal students succeed at a rate comparable to that of other students in the education system... [and] to improve outcomes for First Nation, Métis, and Inuit learners” (2007, 6). The policy mandate would seem particularly relevant given that “non-Aboriginals educated in ... Canada have already learned about Indigenous people from the lens of Western epistemology – an outsider perspective that is different from multiple Aboriginal and Indigenous perspectives” (Chartrand 2012, 145; Richards 2008).

The principles of the Framework complement the goal of the policy Framework to “improve Aboriginal student-achievement and engagement” (2007, 9). The OME policy also provides specific performance measures including improvement in Aboriginal students’ self-esteem and the increased involvement of Aboriginal parents in their children’s school community. The policy is an attempt to improve Aboriginal student achievement and engagement sector-wide while enhancing the knowledge-base of all students and educators about Aboriginal socio-historical and socio-cultural realities. The OME Framework serves as the measuring stick for this investigation since its performance outcomes were the basis for the semi-structured questions that informed the research conversations among the Aboriginal students.

3. Literature review

The various perspectives of teaching practices and paradigms of learning as they are discussed in the literature serve as the framework for this investigative study.

3.1. Teaching practices

Eurocentric-based teaching practices have prevailed in public school classrooms across Canada for decades (Battiste 2002). Some have detected and identified an anti-Aboriginal bias in classroom materials and pedagogical practices employed by mainstream teachers (Schissel & Wotherspoon 2003). Such bias contributes significantly to an increased sense of marginalization experienced by Aboriginal students and eventually to their disengagement in provincially standardized public

school curriculum and classroom practices (Kanu 2002). Feeling marginalized by Eurocentric teaching practices that do not represent their epistemologies contributes to Aboriginal students' boredom in school (Partington et al. 1999, Wotherspoon 1998). Empirical evidence attests to the positive results in academic achievement for Aboriginal students when there is meaningful incorporation of Aboriginal epistemologies and perspectives into teaching practices (SAEE Report 2009).

The key to improving teaching practices, according to the literature, rests with quality and responsive educators. For Moyle (2004) quality educators embody sophisticated levels of professional awareness that supports their capacities to tailor their practices in direct response to the needs of their students. The literature suggests that in order for public education to exist in the postcolonial present then colonial teaching practices, where and when they exist, need to be further examined in lieu of the hegemonic power they extol (Cherubini, 2010; Ryan 2006).

3.2. Paradigms of learning

The literature related to the learning preferences and the academic achievement of Aboriginal learners is indeed emerging (Cherubini 2015). This is not to suggest that Aboriginal learners are epistemically homogenous. There are various paradigms of learning discussed in the research that claim to resonate with Aboriginal learners. Kanu (2011) discusses various approaches that include learning through stories, observing and scaffolding. These suggest that there is no one absolute view of learning and that the aforementioned learning preferences are essentially variations of other epistemic preferences. Aboriginal epistemologies account for the respective cultures and languages of First Nations' peoples as learning is considered to be a holistic and spiritual process (Kawagley et al. 1998). Aboriginal knowledges are based on a series of interconnected relationships from the ecological and linguistic, to localized and shared knowledge (Battiste 2002).

According to the Canadian Royal Commission on Aboriginal Peoples (1996), learning and learner environments need to substantiate the "developmental conditions for children [and] the reconstruction of their cultural identity, revitalization of intergenerational transmission of culture and traditional language, and [the] reproduction of culturally distinctive values and practices in programs" (Chpt. 1, 5.4.1). Learning from mainstream curriculum that is written and taught predominantly by those of Eurocentric descent generally does not do justice to Aboriginal learning paradigms and is by consequence more reflective of a homogenizing and monocultural approach to learning (Ball 2004).

Agbo (2004) and Young et al., (2010) concluded that the process of accounting for the learning styles of Aboriginal students and meaningfully enacting these differences in practice has led to improved academic achievement and school retention. Schools are better served when they engage the learning styles of Aboriginal students in learning environments founded upon interdependence and respect (Paquette & Falloon 2010). This sense of engagement is instrumental towards addressing the cultural disjoint between Eurocentric schooling and Aboriginal knowledges, including the dissonance that exists in some contemporary classrooms between Aboriginal and non-Aboriginal learning styles (Marule 2012).

4. Methodology

This study is the second phase of a longitudinal project involving the same Aboriginal student participants from three different public elementary schools in northern Ontario that had a proportionately high enrolment of Aboriginal students. The participating schools operate under the jurisdiction of different boards. In advance of the site selection, a senior administrator from each school board identified certain kindergarten to grade eight schools that were considered high and low functioning based on the culturally relevant programming offered to Aboriginal students and their communities.

4.1. The students

Eight male and nine female students participated in the research conversations. Northern Ontario encompasses an expansive geography hence the student participants represented different communities that included Missanabie Cree, Michipicoten, Ojibway, and Anishnabai groups. During the second phase of the longitudinal study the students were in grade eight. The three public elementary schools selected as research sites are under the jurisdiction of school boards that cover in excess of 15,000 square kilometres, including 15 Aboriginal groups.

4.2. The research conversations

The second phase of the study involved a research conversation at each of the three elementary schools. The conversations occurred near the conclusion of the school year (May and June) and were between 90 and 120 minutes in length. The informal research conversations resonate with Kanu's (2011) approach to better understanding participants' perceptions; in this way, the first set of research conversations one year

earlier sought students' initial responses to questions relating to culturally appropriate curriculum materials, classroom practices, and the social context of their schooling experiences. The second research conversations accounted for the findings from the first phase of the study and generated the probing questions that invited students to elaborate on their perceptions. The questions, thus, were based on the extent to which the mandate of the OME policy Framework was "improve[ing] the outcomes for First Nation, Métis, and Inuit learners" (2007, 6), improving Aboriginal student engagement and esteem, meaningfully involving parents and the Aboriginal community in educational opportunities, and heightening educational awareness about Aboriginal socio-historical and socio-cultural realities (2007, 21-22).

The conversations were audio-recorded, transcribed, and shared with each student for member check. Various key excerpts from the students are included in the paper. All participants are identified by pseudonyms.

4.3. Data analysis

Both phases of this research project employed a grounded theory design. This qualitative approach conceptualizes analysis that is grounded in the words of the participants themselves (Strauss & Corbin 1990). Each transcript is coded on a line-by-line basis and distinguishes key words and phrases (Charmaz 2006). The key words are coded and subsumed into concepts to formulate preliminary themes and then core categories (Cherubini 2007). An elder who was not involved in the research project triangulated the findings (see Card 2016).

5. Findings and discussion

Two categories were grounded in participants' voices, including 'Schools as Spaces of Socialization' and 'Principled Actions and Variability'.

5.1. Schools as spaces of socialization

The students in the high functioning schools anticipated attending secondary school. Students like Scott felt that their teachers considered them "bright students." These students are empowered by the high expectations their teachers have for them. In these learning environments students took responsibility for their education because they felt as if their teachers expected them to succeed. Brad's observation of his teacher's perceptions is reminiscent of the others from high functioning schools: "They see me as

a person who sets goals and achieves them.” Such student perceptions are indicative of adolescents who are made to feel as though there is promise in their education because they feel affirmed in the social spaces of school. Their esteem and sense of worth as learners is strengthened as they feel “pretty much at the top” (Brad) of their schooling experiences and are recognized at school assemblies. Brad takes comfort in “knowing the teachers” and in acknowledging that “they can help” him. Students feel affiliated with teachers who believe in their abilities and as a result the Aboriginal students felt motivated to excel. Teachers are perceived as willing to assist with students’ schoolwork and have established relationships with these adolescents that are not judgemental or tempered by low expectations. Some students, like Mike, distinguish “the teachers” as the reason they like most about attending school. Alice, too, underscores the positive influence of the teachers and suggests that “they understand that we are teenagers and we do random stuff and they do not judge us.”

These findings are particularly noteworthy as they speak to the positive influence teachers have on Aboriginal students in the context of authentic professional relationships in affirming social spaces. According to the students in the high functioning schools, the teachers do not come across as “think[ing] they know everything.” Students are disengaged by educators who boast of their intellectual superiority; instead, students respect those teachers who honour their epistemologies. Students discern education as a priority, are engaged in their learning and have a positive self-image of themselves as learners.

The high functioning schools also promote students’ socio-emotional development. Brad, like several others, describes his success in elementary school as “awesome” and believes that he “achieved all [his] goals.” For these students the experiences in public education have empowered them to make a successful transition to secondary school. Students feel “great inside” (Brad) when they are empowered to be successful. Rose, like Alice and others, appreciate that “a lot of our teachers give us advice.” As Scott suggests, the school and learning environment have “a lot of love coming around.” Students feel emotionally secure in their schools since it is “a safe” place (Brad) to nurture and grow as an Aboriginal student and person.

The school environment in the low functioning school, however, did not nurture feelings of belonging. Students like Jack cite the colonial myths that are perpetuated by Eurocentric biased curriculum: “We are always betrayed...like we are the bad guys burning down forts.” Students are dismayed by such portrayals of Aboriginal peoples and feel as if it underscores their sense of difference. Feeling already somewhat marginalized, the Aboriginal students do not appreciate teachers “who picked favourites a lot” and “always treat the smarter kids” more favourably (Jack). The Aboriginal

students who do not achieve at the same levels as the non-Aboriginal students feel disengaged when they perceive that the teacher measures their currency in the classroom by their level of achievement. In these instances, the student participants do not want to establish a relationship with their teachers since it only serves to undermine their self-esteem. Emma, on behalf of the other students, expresses her resentment of the teachers in the school who demean some Aboriginal students for their lack of achievement. Emma suggests that it “makes [me] want to hit” the teachers for making belittling comments in front of the class. Feeling little stability in the school, Jack confesses that he “wants to get out of here. I hate elementary school.” For students like Jack, Emma and Julia, there is minimal affirmation of their identity as Aboriginal peoples and learners in the curriculum, pedagogy and social spheres of public schooling. They resign themselves to having to merely endure their elementary school education.

5.2. Principled actions and variability

The students in the high functioning schools expressed their belief that “it is all equal here” (Scott). They describe inclusive environments that do not bestow unfair treatment upon Aboriginal students. Brad, like Scott, believes that Aboriginal students have both “equal rights” in the school and are treated accordingly. Both Brad and Scott discussed the fact that teachers in the school have the best interest of Aboriginal students in mind and readily offer to help students’ “achieve [their] goals” (Brad). Students are highly perceptive of the principled intentions of their teachers and consider them as partners to their success. Alice, reminiscent of the others, appreciates the non-judgemental relationship she shares with teachers and attributes it to the ethical practices of the school: “They [the teachers] understand us and do not judge.” The students in these schools perceive their teachers as having an integral role in both their present and future success. The students trust in their teachers’ professionalism and appreciate the sense of justice that prevails in their relationships with educators. Additionally, students distinguished between principled practices even within their peer relations. Anna, Rose, and Alice were infuriated by the non-Aboriginal students who disrespected the elders that visited the school. Students are particularly sensitive to the social contexts that recognize their distinct identities as Aboriginal peoples. In contrast, students’ perceptions of principled practices are far more positive in inclusive learning environments where teachers have high expectations for all students. They are proud that their teachers contribute meaningfully towards their “achieving [our] goals” and are just as observant of school practices that recognize their worldviews as Aboriginal people.

In these high functioning mainstream public schools there are opportunities for students to establish relationships with elders and other community members. In these instances students like Brad, among others, shares how his “grandma, brothers [and] dad usually come around” since the school is an invitational place where students’ families and communities are welcome to celebrate their traditions. The Aboriginal students feel affirmed in a public institution that honours their family and traditions. This is not to deny that the Aboriginal students in the high functioning schools perceive the unethical bias of a limited curriculum. They distinguish the injustice of having a mere “two pages in the history book about Native people” (Mike) and detect a curriculum that remains non-inclusive and essentially absent of Aboriginal voice. The students are critical about Aboriginal knowledge and worldviews being relegated to “only in History” class (Scott). They recognize that their socio-historical and socio-cultural traditions are stifled by the mainstream curriculum and perceive the injustice of a fragmented curriculum.

The students attending the lower functioning school were equally perceptive of principled practices. Emma and Julia comment that one of their teachers is “better than last year” because he is only “sometimes...a prick.” The students know what distinguishes professional teacher-student relations. They are critical of mainstream teachers who do not relate to the unique context of their lives as Aboriginal children. Emma, Jack and Julia feel that it is wrong for a teacher to flaunt his privilege and resent the fact that they are forced to hear about the wealth of experiences available to their teacher’s children that are not necessarily available to them. According to Jack, “the worst part” is listening to the academic accomplishments of their teacher’s children who get “all 90s.” The students perceive that the teacher uses his children’s academic success to contrast the struggles the Aboriginal learners experience in mainstream schools. This perception is considered an assault on their esteem and an injustice in the classroom.

Moreover, the students in the lower functioning school distinguish the lack of Aboriginal practices and cultural imagery in the school. According to the student participants, Nishnawbe language is not present in the school and only “a couple of posters” (Jack) have cultural representation. Such a lack of representation has little to no positive impact on students in terms of their feeling socially included into the school culture. Jack makes reference to a single event during the school year when a group of elders visited the school but all of the student participants agreed that it had little effect on them. The students recognize these as isolated events that serve to underscore their difference in the mainstream culture of their school.

The Aboriginal students also perceive the injustice in the way that their epistemology is ignored. They are frustrated when they do not understand curricular concepts “that [are] by the book because the book doesn’t explain a lot. That’s what teachers are for” (Jack). Students describe their teachers’ pedagogy as reliant on the printed word – the standardized curriculum and the accompanying textbooks. Emma echoes the frustration of the group by describing some teachers’ paradigms: “This is what you are supposed to learn. This is what I am going to teach you.” Students do not perceive that their individuality as Aboriginal peoples and learners is represented in the classroom and instead are critical of teachers who focus on textbooks at the expense of Aboriginal student epistemologies.

The findings in both of the categories grounded in the data attest to Aboriginal students’ perceptions of the teachers and learning environments of their respective schools, and how these implicated upon their intellectual and social development.

It is clear that the teachers in the high functioning schools that served as the research sites for this study are more responsive to the mandate of the OME policy Framework. These teachers account to a significant extent for the holistic learning preferences of Aboriginal learners and aspire to the academic success of Aboriginal students. These teachers provide school and classroom activities that contribute to the knowledge-base of all students and further an inclusive classroom culture.

Conversely, the participants from the lower functioning school do not have the same meaningful responses to the Framework and as a result Aboriginal students continue to feel marginalized from mainstream educational practices. Students feel as if their self-described difference as Aboriginal people and learners is a detriment to their academic achievement and therefore do not share the same sense of hope and success as the Aboriginal students in the higher functioning schools.

According to Toulouse (2008), Aboriginal student growth and self-esteem are critical to their success in public education hence the school environment needs to be responsive to their needs. In far too many instances Aboriginal students do not feel a sense of belonging to their school cultures and have difficulty relating to the social, curricular, and epistemic components of public education. The findings of this study point to the fact that Aboriginal students consider themselves as having very limited opportunities to enact change. Aboriginal students have become tolerant of the inequitable practices they experience in the social spaces of their schooling. Conversely, other Aboriginal students react aggressively to the lack of principled actions in their classrooms and suffer the consequences of what is considered inappropriate and defiant behaviour.

In the schools that are more responsive to the policy context, relationships between non-Aboriginal and Aboriginal learners are mutually understanding (Toulouse 2013). The presence of Aboriginal epistemologies are represented in these schools (Battiste 2007). Under these circumstances, Aboriginal students flourish in the imagination of their individual and collective identity. Inclusive social spaces seem to augment Aboriginal student identity. Students feel comfortable as Aboriginal people and learners in learning environments that emphasize their cultural and epistemic values. The Aboriginal students forge links with teachers who are perceived as attentive to their socio-cultural realities. Students benefit from their education without having to sacrifice their identity. Aboriginal students can contribute to the vitality of their classroom practices as they imagine sustainable socio-cultural contexts of learning. Their perceptions of principled action are not tainted by covert or blatant expressions of racism but rather the Aboriginal students feel a legitimate presence in the social existence of their schools.

Conclusions

There is no denying the complexity of policy implementation across provincial public schools. This study has benefitted from the perceptions of Aboriginal students in high and low functioning schools. Grounded in the voices of the Aboriginal students themselves are two categories that underscore the student-participants sense of self-esteem and their perceptions of principled practices. The findings substantiate the literature that points to the emotional toll that public schooling can enact on Aboriginal schoolchildren. However, the findings also shed light on a more detrimental outcome of culturally unresponsive schools and educators and suggest that in the absence of principled school practices Aboriginal students resign themselves to the inequities of public education. The Aboriginal students in the lower functioning schools are prohibited from realizing their potential, imagining their individual and collective identity, and ultimately from being better positioned to assume the challenges and benefits associated with public schooling.

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A Blended Learning Model Used to Prepare Saudi Arabian Doctoral Students to be Knowledge-Based Educational Leaders

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ABSTRACT: To secure a better future in today's globalized world, a knowledge-based society must be a priority for every nation. For a long time, many nations have relied primarily on passive resources—that is, natural and financial resources—for their existence. However, in the era of globalization dominated by knowledge and information technologies, the focus is shifting towards active resources—that is, human resources. Human resources are perceived by nations as a key engine for competitiveness, economic prosperity, national sovereignty, and human dignity. One of the media through which these human resources are developed is education, which involves teaching and learning. To respond to the increased demands for human competencies to function in a knowledge-based society, educators must adapt to the emerging teaching and learning approaches. One of these emerging approaches is the blended learning approach, which has the ability to improve learning and cost-effectiveness, increase access and flexibility, and help institutions stay up-to-date. Therefore, in contrast to a traditional research paper, this paper describes a teaching and learning practice, with the aim of achieving two objectives: 1) to present a brief background of the blended learning approach and its models and 2) to share a specific blended learning model used to prepare Saudi Arabian doctoral students to be knowledge-based educational leaders.

KEYWORDS: blended learning, educational leaders, knowledge-based, Saudi Arabia

Introduction

In the era of globalization, which is dominated by knowledge and information communication technologies, the measure of a nation's wealth is "its capacity to educate, attract and retain citizens who are able to work smarter and learn faster" (Spellings 2006, ix). Recognizing the importance of knowledge and information technologies in this competitive world, many Gulf countries have embarked on visions to develop knowledge-based economies (e.g., Kuwait 2035, Qatar 2020, Saudi Arabia 2030, and United Arab Emirates 2021). At the center of knowledge-based economies are human resources, which are perceived by nations as a key engine for competitiveness, economic prosperity, national sovereignty, and human dignity. One of the media through which human resources are developed is education, which involves teaching and learning.

Understanding the significant role education plays in a knowledge-based society, Saudi Arabia has made education one of the pillars of its vision for 2030. The pillar on education aims to develop a modern curriculum based on rigorous standards; involve parents in the education of their children; train students and facilitate their transition between educational pathways; help students make careful career choices; close the gap between education output and job requirements; improve the international ranking of Saudi universities; and increase students' academic achievement nationally, regionally and internationally (Kingdom of Saudi Arabia 2016, 28-41).

To make this vision for 2030 a reality, the Saudi Ministry of Education has mandated all educational institutions to develop new programs that not only bridge the gap between job requirements and education output but also meet national and international standards. As a result, new programs are being developed within and across national institutions as well as between Saudi and international institutions. To achieve this vision, educational leaders need, in addition to the new programs, an understanding how innovations lead to positive changes (e.g., achieving the desired goals). Unfortunately, the role of educational leaders, developed for the needs of the past, is no longer suitable for the challenges educational institutions face in the 21st century (Pont, Nusche, and Moorman 2008, 9). New 21st-century forms of knowledge (e.g., mastery of contents) and skills (e.g., critical thinking, communication, technology, and collaboration) are essential elements for participation, achievement, and competitiveness in the global community (Greenhill 2010, 3-5).

This is the motivation behind the Taibah University and The George Washington University international partnership, which led the two institutions to develop a blended learning model to prepare Saudi Arabian doctoral students to be knowledge-

based educational leaders. In this paper, the term knowledge-based educational leaders refers to leaders who not only have the knowledge, skills, and characteristics of 21st century leaders but also support, teach, and assess knowledge, skills, and characteristics that enable students to succeed in work and life (Ontario Ministry of Education 2016, 8-23)

Blended learning is one of the emerging teaching and learning approaches that benefit educational leaders not only during course and training programs (initial leadership preparation) but also during the development of relationships and challenge assignments. According to Rabin (2014, 2), successful leaders learn from three experiences over their careers—coursework and training (course-based skills building, virtual classroom events, books, articles); development of relationships (communities of practice, networking, mentoring); and challenge assignments (increases in scope, horizontal moves, new initiatives, turnarounds, mistakes, ethical dilemmas).

For this reason, the blended learning model developed by Taibah University and the George Washington University incorporated all three learning experiences (course and training, development of relationships, and challenge assignments). Thus, this paper aims to achieve two objectives: 1) to present a brief background of the blended learning approach and its emerging models and 2) to share a specific blended learning model used to prepare Saudi Arabian doctoral students to be knowledge-based educational leaders.

Tracing the Root of the Blended (Hybrid/Mixed) Learning Approach

The blended learning approach is a topic of interest in education (K12 and higher education) and other organizations (Halverson, et al. 2017, 2-24, Horn and Staker 2011, 1-14). This approach to teaching and learning seems like a new concept to novices in the field; however, the idea first appeared nearly two centuries ago. Several authors (Horn and Staker 2011, 1-14; Matthews 1999, 54-56; Nasseh 1997, 1; Singh 2003, 51-54,) trace the root of blended learning back to distance education. Nasseh (1997, 1) documented that, in 1833, a Swedish newspaper advertised the opportunity to study composition through the medium of post. Seven years later (1840), Isaac Pitman used the newly established penny post in England to conduct instruction via correspondence (Matthews 1999, 54-56, Nasseh 1997, 1). His teaching and learning approach was adopted three years later with the creation of the phonographic correspondence society.

The above cited authors argue that instruction via correspondence rapidly spread in other countries. For instance, in Germany (1856), two instructors used instruction by correspondence to teach a foreign language in Berlin. In the US, beginning in 1873, a Boston-based society encouraged study at home. In the following 24 years, the Boston-based program attracted more than 10,000 students, mostly women, who received guided readings and regular tests from corresponding teachers. The idea of distance learning rapidly gained ground in the US. The State of New York moved to recognize academic degrees for students who completed courses via correspondence. A daily newspaper in Pennsylvania began offering correspondence courses in 1891; enrollment in the program increased from 225,000 students in 1900 to more than 2 million students in 1920. With the advent of technology, another approach of distance education appeared—electronic communications. This medium of instruction used audio recording to teach blind students. By the early 1920s, at least 176 radio stations were alive in US educational institutions. Other types of technological instruction followed, including: teaching via television (experimentation in the early 1930s and college credit courses in the 1950s); satellite technology and projects (in the 1960s and 1970s); fiber-optic communication systems with live two-way audio and video systems (in the late 1980s and early 1990s); web-based instruction (in the late 1990s); and blended learning (beginning in the early 2000s).

Regarding the latest learning approach (the blended learning model), a variety of definitions have been proposed. Therefore, it is logical to adopt a working definition to guide readers regarding what blended learning means for the purposes of the present paper. In the literature, many definitions of blended learning exist, but they all seem to agree that blended learning (mixed or hybrid) is a combination of two approaches of teaching and learning—face-to-face (traditional) and remote (online) (Acree, et al. 2017, 105, Graham 2013, 335, Kiviniemi 2014, 1, Lautzenheiser and Hochleitner 2014, 3, O' Byrne and Pytash 2015, 137). In this paper, however, we adopt a more explicit definition (Kristensen, Horn and Staker 2013, 2) that reflects the model of blended learning we intend to present in this paper. Thus, blended learning in this paper is defined as:

[A] formal education program in which a student learns at least in part through online with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Kristensen, Horn and Staker 2013, 2).

The blended learning approach is becoming popular in education and other fields due to many factors. For instance, Horn and Staker (2011,2) argue that one of the factors accelerating the adoption of the blended learning approach in the US is the approach's ability to help schools reduce costs on personnel, facilities, and textbooks while maintaining or improving academic results. A second factor accelerating the adoption of the blended learning is attributed to the pressure schools face to meet individual student proficiency in core subjects (e.g., the No Child Left Behind (NCLB) Act). School leaders, therefore, cannot afford to ignore a teaching and learning approach that has the potential to improve academic performance, reduce costs, and facilitate lifelong learning through communications and information technologies.

Pressure to show results comes from other sources in addition to NCLB. School data, which are freely available and accessible anywhere at any time (e.g., USnews.com, Greatschools.com, schooldigger.com, niche.com), put schools under pressure to show results, as parents, stakeholders and the wider society have access to these sites to compare students' test scores among schools. Further, private online education providers (e.g., Connections Academy, CAVA, insightschools.net, k12.com) understand that online-only education has limitations like those faced by traditional education; therefore, these private organizations are seeing the blended learning approach (combining face-to-face and remote learning) as means to expand their school markets.

Interest in the blended learning approach is not limited to K-12 education; it is becoming popular in higher education as well (Alammary, Sheard and Carbone 2014, 440, Halverson et al. 2017, 1). Like K-12, some reasons for embracing blended learning in higher education are attributed to the ability of the blended learning approach to improve learning and cost-effectiveness, increase access and flexibility for the institutions and the learners, and help institutions stay up-to-date in this increasingly competitive environment (Halverson et al. 2017, 12-13). The above-cited authors have further documented the benefits of blended learning in higher education with a meta-analysis of 51 empirical studies showing that students who took blended learning courses performed, on average, better than those who took the same courses only online or face-to-face.

Both educational institutions (K-12 and higher education) and other organizations recognize the advantage of blended learning over the face-to-face and remote approaches of teaching and learning. However, the way the blended learning approach is designed and implemented varies within and across institutions. As a result, various models exist to satisfy the needs of learners, instructors, and institutions (Acree, et al. 2017, 107, Schmidt and Ralph 2016, 1, Singh 2003, 52-54). Studies articulate four

commonly used models of blended learning. These models, as summarized below, are known as the rotation model, the flex model, the self-blended model, and the enriched virtual model (Acree, et al. 2017, 107-108, Horn and Staker 2011, 4-5)

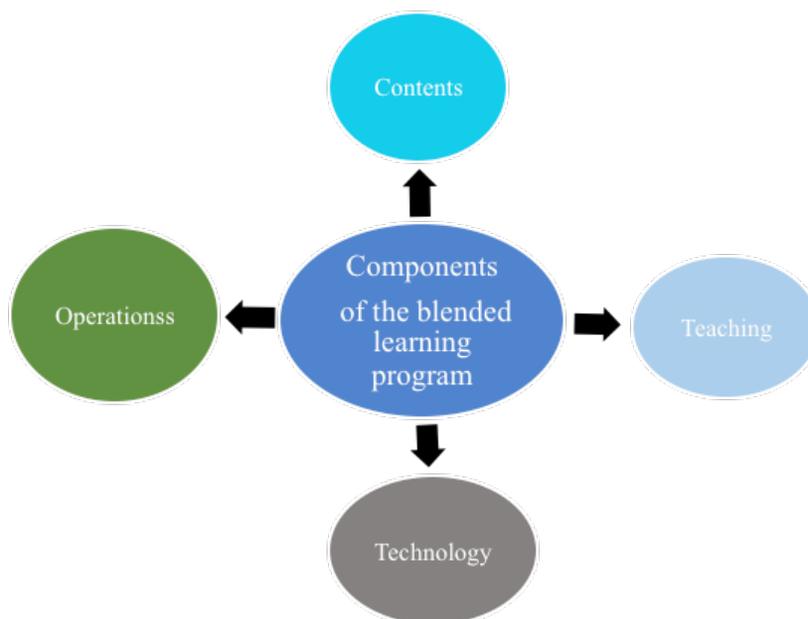
In the rotation model, students rotate on a fixed schedule within a given course or subject to complete learning activities under the guidance of a teacher. In this environment, students (either individually or in groups) rotate between stations that have different learning approaches but all aim to achieve the same learning objective. The teacher, who gives directions, sits at one of the stations. In the flex model, the instruction takes place mainly online in a physical classroom and follows the students' own pace. The teacher's role in the flex model is to provide group instruction and individual assistance as needed. In the self-blended model, students take online classes at home or at school to supplement the traditional courses. The teacher acts as both face-to-face and online teacher, giving students the opportunity to get help with online courses at school. In the enriched-virtual model, the main course delivery is online and is rarely combined with brick-and-mortar visits. In this learning environment, the teacher's role is to remotely provide assistance through online communications (e.g., email, online discussion boards). For additional details on how blended learning programs are implemented in K-12 and higher education, see Garrison and Vaughan (2008), Powell et al. (2015), Staker (2011), The Oxford Group (2013), Watson (2008), and Watson et al. (2013). Following this brief background on blended learning and its models, we present in the next section a specific blended learning model used to prepare Saudi Arabian doctoral students to be knowledge-based educational leaders.

The Taibah Univ. and The George Washington Univ. Blended Learning Model

The blended learning model developed between Taibah University and The George Washington University is used to teach part of a Ph.D. program in Educational Leadership and Administration. This Ph.D. program is an international partnership program developed in collaboration with the Graduate School of Education and Human Development (GSEHD) at The George Washington University (GWU) in the US. The program prepares doctoral students for leadership, teaching, research, and community service responsibilities in K-12 and higher education by providing them with a rigorous preparation in theory, research, and practice to lead their institutions according to national and international standards. The Ph.D. is a full-time, four to five-year, cohort program consisting of 48 credit hours (36 for the coursework and 12 for the dissertation).

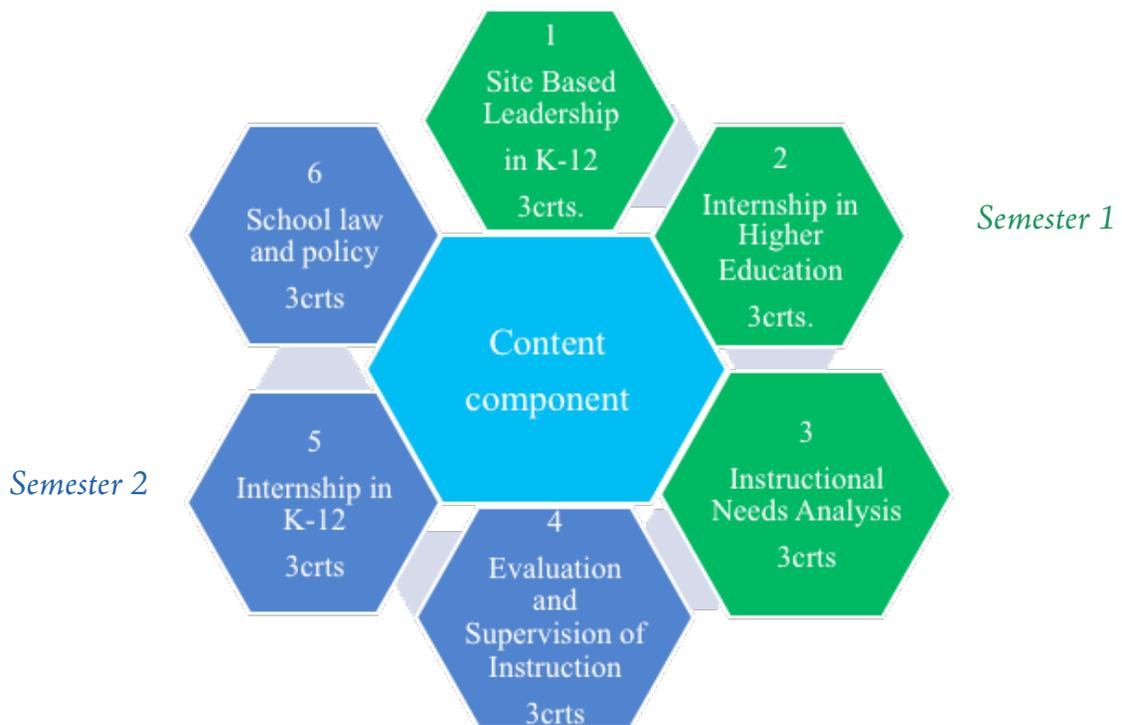
The first part of the program consists of six courses (18 credit hours) taught via a blended learning model by faculty members from the GSEHD at GWU in collaboration with Taibah University (TaibahU) faculty members. Upon completion of the six courses (18 credit hours), successful students receive a Post Master Certificate (PMC) in Educational Leadership and Administration from GWU with earned credit hours transferred to TaibahU. The remaining part of the program consists of six courses (18 credit hours) and the dissertation part (12 credit hours), which are taught and guided by TaibahU faculty members, while the monitoring is conducted by GWU faculty members. Upon completion of the remaining part, successful students are awarded a Ph.D. in Educational Leadership and Administration from TaibahU. The blended learning model was, thus, planned alongside the doctoral program. In the planning, a team of faculty members from both institutions (TaibahU and GWU) used a needs assessment questionnaire to identify TaibahU needs (educational goals), resources, capabilities, and student profiles. In addition to the needs assessment questionnaire, the team reviewed the literature on blended learning (Garrison and Vaughan 2008; Horn and Staker 2011; Kiviniemi 2014; Moore et al. 2017; Pont, Nusche, and Moorman 2008; Powell, et al. 2015; Rabin 2014; Singh 2003; Watson et al. 2013) and conducted two workshops, one at TaibahU in Saudi Arabia and the other at GWU in the US. Based on the gathered data, the team considered four components that are crucial for the success of a blended learning model: the contents, the teaching, the technology, and the operations.

Graph 1: Components of the blended learning program



To address the content component, we developed six courses (including description, objectives, requirements, evaluation, learning outcomes) for a total of 18 credit hours for the blended learning model leading to a Post Master Certificate (PMC). In the course design, we used two academic standards: one followed by TaibahU (the National Commission for Academic Accreditation and Assessment, NCAAA) and the other by GWU (the Educational Leadership Constituent Council, ELCC).

Graph 2: Contents component of the blended learning program



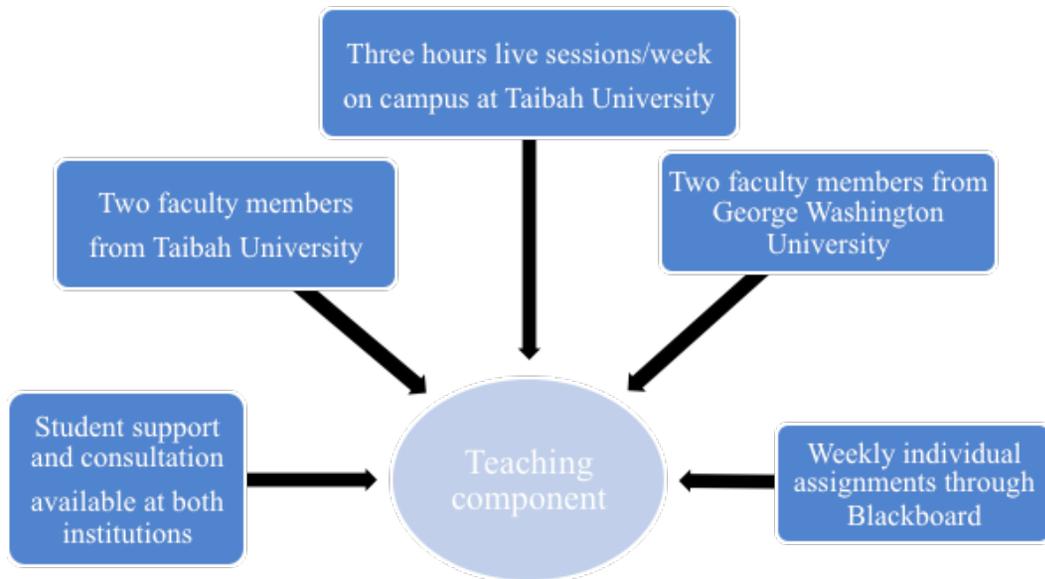
Four courses (1, 3, 4, and 6) aimed to prepare doctoral students in Site-Based Leadership in K-12, Instructional Needs Analysis, Supervision and Evaluation of Instruction, and School Law and Policy. The Site-Based Leadership in K-12 course examined the function, processes, and best practices involved in school principal leadership. It integrated theory with practice through sustained field-based experiences to increase students' capabilities, competencies, and disposition as they transition to a leadership position/career. The Instructional Needs Analysis course introduced students to the instructional design process and to curriculum practice and theory at the national, state, district, and school levels. The Supervision and Evaluation of Instruction course focused on the roles and functions of instructional leaders in the areas of improving teacher quality through evaluation and supervision. The School Law and Policy course focused on law and policies governing education. It helps

educational leaders to find, interpret, understand, and implement education laws, policies, and regulations.

The remaining two courses (2 and 5) of the blended learning model consisted of an Internship Administration in K-12 and an Internship in Higher Education. The internship administration in K-12 course requires students to complete a minimum of 85 hours of activities (observations, participation, writing a personal growth plan) related to leadership work in a school. The Internship Administration in Higher Education course provides students with the opportunity to gain knowledge and experience related to careers in higher education administration in one of the administrative offices in a university. In this course, students must complete a minimum of 80 hours throughout the duration of the course.

To address the teaching component, both institutions (the Taibah University and The George Washington University) assigned the course delivery to qualified faculty members with expertise in content and pedagogical knowledge, technology, and both Western and Middle Eastern education systems.

Graph 3: Teaching component of the blended learning program

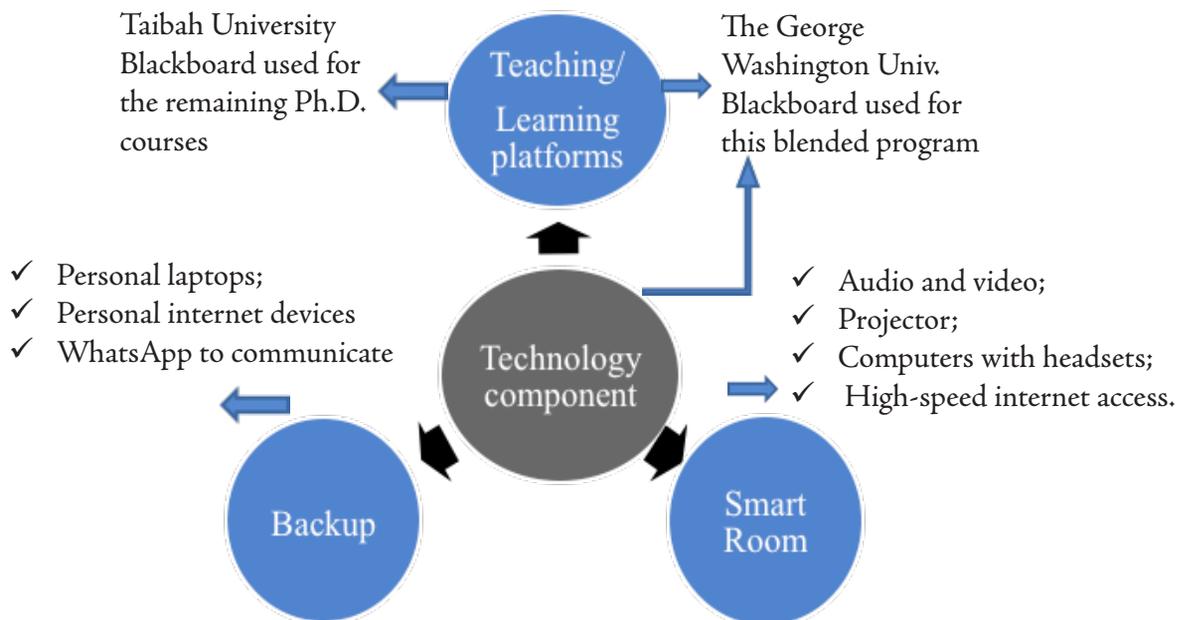


For each course of the PMC, four faculty members (two from TaibahU and two from GWU) collaborate to deliver three hours of live sessions once a week. Students and faculty members from TaibahU meet on campus in a classroom during the live sessions while GWU faculty members in collaboration with TaibahU faculty members deliver

the lectures via blackboard. For the two internship courses, faculty members and students meet once a month for the live sessions; meanwhile, students must submit a weekly progress report, take part on the discussion board through Blackboard, and complete two independent online assignments throughout the duration of the course. At the end of the internship, students submit a portfolio, which includes weekly field reports, a final project, and a PowerPoint of the project to be presented during the last day of the live sessions.

To address the technology component, we first needed to choose a teaching platform to use during course delivery. Both TaibahU and GWU use Blackboard as a teaching platform, but the team agreed to use GWU Blackboard because the Post Master Certificate (PMC) is awarded to TaibahU students by GWU. Added benefits for using the GWU platform include the opportunity for students and faculty members from TaibahU to experience how teaching and learning through blackboard are conducted at GWU. At the end of the blended learning program with GWU, TaibahU faculty members use the TaibahU teaching and learning platform (Blackboard) to deliver the remaining courses of the doctoral program. Thus, by the completion of the entire Ph.D. program, students are expected to be knowledgeable in the use of both teaching and learning platforms.

Graph 4: Technology component of the blended learning program

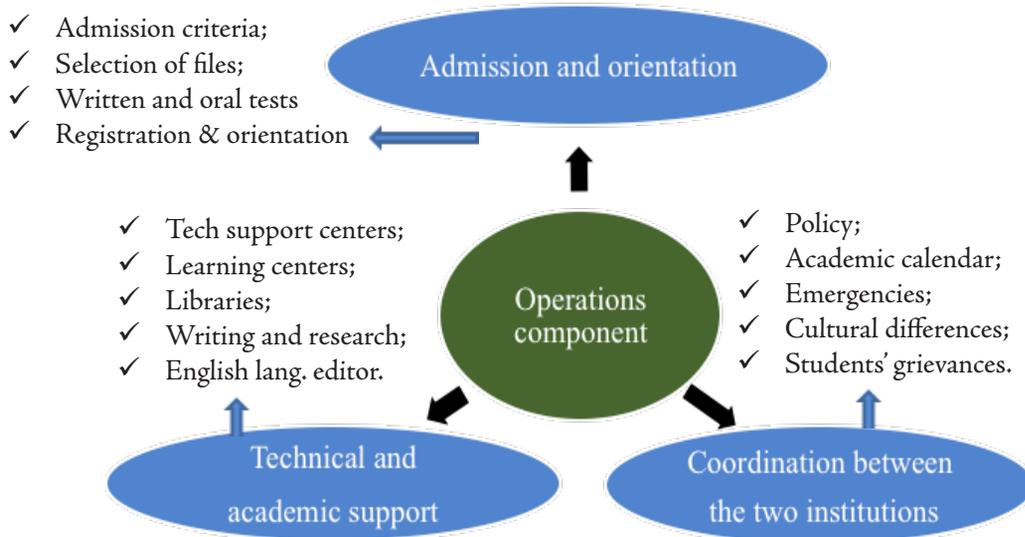


Having decided on the teaching and learning platform, we needed to secure a smart room with internet, audio, and video capabilities for the synchronized live sessions to

assure interoperability between GWU and TaibahU technologies. As a backup to the university's high speed internet and equipment, students, and faculty members from TaibahU are required to bring their laptops and internet devices during live sessions to avoid class interruptions if internet connection becomes an issue. Additionally, faculty members downloaded the "WhatsApp" program as a backup communication medium between members from the two institutions in the event of connection difficulties during live sessions.

To address the operations component of the blended learning, the two institutions addressed student admission and orientation to the program; technical and academic supports; and coordination between GWU and TaibahU on issues such as policy, academic calendar adjustment, emergencies, cultural differences, and students' grievances (if any).

Graph 5: Operations component of the blended learning program



Referring to the admission and orientation to the program, the planners shared admission criteria for aspiring educational leaders used by both institutions (GWU and TaibahU). The reason for using both admission criteria was that students accepted to the TaibahU Ph.D. program would be, first, GWU students for the Post Master Certificate (half of the coursework for the Ph.D.) and then TaibahU students for the remaining coursework and dissertation of the Ph.D. program. Thus, in order for a candidate to be admitted in the program, he or she must meet both admission criteria (those of the College of Education from TaibahU and the Graduate School and Human Development from

GWU). The admission process consists of a written test and an oral test. Dossiers of admitted students at TaibahU are then submitted to GWU, which in turn evaluates the dossiers for compliance with GWU admission criteria.

Faculty members from each institution collaborate with the admission office of their institution to matriculate and register students for the courses. Following the registration, admitted candidates are given an orientation about the program, the teaching and learning approach, and the support services available to them at TaibahU and GWU (libraries, writing and research, tech support centers, etc.). In addition to these support services, an experienced academic writer and native English speaker from GWU volunteered to review students' drafted papers and provide them with feedback, as the language of instruction (English) is a second language for the students. This feedback is mainly on writing standards (APA style, grammar, criteria for graduate papers). Further, the volunteering faculty member agreed to provide four sessions of workshops on academic writing for students to help them improve their academic writing skills.

Regarding the coordination between the two universities, two faculty members from each side serve as a liaison between the educational authorities of their own and the other university. On behalf of the two universities, the four faculty members manage all issues related to policy, academic calendar adjustment, emergencies, cultural differences, and students' grievances. At the end of each semester, the faculty members write a progress report for the educational authorities.

Challenges and Benefits

Challenges: Some of the significant challenges the implementers had to overcome were related to legal, academic, financial, and cultural differences; bureaucratic procedures; and students' initial understanding of blended learning classes in comparison to pure online classes. Also, the implementers faced minor issues related to the language of teaching (English as a second language for the students), academic writing, and technical issues, particularly for the first two weeks of classes. However, we were able to overcome these challenges as the faculty members from both institutions were prepared to face them, knowing that innovation is a challenging task. As we are the first to initiate this new program at Taibah University through an international partnership, we were prepared to face obstacles and setbacks. We attribute the success of the program to involved parties' patience, commitment, resilience, flexibility, and willingness to take risks. Additionally, faculty members of the two institutions

built trust and strong rapport among themselves and maintained constant contact throughout the entire process.

Benefits: The benefits of this program are many. Taibah University students get an opportunity to gain knowledge and experiences from different perspectives, which are essential to function as an educational leader in the knowledge-based era. Students receive a Post Master Certificate from The George Washington University with the possibility of transferring credit to the Taibah University Ph.D. program. Students also gain access to a variety of sources at both institutions, including libraries, writing centers, and technology. Benefits for faculty members include the opportunity for research collaborations, joint international conferences, seminars, workshops, teaching, and cultural experiences. Benefits for the institutions include academic excellence and prestige, financial resources (for The George Washington University), and the development of a new program according to international academic standards (for Taibah University).

Conclusion

To prepare future educational leaders to respond to the increased demands for human competencies, Taibah University and The George Washington University used the blended learning approach to provide Saudi doctoral students with theoretical and practical knowledge, skills, and tools necessary to function as educational leaders in the knowledge-based era. The blended (mixed or hybrid) learning approach, a combination of face-to-face (traditional) and remote (online) learning approach, was adopted due to its ability to improve learning; increase access and flexibility; and help institutions reduce costs on personnel, facilities, and textbooks-- all while maintaining or improving academic results. Educators have a variety of blended learning models (rotational, flex, self-blended, and enriched virtual models) to choose from to satisfy the needs of their learners, instructors, and institutions. Despite their variety, four main components are crucial in any of these models in order to ensure success: content, teaching, technology, and operations. Those interested in adopting blended learning models must expect challenges; however, the benefits for learners, instructors, and the institutions are endless. To minimize challenges and maximize benefits, especially when the blended learning involves an international partnership, one must be patient, flexible, committed, resilient, and willing to take risks in order to gain the associated rewards.

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Nudgital: Critique of Behavioral Political Economy

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ABSTRACT: Behavioral Economics revolutionized mainstream neo-classical economics. A wide range of psychological, economic and sociological laboratory and field experiments proved human beings deviating from rational choices as standard neo-classical profit maximization axioms failed to explain how humans actually behave. Human beings rather use heuristics in their day-to-day decision making. These mental shortcuts enable to cope with a complex world yet also often leave individuals biased and falling astray to decision making failures. What followed was the powerful extension of these behavioral insights for public administration and public policy making. Behavioral economists proposed to nudge and wink citizens to make better choices for them and the community. Many different applications of rational coordination followed ranging from improved organ donations, health, wealth and time management, to name a few. Yet completely undescribed remains that the implicit hidden persuasion opens a gate to deception and is an unprecedented social class division means. Social media forces are captures as unfolding a class dividing

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nudgital society, in which the provider of social communication tools can reap surplus value from the information shared of social media users. The social media provider is outlined as capitalist-industrialist, who benefits from the information shared by social media users, or so-called consumer-workers, who share private information in their wish to interact with friends and communicate to public. The social media capitalist-industrialist reaps surplus value from the social media consumer-workers' information sharing, which stems from nudging social media users. For one, social media space can be sold to marketers who can constantly penetrate the consumer-worker in a subliminal way with advertisements. But also nudging occurs as the big data compiled about the social media consumer-worker can be resold to marketers and technocrats to draw inferences about consumer choices, contemporary market trends or individual personality cues used for governance control, such as, for instance, border protection and tax compliance purposes. To draw attention to this implicit struggle within society is important for various reasons: Addressing the nudgital society allows to better understand the laws of motion of governance in the digital age, leading to the potentially unequal accumulation and concentration of power. Technological improvement in the age of information has increased the possibilities to control the innocent social media users and reap the benefits of their existence in hidden persuasion. In the age of populism, nudging can be criticized to be used by the ruling class to exploit the governed populace. In modern democracies, the right to rule was recently plundered in democratic votes through misguiding information of alternative facts and fake news circulated on social media. The socio-ethical crises that are rooted in the contradictory class division of the nudgital society are presented in this paper for the first time and from there on demand for further description and research on capitalism and democracy in the digital age. The paper advocates for a democratisation of information, education about nudges and well-informed distribution of transparent governance control.

KEYWORDS: Behavioral Economics, Behavioral Political Economy, Democratisation of information, Education, Exchange value, Governance, Libertarian Paternalism, Nudging, Nudgital, Right to delete, Right to be forgotten, Social media, Social media capitalist-industrialist, Social media consumer-worker, Social media slavery, Surplus Value, Use value, Winking, Winkital

1. Introduction

Since the end of the 1970ies a wide range of psychological, economic and sociological laboratory and field experiments proved human beings deviating from rational choices and standard neo-classical profit maximization axioms to fail to explain how human actually behave (Kahneman & Thaler 1991). Human beings were shown to use heuristics in the day-to-day decision making as mental short cuts that enable to

cope with information overload in a complex world (Bazerman & Tenbrunsel, 2011; Kahneman & Tversky, 1979; Thaler & Sunstein 2008).

From there on, the emerging field of behavioral insights targeted at using human heuristics and biases to improve decision making in different domains ranging from health, wealth and prosperity (Thaler & Sunstein 2008). Behavioral economists proposed to nudge and wink citizens to make better choices for them with many different applications. Behavioral Insights teams have been formed to advise individual governments around the globe – for instance, Australia, Canada, Colombia, Germany, Italy, the United Kingdom, and the United States (World Development Report 2015). But also intergovernmental entities such as the European Commission, or global governance institutions, such as the World Bank and the International Monetary Fund, have started using nudges and winks to improve society (World Development Report 2015).

While the motivation behind nudging appears as a noble endeavor to foster peoples' lives around the world in very many different applications (Marglin 1974), the nudging approach raises questions of social hierarchy and class division. The motivating force of the nudgital society may open a gate of exploitation of the populace and – based on privacy infringements – stripping them involuntarily from their own decision power in the shadow of legally-permitted libertarian paternalism and under the cloak of the noble goal of welfare-improving global governance. Nudging enables nudgers to plunder the simple uneducated citizen, who is neither aware of the nudging strategies nor able to oversee the tactics used by the nudgers. The nudgers are thereby legally protected by democratically assigned positions they hold or by outsourcing strategies used, in which social media plays a crucial rule.

In the digital age, social media revolutionized human communication around the globe, yet also opened opportunities to unprecedentedly reap benefits from information sharing and big data generation. The law of motion of the nudging societies holds an unequal concentration of power of those who have access to compiled data and who abuse their position under the cloak of hidden persuasion and in the shadow of paternalism. In the nudgital society, information, education and differing social classes determine who the nudgers and who the nudged are. Humans end in different silos or bubbles that differ in who has power and control and who is deceived and being ruled. The owners of the means of governance are able to reap a surplus value in a hidden persuasion, protected by the legal vacuum to curb libertarian paternalism, in the moral shadow of the unnoticeable guidance and under the cloak of the presumption that some know what is more rational than others (Camerer, Issacharoff, Loewenstein, O'Donoghue & Rabin 2003). All these features lead to an unprecedented

contemporary class struggle between the nudgers (those who nudge) and the nudged (those who are nudged), who are divided by the implicit means of governance in the digital scenery. In this light, governing our common welfare through deceptive means and outsourced governance on social media appears critical. In combination with the underlying assumption of the nudgers knowing better what is right, just and fair within society, the digital age and social media tools hold potential unprecedented ethical challenges.

The following article addresses the connection of nudging and social class structure in order to derive conclusions about implicit societal impetus of nudging and winking in the 21st century. Alongside of providing an overview of behavioral sciences with an application in the public domain; the following paper will take a critical approach in the economic analysis of contemporary public governance through nudging and winking enabled through social media. Drawing from some of the historical foundations of political economy, the paper seeks to advance the field of behavioral economics through a critical stance on behavioral sciences and new media use for guiding on public concerns in the digital age (Heilbroner 1988, 1999).

In its totality, the article offers a critical analysis of behavioral economics with an emphasis on political economy. By revealing the contradictions of the social media age of the nudgital society, light is shed on the implicit class struggle rooted in the nudgital social relations of production. Pointing out the limitations of behavioral insights to inform about public choices accurately will be the basis of the critique of a certain ruling class nudging a wide populace by the help of social media. An analysis of the process of the circulation of information leads to conclusions about the metamorphosis of big data and their circuit. By shedding light on the inherent class division in those who nudge (the nudgers) and those who are being nudged (the nudged), the article proposes further analysis strategies to unravel how the use of behavioral economics for the greater societal good in combination with the rise of social media big data creation may hold unknown socio-ethical downfalls. The paper thereby takes a heterodox economics stance in order to search for interdisciplinary improvement recommendations how to more inclusively alleviate public sector concerns in the digital age.

The article is structured as follows: An introduction to behavioral economics nudging is followed by a description of social hierarchy in the nudgital society. The underlying structures that lead to a class division in those who nudge and those who are being nudged are captured for the first time in order to draw conclusions about the hidden downfalls and risks of the nudgital society. Implications of invisible governance through nudging lead to open questions about ethics in the information age and

recommendations for societal and democratic improvement in the 21st century. The paper closes with a preview of potential future directions of the novel insights gained on the nudgital society. Challenging contemporary behavioral insights theory is aimed at moving together towards a more inclusive future wiser, more self-informed and protected digital society.

2. Behavioral Economics

Behavioral Economics revolutionized decision-making theory. By studying human decision making fallibility and its consequences, behavioral economics argues that people make decisions based on rules of thumb heuristics that dominate human choices (Gigerenzer 2014, 2016; Kahneman & Tversky 2000). Laboratory experiments have captured heuristics as mental short-cuts easing mentally constrained human in a complex world (Cartwright 2011; Sen 1977; Simon & Bartel 1986). Mental short cuts were outlined to simplify decision making and substitute difficult questions with easy applicable automatic behavioral reactions (Kahneman 2003). An impressive line of research has shown that heuristics lead to predictable and systematic errors (Tversky & Kahneman 1974). Heuristics cause people to make choices much faster, but ultimately less logically than more careful, long-form, decision making. These cognitive mental shortcuts therefore set humans on a path to erroneous choices. From these insights gained, decision making failures became studied in order to improve human decision making outcomes over time and in groups (Camerer & Loewenstein 2004).

Behavioral economists have recently started to nudge – and most recently wink – people into favorable decision outcomes, offering promising avenues to steer social responsibility in public affairs (Akerlof 2009; Kahneman 2011). Individuals were nudged into doing things they naturally would not have considered doing. Most recently, behavioral economics innovatively became applied in the public administration and policy domain as a cutting-edge approach to capture the power of real-world relevant economics for the improvement of society. Drawing from a line of research on bounded rationality, behavioral economics accounts for one of the most prominent approaches to minimize societal downfalls and implement social welfare maximization. Behavioral economics is thereby seen as a real-world relevant means to enable global governance in the world economy and improve societal advancement on a global scale (World Development Report, 2015). Yet questionable is whether or not economic calculus can be applied onto the governance of human activity within society without ethical oversight (Puaschunder 2010). Heuristics may be studied to help explain

why people may act illogical and how their fast and impulsive decision making can be turned against them. As a novel application of political economy, the behavioral insights approach appears to be limited and hold unforeseen risks of social class division in the digital age (Bowles, Edwards & Roosevelt 2005; Sidanius & Pratto 1999; Tajfel & Turner 1979).

3. The Nudgital Society

In order to understand the impetus of the nudgital society, we need to study the laws of governance in the age of information. From primitive communication between human beings, a civilization of information transfer with centralized state authority and market value in communication control has emerged. In the 21st century, the turnover of information and the aggregation of social informational capital has revolutionized the world. In the wake of the emergence of new social media communication and interaction methods, a facilitation of the extraction of surplus value in shared information has begun. In the following the main ideas behind the social media marketplace are dissected in order to show how surplus value through access to amalgamated information over distance and time is realized and an implicit social class division between the nudgers and the nudged evolved in the digital age.

Imagine signing up for a free social media tool, such as Facebook, Instagram or Twitter. You will connect with other people and constantly upload information about yourself, your life and your friends in order to share and benefit from shared information. New media online communication tools have made the world flat. No social hierarchies exist when considering one can follow powerful peoples' news on Twitter and the opportunity to connect and feedback influential individuals' web-appearances. No distance in space and time seem to matter in the light of our all opportunities to instant messaging around the globe 24/7, send messages post-humously and compile massive amounts of big data on a constant basis, which can be stored eternally. All these information flows can be combined to find fascinating behavioral insights and learn about market trends thanks to unprecedented computational power in the 21st century. Computational procedures for data collection, storage and access in the large-scale data processing has been refined for real-time and historical data analysis, spatial and temporal results as well as forecasting and nowcasting throughout recent decades. All these advancements have offered a multitude of in-depth information on human biases and imperfections as well as social representations and collective economic trends (Minsky 1977; Moscovici 1988; Wagner & Hayes 2005; Wagner, Lorenzi-Cioldi, Mankova & Rose 1999; Ptaschunder 2015). But are these features of

the digital age solely positive advancements of humankind or do they hold problematic emergent risks for humanity and implicit danger of societal stratification (Centeno, Nag, Patterson, Shaver & Windawi 2015)? Are the behavioral insights gravitating towards an elite that holds the power to reap benefits from the many who innocently share personal information by giving in to the humane-imbued need for expression and interpersonal communication? Do the novel computational power advantages lead to a divided society and an unequal distribution of political power and unequal means to steer collective action (deRoos, Green & Gerber 2009)?

The article examines the relationship between heuristics, nudging and social class in the digital age. Thereby the paper argues that the strategic use of heuristics differs across social classes. Nudging becomes a prerogative of the elite, who has more information given a difference in access to compiled information. In the nudgital society, information about others plays a key role in determining a competitive advantage. The digital age has brought about unprecedented opportunities to amalgamate big data information that can directly be used to derive inferences about people's preferences in order to nudge and wink them in the nudgitalist's favor. Social classes have different levels of education and insights about the nudgital act, which lead to different confidence levels in their economic choices to act on the nudgital insights and to abstain from opt-out devices. Those who reap surplus value are naturally blessed with higher income levels and elevated educational backgrounds coupled with self-confidence, which leads to less susceptibility to fall for nudges and winks. These elite circles are more confident in their decision making and respond more well-informed to opt-out options.

In today's nudgital society, information has become a source of competitive advantage. Technological advancement and the social media revolution have increased the production of surplus value through access to combined information. Human decisions to voluntarily share information with others in the search for the humane pleasure derived from communication is objectified in human economic relations. Unprecedented data storage possibilities and computational power in the digital age, have leveraged information sharing and personal data into an exclusive asset that divides society in those who have behavioral insights derived from a large amount of data (the nudgers) and those whose will is manipulated (the nudged).

The implicit institutional configuration of a hidden hierarchy of the nudgital society is structured as follows: Different actors engage in concerted action in the social media marketplace. The nudgital-brokers are owners and buyers of social media space, which becomes the implicit means of the production. In the age of instant global information transfer, the so-called social media industrialist-capitalist provides the social media platform, on which the social media consumer-workers get to share information

about their life and express their opinion online for free. In their zest for a creation of a digital identity on social media platforms, a 'commodification of the self' occurs (Pincus in speech, March 30). Social media consumer-producer-worker are sharing information and expressing themselves, which contributes to the creation of social media experience.

The hidden power in the nudigitalist society is distributed unevenly, whereby the social media consumer-workers are slaves, who receive no wages in return for their labor, falling for their own human nature to express themselves and communicate with one-another. Social media consumer-workers also engage in social media expression as for their social status striving in the social media platforms, where they can promote themselves. By posing to others in search for social status enhancement and likes, they engage in voluntary obedience to the social media capitalist-industrialist who sells their labor power product of aggregated information to either capitalists or technocrats. The social media consumer-worker's use value is inherent in their intrinsic motivation to satisfy a human need or want to communicate and gain respect from their community. The use value of the commodity is a social use value, which has a generally accepted use-value derived from others' attention and respect in the wake of information sharing in society. The social media provider gives the use value an outlet or frame, which allows the social media consumer-worker to express information, compare oneself to others and gain information about the social relation to others. The consumer-laborer thereby becomes the producer of information, releasing it to the wider audience and the social media industrialist. This use value only becomes a reality by the use or consumption of the social media and constitute the substance of consumption. The tool becomes an encyclopedic knowledge and joy source derived from the commodity.

But the use of social media is not an end in itself but a means for gathering more information that can then be amalgamated by the social media capitalist-industrialist, who harvests its use value to aid nudgers (Marx 1867/1995). It is a social form of wealth, in form of social status and access to knowledge about others that the use value materializes on the side of the industrialist in the exchange value. For the social media industrialist, who is engaged in economic and governmental relations, the exchange value of the information provided by his or her social media consumer-laborers is the information released and consumption patterns studied. In exchange this allows to derive knowledge about purchasing and consumption patterns of the populace and therefore creates opportunities to better nudge consumers and control the populace. With the amalgamated information the social media industrialist-capitalist can gain information about common trends that can aid governmental officials and technocrats

in ensuring security and governance purposes. Further, the social media platform can be used for marketing and governmental information disclaimers.

Exchange value is a social process of self-interested economic actors taking advantage of information sharing based on utility derived from consuming the social media. The social media industrialist-capitalist can negotiate a price based on the access to the social media consumer-worker's attention and sell promotion space to marketers. The exchange value of the commodity of information share also derives from the subjective perception of the value of amalgamated data. Exchanged information can be amalgamated by the social media industrialist-capitalist and traded to other market actors. Exchange value is derived from integrating everything the worker is and does, so both in his creative potential and how he or she relates to others. Exchange value also stems from the exchange of the commodity of amalgamated information that enables an elite to nudge the general populace. The amalgam of information as a premium signals the average opinion and how the majority reacts to changing environments, which allows inferences about current trends and predictions how to react to market changes.

Underlying motives may be the humane desire for prestige and distinction on both sides – the industrialist-capitalist's and the consumer-worker's. From the industrialist-capitalist's perspective, monetary motives may play a role in the materialization of information; on the consumer-worker's side it is the prestige gained from likes, hence respect for an online identity created. The benefits of the superior class are the power to nudge, grounded on the people's striving for prestige and image boosts. Emotions may play a vital role in seducing people to share information about themselves and derive pleasure for sharing (Evans & Krueger 2009; Horberg, Oveis & Keltner 2011; Lerner, Small & Loewenstein 2004). Social norms and herding behavior may be additional information sharing drivers (Paluck 2009). The realization of prestige stems from creating a favorable image of oneself online, which signs up the workers in a psychological quasi-contract to provide more and more information online and in a self-expanding value. Prestige is also gained in the materialization of information as asset by the capitalist-industrialist, who reaps the surplus value of the commodification of the self of the consumer-worker (Marx 1867/1995). The social media capitalist-industrialist therefore increases their capital based on the social media consumer-worker's innocent private information share. The social media capitalist-industrialist also accumulated nudgital, the power to nudge.

This information sharing opens a gate for the social media provider to reap surplus value from the information gathered on social platforms and to nudge the social media consumer-producers or resell their amalgamated information to nudgers. Crucial to the

idea of exploitation is the wealth or power of information in the digital age. Surplus of information can be used to nudge in markets and by the force of governments. To acknowledge social media consumers as producers lead to the conclusion of them being underpaid workers in a direct wage labor exploitation. Surplus gravitates towards the social media owning class. Information becomes a commodity and commodification a social product by the nature of communication. Commodification of information occurs through the trade of information about the consumer-worker and by gaining access to nudge consumer-workers on social platforms. The transformation of a labor-product into a commodity occurs if information is used for marketing or governance purposes to nudge people. In the contemporary big data society, the nudged social media user therefore end up in a situation where they are unwaged laborers, providing the content of entertainment within social media, whereas the social media industrialist-capitalist, who only offers the information brokerage platform, reaps benefits from the amalgamated information shared. Not just labor power but the whole person becomes the exchange value, so one could even define the consumer-worker as utility-slave.

The technological complexity of digital media indicates how interrelated social, use and exchange value creation are. All commodities are social products of labor, created and exchanged by a community, with each commodity producer contributing his or her time to the societal division of labor. Use value is derived by the consumer-worker being socially related insofar as private consumption becomes collective. The use value thereby becomes the object of satisfaction of the human need for social care and want for social interaction. The use value becomes modified by the modern relations of production in the social media space as the consumer-worker intervenes to modify information. What the consumer-worker says on social media, for the sake of communication and expression but also in search for social feedback, is confined by the social media industrialist-capitalist, who transforms the use value into exchange value by materializing the voluntary information share by summing it up and presenting it to nudgers, who then derive from the information marketability and nudgability of the consumer-workers. All information sharing has value, or labor value, the abstract labor time needed to produce it. The commodification of a good and service often involves a considerable practical accomplishment in trade. Exchange value manifests itself totally independent of use value. Exchange means the quantification of data, hence putting it into monetary units. In absolute terms, exchange value can be measured in the monetary prices social media industrialist-capitalists gain from selling advertisement space to nudging marketers but also to public and private actors who want to learn about consumer behavior in the digital market arena and influence

consumers and the populace. The exchange value can also be quantified in the average consumption-labor hours of the consumers-workers. While in the practical sense, prices are usually referred to in labor hours, as units of account, there are hidden costs and risks that have to be factored into the equation, such as, for instance, missing governmental oversight and taxing of exchange value.

Overall, there is a decisive social role difference between the new media capitalist-industrialist and the social media consumer-worker. The social media provider is an industrialist and social connection owner, who lends out a tool for people to connect and engage with. As the innovative entrepreneur who offers a new media tool, the industrialist also becomes the wholesale merchant in selling market space to advertisement and trading information of his customers or workers, who are actively and voluntarily engaging in media tools (Schumpeter 1949). The social media consumers turn into workers, or even slaves if considering the missing direct monetary remuneration for their information share and since being engaged in the new media tool rather than selling their labor power for money in the market place holds opportunity costs of foregone labor. While selling their commodity labor power, the social media consumer-workers are also consumers of the new media tool laden information, which can be infiltrated with advertisement. The social media capitalist-industrialist not only reaps exchange value benefits through access to people's attention through selling advertisement space, but also grants means to nudge the consumers into purchasing acts or wink the populace for governance authorities (Marx 1867/1995). The social media capitalist-industrialist thereby engages in conversion of surplus value through information sharing into profit as well as selling attention space access and private data of the consumer-workers.

When the new media consumer-workers' amalgam of provided information gets added up to big data sets, it can be used by capitalists and governance specialists. Over time the nudgital society emerges, as the nudging social media industrialist-capitalists form a Gestalt of several bits and pieces put together about the nudged social media consumer-producer-worker-slaves. Information gets systematically added up providing invaluable behavioral insights. Information in its raw form and in amalgamated consistency then gets channeled from the broad working body on social media into the hands of a restricted group or societal class. This circulation of information and the distribution into those who provide a medium of information exchange and those who exchange information that then forms a society in those who nudge and those who are nudged implying an inherent social class divide.

In the nature of exchange, nudgital becomes an abstract social power, a property claim to surplus value through information. Value can be expropriated through the exchange

of information between the industrialist-capitalist and the nudgitalist. Exchange value has an inherent nature of implicit class division. Exchange value represents the nudgitalists' purchasing power expressed in his ability to gain labor time that is required for information sharing as a result of the labor done to produce it and the ability to engage in privacy infringements. The social media industrialist-capitalists implicitly commands labor to produce more of data through social nudging and tapping into humane needs to communicate and express themselves, whereby he or she use a reacting army of labor encouraging information share through social gratification in the form of likes and emoticons. The reacting army of labor is comprised of social media users, who degrade into hidden laborers that are not directly compensated for their information share and cheerleading others to do the same. The nudgital society's paradox is that information sharing in the social compound gets pitted against privacy protecting alienation.

The social relations of production in the social media domain and existing within economic exchange of big data are yet rather uncaptured. The social concept of information value therefore need to be highlighted in order to derive conclusions about the labor theory of social media exchange value. While social media appears to create a flat and more egalitarian society, and social hierarchies have indeed become flat in the availability to connect with different social strata around the world on an instant basis, a domination occurs in human society through the nudgers, who gain access to private information of social media users. Their amalgamation of data individuals' private information allows to predict trends but also to manipulate the consumers and populace. While for the consumer-worker information sharing seems no concern since it is with his/her preferred circles, the industrialist-capitalist gains an elevated position through the exchange value, leveraging him into a quasi-bourgeois class thanks to the voluntary, innocent information share of his or her workers.

Nudgers and nudged form different social classes. The nudgers are those who augmented a higher than average amount of information value in society, while simultaneously diminishing the privacy and economic value creation of the nudged. Decision making biases and heuristics come to play to create illusions in order to maximize economic value. The implicit governance system of the nudgital society continues to operate behind the backs of the nudgers and the nudged as the nudgers gain big data information over time and different media spaces.

The insights gained about the nudgital society, lead to the demand to rewrite economics. Standard neo-classical economic theories do not hold, when it comes to the nudgital society. In constant striving to increase his or her power, the social media capitalist-industrialist constantly seeks to accumulate power in the form of information about

others in order to use this information to reap exchange value through selling the amalgam of the information to create nudges for capitalists and technocrats. Since the social media industrialist has no direct contract with social media consumer-producers, he or she cannot coerce or enforce work discipline rather than having to entertain the workforce. Social media capitalist-industrialists therefore constantly have a need to find novel ways to entertain their online entourage workforce to stay online in order to better amass information. The marginal utility of consumption rate is – contrary to neoclassical economic theory – increasing as the more time one spends on social media, the more pleasure is derivable as for making more connections and having a more complex network with more access to information of a wider variety of people. Contrary to the falling rate of profit concept prevailing in economic models (Shaikh 2016), the rate of profit for the nudgital society therefore increases over time and with claiming nudging space. The rate of profit is rising with the more people being engaged in the network and the capitalist-industrialist's successful efforts to restlessly and insatiable accumulate information. The more people join a network, the more time they may spend on the social media tool and the more likely they are assumed to release information and voluntarily share information. There is no falling rate of profit as information value gains rise exponentially when considering the Gestalt the capitalist-industrialist can form. So contrary to classical economic market models, the rate of profit for the new media industrialist-capitalist is assumed to be rising with the more people engaging in his or her market tool. Yet there is a tendency of the rate of profit to fall if other social media contestants invent other social media tools that distract workers from their task of sharing information. The industrialist-capitalist is thereby in a constant battle with other social media providers for attention of customer-workers. Since the customer-workers are non-financially rewarded, their attention has to be drawn by the industrialist-capitalist, who only technically intervenes, not actively contributes information. The capitalist-industrialist is under constant pressure of the market needing to track the wants and needs of consumers and keeping them motivated to engage on social media and share information in order to collect information of individuals throughout all social strata of society. This process may not only be influenced by economic and technical factors but also socio-political and cultural ones, insofar as it involves property rights, claims to private resources and consumes time while being at risk to infringe upon quality and safety of use. In addition, negative market forces are fake news and alternative facts. Alternative facts can curb people's motivation to engage in social media and spend time on certain social networks.

The falling rate of profit in the nudgital world could also be falling if people start getting bored by social media and not upload information as they used to. This leads to a constant struggle for new social media tools and entertainment features where to derive novel utility or expanded utility from. Novel and newly designed systematic encouragements (e.g., the like button) and the development of technological capabilities of all kinds become an integral consequence for the circuit of information accumulation. The constant need to create surplus value and to protect oneself against forces that erode information sharing is alleviated by technological innovations. When innovation takes the form of a new product, the capitalist enjoy a monopolistic profit advantage, which yet may often be short-lived. Novel surplus may derive from activities on social media that bring unique novel pleasure or use values that yield a profit to their organizers in the institutional structure of the system and its technical apparatus. The state of the market determines the social media capitalist-industrialist's impetus. The social media capitalist-industrialist's productive activity is an ongoing process determined by attention people give to social market tools. The market reality is the conservation, transfer and addition of Gestalt of market data released from social media consumers' living labor and the subsequent sales of outputs for money units. The information release and sales of information is the socially determining factor in the nudgital economy. Price fluctuations may occur through differences in information collected.

The imposition of exclusivity of access to information holds social implications. The possibility of the industrialist-capitalist to use the information and the ability to produce a situation on social media that attracts consumer-workers at a cost to yield an adequate and predictable income or reap their foregone profit holds an implicit social stratification. The hidden possessor's elevated position in the amalgamation of information drives a class division and distinction of authority, which becomes visible in understanding the nudgitalist's actions. The capitalist social formation includes that the dominant class renews its social control through transforming information into money. Thereby the end goal of the capitalist-industrialist is to gain as much of the public's information in light of the end goal of accumulation of wealth. In reinventing newly designed information sharing tools and options, there is a systematic encouragement and development of technological capabilities of all kinds to share information and keep the information flow alive. Pleasure of the use value of information sharing yields to an inferior position as capital expands for the information shared and privacy gets infringed upon and people are being nudged. With the information gathered, consumer profiles can be obtained that help to nudge people into making decisions, may that be purchasing or voting choices. There is also the authority to gather information that may be used against civilians when entering nations at borders or in extending visas or when checking on their tax honesty. The

domination of the nudgital society then lies insofar as there is a right to deny others access based on the interpretation of data that can be used to control the populace and may also be turned against them in democratic votes.

The augmentation of information leads to the manifestation of power of a dominant class of nudgers, who only entertain their workers for the final purpose to generate information that then gets transferred to use value in nudging into purchasing decision and civilian order. Social media is therefore a process that uses online tools to constitute different social classes in their dynamic existence. The owners of social media power are the momentary embodiment of the nudgital society, whereas the users of social media tools are carrying on their activity of production of nudgital information surplus value. Their property of information and privacy gets shared, which allows the amalgamation of information and possession of user profiles and customer and civilian tendencies of the social media capitalist-industrialist, who can then materialize the surplus value gained. Exploitation occurs in the private information materialization of the social media capitalist-industrialist. The social media consumer-worker's individual privacy is not respected as the relation between the nudger social media capitalist-industrialist and the nudged is one by hidden domination and exploitation, in which one party holds an amalgam of information about the other that is also gathered implicitly. The social media consumer-worker loses their right to privacy and has no access to the whole product of their labor. Certain economic hierarchies in the digital age thus form certain unfair social strata. An alienation of all classes of society emerges as a consequence, in which communication and information sharing holds novel unprecedented risks. Private property of private information gets turned into a collective big data that is only accessible by a refined group of people – a state that leads to an implicit social class division. The social media consumer-worker becomes poorer the more information is shared and the more wealth he or she produces for the social media capitalist-industrialist. The increasing value of information amalgamated proceeds in direct proportion with the loss of privacy property and the devaluation of human dignity. The laborer no longer owns his or her privacy as he or she enriches others with their products of labor, who benefit from their work. The labor force is thereby alienated through the underlying social division arising in the contrast between nudging and being nudged. The natural relations created by this implicit structure is the power that lies in the nudgital society. The nudgital society thereby implies a trade-off between privacy and pleasure derived from information sharing. Revealing the technicalities of the nudgital society and the implicit relation of domination and slavery naturally leads to an alienation of workers and the demand for protecting their right to privacy and protected free speech.

4. Implications of the Nudgital Society

The wider impetus of this article is to build a scientific foundation for the politics of modern social media use and reveal the law of motion of the modern nudgital society. The nudgital hierarchy unfolds based on the social media mode of production. The use value is thereby the utility derived from sharing and receiving information; the exchange value the social media industrialist-capitalist gains from access to information that can be computed into big data that allows deriving behavioral insights for markets and governance technocrats. The use value is thereby the utility of consuming social media, the want-satisfying power of a good in the classical political economy sense. The information released by the consuming workers becomes an exchange value in big data sold to marketers and technocrats to gain information about nudgibility of potential consumers and general populace (Kurz 2016). The exchange value is retrieved from simple information circulation and the circulation of value as nudgital, the power to nudge.

The machinery of the social media industrialist-capitalist is the social media users' production as a self-acting automata and the consumer-worker gaining gratification through likes and delving into a phantasy world of the self. Information amalgamation can become an act of critical social consequence, which is capital-oriented towards making use of use value in the form of exchange value in the materialization of information. The nudgitalist exploitation begins when information gets turned against individuals. A Gestalt through the bits and pieces of the individually shared information creates an unfavorable condition in terms of consumer exploitation and in front of governmental authorities. People end up in a subordinate position of their information being turned against them within the digital society. Not only does the social media consumer-workers' dependence on communication media infringes on their privacy. Their social relations get exposed and they lose their privacy to those owners of the means of social media production. Information can also be used to nudge people into making choices, may that be consumer decision or may that be their political choices.

The nudgitalist exploitation also holds when technocrats use heuristics and nudges to create selfish outcomes or undermine democracy. Ethical abysses of the nudgital society open when the social media is used for public opinion building and public discourse restructuring. Social media not only allows to estimate target audience's preferences and societal trends but also imposes direct and indirect influence onto society by shaping the public opinion with real and alternative facts. Government officials' gaining information about the populace that can be used to interfere in the democratic voting

process, for instance in regards to curbing voting behavior or misinformation leading people astray from their own will and wishes. The social intertwining of the media platform and the democratic act of voting has been outlined in recent votes that were accused to have been compromised by availability heuristic biases and fake news. Data can also be turned against the social media consumer-worker by governance technocrats for the sake of security and protection purposes, for instance, social media information can be linked together for tax verification purposes.

Governments have been transformed under the impact of the digital revolution. Instant information flow, computational power and visualization techniques, sophisticated computer technologies and unprecedented analytical tools allow policy makers to interact with citizens more efficiently and make well-informed decisions based on personal data. New media technologies equip individuals with constant information flows about informal networks and personal data. Novel outreach channels have created innovative ways to participate in public decision making processes with a partially unknown societal impact at a larger scale, scope and faster pace than ever before. Big data analytics and the internet of things automate many public outreach activities and services in the 21st century. Not only do we benefit from the greatly increasing efficiency of information transfer, but there may also be potential costs and risks of ubiquitous surveillance and implicit persuasion means that may threaten democracy. The digital era governance and democracy features data-driven security in central and local governments through algorithmic surveillance. Open source data movements can become a governance regulation tool. In the sharing economy, public opinion and participation in the democratic process has become dependent on data literacy. Research on the nudgital society holds key necessary information about capacity-building and knowledge sharing within government with respect for certain inalienable rights of privacy protection. The nudgital society's paradox that information sharing in the social compound gets pitted against privacy protecting alienation requires an ideological superstructure to sustain and tolerate hidden exploitation.

All these features are modern times phenomena as the technology and big data creating computational power is currently emerging. The transferability of the commodity of information itself, hence the big data amalgamation over time and space to store, package, preserve and transport information from one owner to another appears critical. The legal leeway to allow private information sharing implicitly leads to individuals losing their private ownership rights to the commodity of information upon release on social media and the right to trade information. The transferability

of these private rights from one owner to another may infringe on privacy protection, human rights and humane dignity upholding mandates.

Not only pointing at the ethical downfalls of the nudgital society, also defining social media users as workers is of monumental significance to understand the construction of the nudgital society and bestow upon us social media consumer-workers labor rights. The technical relationship between the different economic actors are completely voluntary and based on trust (Puaschunder 2016a, b). The creation of use value is outsourced to the community (e.g., in likes) and the share of information about the workers from the social media capitalist to the market or nudgitalists remains without a clear work contract and without protection of a labor union. The worker-employer relationship needs to be protected and a minimum wage should settle for the market value of the worker producing during the working day. Wages would be needed to maintain their labor power of the workers minus the costs of the production. Unpaid laborers should not only be compensated for their opportunity costs of time but should enjoy the workers' privilege of right to privacy, prevention of misuse of the information they share and have the right to access to accurate information but also protection from nudging in the establishment of the right to voluntary fail.

The nature of making profit from information in exchange value is questionable. Information exchange of the industrialist-capitalist is different than neoclassical goods and services trade insofar since for the capitalist-industrialist making money off privacy and the consumer-workers share of information without knowledge and/or control over the recipient of the amalgamated mass of privacy released. Workers are never indifferent to their use value and their inputs may also produce unfavorable outcomes for them. The exchange value will sell for an adequate profit and is legally permitted, yet it can destroy the reputation and standing as well as potentially the access of the individual to country entrance if considering the proposed social media information release mandate at border controls. Care must be taken for privacy infringement and the product of amalgamated big data and how useful it is for society.

By shedding light on these risks of the social media age and the implicit dynamism of capitalism forming around information, a social formation of social media workers' right can be heralded. Social media user-workers should be defined to hold inalienable rights to privacy and be forgotten (part 4.1), to be protected from data misuse of information they share (part 4.2), they should be granted the right to access of accurate information (part 4.3) and – in light of the nudgitalist audacity – the right to fail (part 4.4).

4.1 People's right to privacy and to be forgotten

The transformation of a use value into a social use value and into a commodity has technical, social and political preconditions. Information gets traded and ownership of privacy transferred in information sharing. Upon sharing information on social media, the consumer-worker bestows the social media capitalist-industrialist with access to previously private information. The social media capitalists then transforms the information into use value by offering and selling the bundled information to nudgitalists, who then can draw inferences about certain consumer group's preferences and guide their choices.

Overall, the nudgital society leads to a dangerous infringement upon the independence of individuals in their freedom of choice and a social stratification into those who have access to the amalgamated information of social media consumer-workers. There is a trade-off between communication and privacy in an implicit contract of the use of personal data. Power is exercised through the accumulation of information, including the quality of insatiability of social media consumer-workers to constantly upload information and the social media capitalist-industrialist reaping profits from selling it.

Social media thereby reveals to hold a sticky memory that allows storage of information in the international arena eternally. Privacy and information share regulations depend on national governments. For instance, in the commodification of privacy, the EU is much more beneficial to consumers than that of the US. Data protection and commercial privacy are considered as fundamental human rights to be safeguarded in Europe. In contrast, the US approach towards commercial privacy focuses on only protection the economic interests of consumers. Current privacy regulations are considered as not sufficient in targeting actions that cause non-economic and other kinds of harm to consumers.

Privacy and information sharing guidelines appear to be culturally-dependent phenomena. Information about privacy boundary conditions can be obtained from the transatlantic dialog between the US and Europe on privacy protection. While in Europe health care data is public, in Canada, there is a public interest to make the data more public. The EU's privacy approach is based on Article 7 and 8 of the Charter of the Fundamental Rights of the EU, which grants individuals rights to protection, access and request of data concerning him or herself. European privacy is oriented around consumer consent. The 2016 EU General Data Protection Regulation (GDPR) ruled the right to be forgotten under certain circumstances. Consumer consent and dealing with incomplete, outdated and irrelevant information is legally regulated. GDPR establishes regulatory fines for non-complying companies applicable to foreign

companies whose data processing actions are related to 'good and services' that they provide to data subjects in the EU, so also including US companies operating in the virtual space accessible by European citizens. The EU privacy approach offers member states flexibility in data management for national security and other exceptional circumstances but also protects civilians from common potential circumstances for data abuse; while there are standardized data management policy procedures regardless of a companies' country-of-origin or operational locations. The EU's privacy approach has higher regulatory costs, is not specified by sectors and the right to be forgotten still needs enforcement validity.

The US approach to privacy is sector specific. Commercial privacy is pitted against economic interests and neither seen as civil liberty nor as constitutional right. US privacy is regulated by the Federal Communications Commission (FCC) and the Federal Trade Commission (FTC). Overall in the US, the general definitions of unfair and deceptive give the FTC a wider scope for monitoring and restricting corporate privacy infringements. The FTC has a wide variety of tools for data protection, yet the responsibility is split between the FTC and the FCC, which increases bureaucratic and regulatory costs and limits industry oversight.

So while the EU framework treats commercial privacy as a basic human right leading to a more extensive protection of individual's privacy including data collection, use and share, the EU framework is also non-sectoral and allows sovereign nation states to overrule common data management policies for the sake of national security and protection. The US framework lacks a centralized privacy regulation approach, yet is sector but split regarding oversight in the domains of the FCC and FTC.

4.2 People's right to prevent misuse of information they share

By US standards, social media is required by the FTC to ask users for permission if it wants to alter its privacy practices. Under Section 5 of the FTC Act that states that (1) unfair practices are causes or is likely to cause substantial injury to consumers or cannot reasonably be avoided by consumers; and (2) deceptive practices are practices that likely are misleading or actually misleading the consumer.

In August 2016 decision of WhatsApp to sharing more user data, especially user phone numbers – with Facebook in order to track customer-workers' use metrics and targeted user advertising. This decision faced a huge backlash in the EU, where data sharing was ordered to be halted and Germany deemed its practices as illegal. In the US the Federal Trade Commission (FTC) began reviewing joint complaints from consumer privacy groups. The recent WhatsApp data sharing is a possible violation

of this requirement since it only allowed consumers to opt out of most of the data sharing while lacking clarity and specificity. WhatsApp's restrictive opt out option and incomplete data sharing restrictions were argued to be perceived as unfair and deceptive (Tse, in speech, March 25).

4.3 People's right to access to accurate information

In the nudgital society, profits appear in the circuit of information and take on different forms in the new media age. The possibility of trading information and reaping benefits from information sharing of others determines the unequal position of people in society. The possession of knowledge stems from the surplus derived from the activity of production, hence the information share of social media consumer-producers. This confrontation of labor and consumption is not apparent in the modern marketplace. The class division remains quite invisible in the implicit workings of the system.

The nudgitalist act becomes problematic when being coupled with infiltration with fake news and alternative facts that curb democratic acts, e.g. manipulating voting behavior. Ethical questions arise if there is a transparency about the capitalist's share of information and a fair social value benefits distribution among the capitalist and the worker. In addition, under the cloak of security and protection, privacy infringements by sharing information with the nudgitalist is questionable. By outlining these market procedures, fairness in the distribution of gains should be accomplished and privacy infringing information sharing limited or at least guided by the legal oversight. Access to information about the storage, preservation, packaging and transportation of data is non-existent, demanding for more information about behind-the-scenes' social media conduct. Transforming private information from use value to exchange value is an undisclosed and therefore potentially problem-fraught process that holds implicit inequality within itself. From a societal standpoint, also the missing wealth production in the social media economy appears striking. Thereby the dangers of information release and transfer and the hidden exchange value accrued on the side of the media innovator is left unspoken. The importance of shedding light on such, though, is blatant as for stripping the populace from inalienable rights of privacy while reaping benefits at the expense of their susceptibility. Nudges in combination with misinformation and power abuse in the shadow of subliminal manipulation can strip the populace from democratic rights to choose and voluntary fail.

4.4 People's right to choose and fail

In the personal information sharing age and nudgital society, attention must be given to privacy and human dignity. The nudgital society opens a gate to gain information about consumer choices and voting preferences. The uneven distribution of key information about people's choices opens a gate to tricking people into choices. The so-called nudging attempt though raises ethical questions about human dignity and the audacity of some to know better what is better for society as a whole. Because governance is a historical process, no one person can control or direct it, thereby creating a global complex of governance connections that precedes the individual administration. Structural contradictions describe the class struggle between the nudged in opposition to the nudgers in the nudgital society. Since societal actors who involuntarily are nudged are separated from an active reflection process when being nudged, the moral weight is placed on the nudger. Though democratically elected and put into charge, the nudgers checks-and-balances of power seem concentrated and under disguise through the middle man of social media capitalist-industrialists who collect information. Rather focusing on how to trick people into involuntary choices, the revelations should guide us to demand to educate people on a broad scale about their fallibility in choice behavior.

In a self-enlightened society, people have a right to voluntary fail. Nudging implies a loss of degrees of freedom and disrespect of human dignity, hence the nudgital society will lead to structural contradictions. Their rational thinking and voluntary engagement in governmentally-enforced action becomes divorced from rational reflection. No one entity should decide to control or direct other's choices, thereby creating a global complex of social connections among the governed for the sake of efficiency for the common good. The economic formation of human decision making in society should never precede the human voluntary decision.

There is an inherent inequality of social positions, manifested primarily in the respective capacities of reaping benefit from amalgamated information, which leads to a disparity of social position. The distribution of power leads to a natural order of human activity, in which the nudgers are in charge of nudging the populace. Moral value is separated from economic value and hence placing the fate of the populace into the arms of the behavioral economists raises problems of lack of oversight and concentration of objective economic value rule in the nudgital society.

Overall, with the communication on the nudgital society just having started, it remains on us to redesign the apparatus of production in ways that make impossible the infringement on private information through the natural tendency to share information, care about others and express oneself. Governance crises are rooted in

the contradictory character of the value creation through big data. The formation of value is a complex determination and we still need more research to understand the deep structures of market behavior in the digital age.

5. Discussion and Future Prospects

The article presented a novel idea in connecting behavioral economics with political economy. Behavioral insights are critiqued insofar as the contemporary behavioral economics approach and extension of behavioral economics application to public sector problems are shown to hold an implicit underlying social stratification. Democratically empowered nudgers decide without democratic consent whom to nudge, how to nudge and what for to nudge. The potential impact of the paper for public concerns is to raise a democratic feasibility check of nudging being in line with constitutional values and informed consent demands. In this challenge of the mainstream behavioral economics also lies a direct contribution to scientific knowledge spearheading social dominance theory. The marketability of results demands for oversight of the nudgers and well-informed decision making in an inclusive society. Future research directions and policy recommendations are given that aim at informing scientific audience, helping public policy specialists and empowering the general populace about behavioral economics and their right to choose and fail. Challenging concerns about libertarian paternalism lead to the quest for people having the right to fail. In sum, the current article serves as preliminary first introduction of a behavioral economics critique and application of political economy and social dominance theory in the behavioral insights domain for the sake of protection of people's right to fail. The aim is to provide insightful information on how society can make rational decisions in order to maximize welfare without losses of privacy and unjust reaping of undisclosed workers.

In the digital age, capitalism has been built into free-social-media cyber culture. The forces of production on social media create a sociotechnical apparatus open to change under the dynamics of capitalism. Yet with economics being primarily focused on prices in markets, the social process of exchange of information has been left with little attention as being perceived as a naturally given fact.

Future studies should draw attention to these implicit dependency commercial relations and how they shape the sphere of personal time use and consumption as well as societal standing. The laws of motion of information are believed to differ from the laws of requirements of capital accumulation, yet have to be studied further to fully explain. To date, no economic model exists that captures the implicit utility of

voluntary information share for the sake of engaging on social media. The use value in such differs from the standard neoclassical notion of utility as not subjectively determined by the buyer of a good. In addition, the consumer of social media is not aware of having become a worker in an implicit contract of joy derived from the interaction on the social media tool and sacrificing his or her productive labor time on the social media virtual market space. The changed social media hierarchy demands for a resolution in studying these entirely new modes of production. Social media identities differing from our real identities or anonymous social media use are proposed alternatives. In this novel insight we need to start estimating the value utility function of the nudged to release information to nudgers and relate it to the economic surplus the nudgers can reap from putting information together and market it to governance professionals.

In the next step, the quantitative relationship between labor hours worked and the real prices charged for information should be expressed in probabilistic terms. In order to transform the value of information sharing into a price of a commodity, research needs to unravel the process whereby people give up some of their privacy for the sake of information sharing and how the products move into markets and are shared with nudgitalists. All these insights will aid to measure a hypothetical price according to pre-existing product-values, which are socially established prior to exchange. The transformation of commodity values into prices of production within nudgitalism and the creation of the surplus value or gross profit component of information are future research areas. Currently we lack understanding how an output is produced, what utility is derived from social media that leads consumer-workers to give up privacy and how exactly value is realized upon data amalgamation and sale in markets to nudgitalists. Social media advancement may be strongly affected by the sales income that social media producers get from selling data.

In the next research steps, a stringent hypotheses testing of the presented problem is recommended. A multi-faceted research plan to study the presented social deficiencies in a well-informed behavioral as well as heterodox way is advised. In such an approach, the article provides the first heterodox analysis of behavioral economics in the public sector. Future research therefore aims at gaining an understanding of behavioral approaches to decision making and develop critical analytical insights to spearhead behavioral economics applied in the public sector domain. An introduction to the classic but also heterodox behavioral economics literature will aid gaining a basic understanding but also critical reflection of contemporary behavioral insights attempts to tackle the most pressing societal concerns.

Future research projects featuring a multi-methodological approach will help gain invaluable information about the interaction of economic market with the real-world economy with direct implications for policy makers alongside advancing an upcoming scientific field. Following empirical investigations should employ a critical survey of the intersection of analytic and behavioral perspectives to decision making in the public sector. Literature discussion featuring a critical analysis how to improve the behavioral economics approach to tackle critical public sector challenges should be coupled with research training and enhancement of scientific skills. Research should be directed towards a critical analysis of the application of behavioral economics on public concerns. In the behavioral economics domain, both approaches, studying the negative implications of imperfect behavior on judgment and decision making of public servants but also finding ways how to train public servants making wiser decisions in leading citizens making pro-social decisions should be explored. Interdisciplinary viewpoints and multi-method research approaches should be covered in the heterodox economics readings but also in a variety of independent individual research projects. Research support and guidance should be targeted at nurturing interdisciplinary research interests in the fields of behavioral economics and public affairs.

More concretely, future studies should define the value that data has to individuals and data sovereignty in the international context. When people share information, they should be informed to consider what the benefit and value from sharing is for them and what the benefit for social media industrialists-capitalists is. The sovereignty of data and the human dignity of privacy should become debated as virtual virtue in the 21st century. Individuals should be informed that sharing data is a personal security risk, if considered to be asked for social media information upon entry of a country.

Future studies should describe what companies and institutions constitute the complex system help establishing the nudgital society and the influence that social media has. Politicians may use various channels and instruments to manipulate the populace with targeted communication. The implicit underlying social structure of the nudgital society based on a complicated information gathering machinery should become subject to scrutiny and how, in particular, the nudgital class division is supported by a comprehensive social network data processing method. How social media advertising space can be used to specialize on targeted propaganda and misleading information to nudge the populace in an unfavorable way should be unraveled.

In the recent US election the profit and value of detailed market information has been found to have gained unprecedented impetus. Future research should also draw a line between the results of the 2016 US presidential election, and the study of heuristics to elucidate that heuristics played a key role in Trump's election as they made people less

likely to vote logically. This would be key as it would help explain how people chose to vote, and why they do not always make the most logical choice when voting. This line of research could help to more accurately promote future elections' candidates, how to better predict election outcomes and how to improve democracy (Channel, 2017).

In addition, nudging through means of visual merchandising, marketing and advertising should be captured in order to uphold ethical standards in social media. Nudging's role in selling products, maximizing profits but also creating political trends should be uncovered. While there is knowledge on the visual merchandising in stores and window displays, little appears to be known how online appearances can nudge people into making certain choices. In particular, the familiarity heuristic, anchoring and the availability heuristic may play a role in implicitly guide people's choices and discreetly persuade consumers and the populace. Not to mention advancements of online shopping integrity and e-commerce ethics, the prospective insights gained will aid uphold moral standards in economic market places and hopefully improve democratic outcomes of voting choices.

Future research should also investigate how search engines can be manipulated to make favorable sources more relevant and how artificial intelligence and social networks can become dangerous data manipulation means. The role of data processing companies may be studied in relation to the idea of data monopoly advantages – hence situations in which data processing companies may utilize data flows for their own purposes to support sponsored causes or their own ideals. Due to the specific time period of the digital age, not only extrapolations to past time periods is possible but the results appear useful in determining future behaviors.

The current research in this area lacks empirical evidence, demanding for further investigations on how nudges can directly impact individual's choices and new media can become a governance manipulation tool. What social instruments are employed on social media and what prospects data processing has in the light of privacy infringement lawsuits should be uncovered. How social media is utilized to create more favorable social personas for political candidates should be explored. How internet online presences allow to gain as much attraction as possible for the presence of political candidates is another question of concern. All these endeavors will help outlining the existence of social media's influence in governance and data processing to aid political campaigning in order to derive inferences about democracy and political ethicality in the digital age. Another area of concern is how selective representations influence the voting population and what institutions and online providers are enabling repetitiveness and selectivity. How gathered individual information is used to parse data to manipulate social internet behavior and subsequent action is another topic to

be investigated. Future research goals will include determining what this means for the future political landscape and how internet users should react to political appearances online. Consumer education should target at educating social media users about their rights and responsibilities on how to guard their own and other's privacy.

How social media tools nudge people to not give everything at once but put it together in a novel way that it creates surplus, should be analyzed. In small bits and pieces individuals give up their privacy tranche by tranche. Small amounts of time are spent time for time. People, especially young people, may have a miscalibration about the value of information released about them. Based on hyperbolic discounting myopia, they may underestimate the total future consequences of their share of privacy.

Future studies should also look into the relationship between individual's political ideologies and how they use and interact on social media, especially with a focus on the concept of fake news and alternative facts. Where do these trends come from and who is more susceptible to these negative impacts of the digital society? Has social media become a tool to further polarize political camps, is needed to be asked. In addition, innovative means should be found to restore trust in media information and overcome obstacles such as the availability heuristic leading to disproportionate competitive advantages of media controlling parties. Information should be gathered how we choose what media to watch and if political views play a role in media selection and retention. Does distrust in the media further political polarization and partisanship, needs to be clarified.

The preliminary results may be generalized for other user-generated web contents such as blogs, wikis, discussion forums, posts, chats, tweets, podcastings, pins, digital images, videos, audio files, advertisements but also search engine data gathered or electronic devices (e.g., wearable technologies, mobile devices, Internet of Things). Certain features of the nudgital society may also hold for tracking data, including GPS, geolocation data, traffic and other transport sensor data and CCTV images or even satellite and aerial imagery. All preliminary results should be taken into consideration for future studies in different countries to examine other cultural influences and their effects on social class and heuristics.

Promoting governance through algorism offers novel contributions to the broader data science and policy discussion (Roberts 2010). Future studies should also be concerned with data governance and collection as well as data storage and curation in the access and distribution of online databases and data streams of instant communication. The human decision making and behavior of data sharing in regards to ownership should become subject to scrutiny in psychology. Ownership in the wake of voluntary

personal information sharing and data provenance and expiration in the private and public sectors has to be legally justified (Donahue & Zeckhauser 2011). In the future, institutional forms and regulatory tools for data governance should be legally clarified. Open, commercial, personal and proprietary sources of information that gets amalgamated for administrative purposes should be studied and their role in shaping the democracy. In the future we also need a clearer understanding of the human interaction with data and their social networks and clustering for communication results. The guarantee of safety of the information and the guarantee of the replacement or service, should a social media fail its function to uphold privacy law as intended, is another area of blatant future research demand. Novel qualitative and quantitative mixed methods featuring secondary data analysis, web mining and predictive models should be tested for holding for the outlined features of the new economy alongside advancing randomized controlled trials, sentiment analysis and smart contract technologies. Ethical considerations of machine learning and biologically inspired models should be considered in theory and practice. Mobile applications of user communities should be scrutinized.

As for consumer-worker conditions, unionization of the social media workers could help uphold legal rights and ethical imperatives of privacy, security and personal data protection. Data and algorithms should be studied by legal experts on licensing and ownership in the use of personal and proprietary data. Transparency, accountability and participation in data processing should also become freed from social discrimination. Fairness-awareness programs in data mining and machine learning coupled with privacy-enhancing technologies should be introduced in security studies of the public sector. Public rights of free speech online in the dialogue based on trust should be emphasized in future educational programs. Policy implications of the presented ideas range from security to human rights and law to civic empowerment. Citizen empowerment should feature community efforts to protect data and information sharing to be free of ethical downfalls. Social media use education should be ingrained in standard curricula and children should be raised with an honest awareness of their act of engagement on social media in the nudgital society of the digital century.

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The Development of Resilience of Social Work Services in a State of Political Conflict

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ABSTRACT: Throughout the world, political conflicts lead to violence between countries. In such situations, wars and terrorism result in physical and mental injury to members of the civilian population. The social work services are many times the first to provide assistance in the initial stages of shock and defense. The success of the services depends, among other things, on their organizational characteristics. The present study is based upon qualitative research conducted in Israel with social workers. The point of departure was the knowledge gained from the experience of the social workers. The sample included 46 interviewees from 20 social work services. Thirteen of the services were identified as having organizational resilience and coped effectively with emergencies among the civilian population exposed to war and terrorism, and the other 13 were found to lack resilience. The research findings indicated that the tendency to take action was the most prominent characteristic among the resilient organizations. Other characteristics that contributed to action (in resilient organizations) or deterred action (in unsuccessful organizations) were associated with organizational structure, management and leadership style, the decision-making process, communication, role division, relations with the environment, and nature of the roles of the team members. The study discusses the characteristics of resilience and practical aspects for the development of social work services.

KEYWORDS: Resilience, Disaster, War

Introduction

The primary aim of this study is to identify the characteristics of resilient organizations (social work services) as against those which break down, in order to enable managers and policy-makers to plan and implement suitable operational plans for the effective functioning of organizations in time of crisis.

The article describes a case study based on the experience of the social workers in periods of war and terror in Israel. In these periods, there was a direct threat to the life and property of individuals, and an extremely acute feeling of uncertainty and anxiety. The experience showed that not all the social work services reacted similarly: some of them broke down, while others showed resilience and succeeded in coping effectively with the state of emergency. This study attempts to identify the characteristics of resilience of organizations at the time of impact (when the blow fell) and of defensive action.

Method

The starting-point of this study is the knowledge, from their personal experience, of the social workers in the organizations which suffered direct damage: in other words, those who were on the spot when the rockets fell and or released to terror attacks, served as experts in creating the model of resiliency. The research is based on an inductive and qualitative approach, which encourages the workers to express their attitudes (Maxwell 2013; Patton 1990).

The Case: Location and Participants

The study was conducted as a case study in Welfare departments which supply social work services in the State of Israel, in spheres such as community work, the aged, rehabilitation, single-parent families and the handicapped.

52 respondents from 26 organizations took part in the survey. In order to distinguish between resilient and ineffective organizations, 20 regional inspectors were asked to supply a graded list of the 5 organizations in their sphere from the region which was attacked which, in their view, coped best in the stages of impact and defensive action. They were also asked which 5 organizations coped least effectively and/or broke down. The inspectors had visited the organizations during the attacks and obtained

a wide perspective on the organizations' work, capabilities and practices on the basis of direct professional relationships.

On the basis of this list, a list of 13 resilient organizations and the 13 least effective ones was drawn up. The chosen organizations (resilient and ineffective), were those which were most selected by the inspectors. Thus, the study uses a deliberate sample of salient poles of resilient vs. non-resilient organizations, rather than organizations on a continuum.

Two social worker from each organization was chosen at random and interviewed. Most of the workers in the organizations had a B.A. degree, and others had M.A. Most of them were women. Most of them had had previous experience of involvement in states of emergency.

Data Collection

The study was based on semi-structured interviews. Two researchers interviewed a similar number of participants. The participants were told to relate to the time of impact and defensive action. In order to bring to light organizational characteristics in crisis, the interviewers at first allowed the interviewees to speak freely about the issue, without referring to detailed questions (Patton 1990). Only at the next stage were the interviewees asked more specific questions:

Can you describe five outstanding characteristics of the organization in the course of the crisis? Are there any other characteristics? If the organization could speak, what would it say about its characteristics in the course of the crisis? If you could, what changes in the organization would you make during the crisis? And, similarly, with regard to other characteristics. What could have ensured that the organization would receive a grade of 100% during the crisis? What grade would you give the organization on this issue? Why? If you were conducting the interview, what would your next question be? Please reply.

Content Analysis

Each interview was recorded with a tape recorder, with the respondent's consent. The interviews lasted between 90 and 120 minutes. Content analysis was executed by one interviewer and the authors. The data were read, and thereafter coded and classified into categories, each with its own characteristics and features. Then the data from each questionnaire were listed according to the categories. After this, a summary was made

for each group of respondents (resilient as against ineffective organizations). These lists facilitated a comparative analysis that revealed the differences between the groups. To ensure interviewer reliability, two main processes were employed. Firstly, each researcher (the authors and the interviewer) checked the data several times 'backwards and forwards', re-examining and verifying them as the analysis progressed, and thereby enhancing their definition of patterns. Secondly, to achieve dependability among researchers, each one separately analyzed, coded, and categorized the responses, and chose citations reflecting the overall content; only after that did they compare their results. It emerged that they were similar, indicating dependability of the processes and reliability of the patterns (Silverman 2013).

Findings and Discussion

One of the major findings of the study was that resilient organizations have a powerful propensity to action— initiative, a proactive or reactive approach, adaptation to the crisis situation, determination and perseverance in their actions despite difficulties, motivation, and a considerable investment of energy. This tendency is apparent over and above the normal tempo, in comparison with periods of normality. On the other hand, ineffective organizations were characterized by feelings of helplessness, and inaction or ineffectual action. The propensity to act is not surprising and accords well with research that indicates an inclination to act as a key component of organizational resilience, particularly as part of efforts of adaptation to the new situation brought about by the disaster (Lalonde 2007; Manyena 2006). However, in addition to highlighting the relative importance of this component as the key to resilience, the findings show that other organizational characteristics of resilient organizations also facilitate and encourage the inclination to act, whereas ineffective organizations impede any inclination to act, and display characteristics contrary to these as we shall see below:

Ad-hoc decisions and their immediate application. A crisis situation involves many decisions, but does not allow for long gradual decision-making processes. Ad-hoc decisions and their immediate application make more efficient intervention possible, whereas hesitancy and abstinence from decision-making make clearly directed activity impossible.

Authoritative and task-orientated leadership. In a time of crisis, the worker needs direction and clear guidelines. A limited level of mutual consultation is necessary,

but an excess of participation demands resources of time and energy which in time of crisis should be devoted to tasks requiring direct involvement.

Moreover, a manager who sets a personal example strengthens the feeling of solidarity, and thereby motivates the workers to perform their tasks despite the dangers involved.

Integration, coordination, and work in small teams greatly facilitate the timely exchange of information, flexibility, cooperation and mutual support, all of which are needed in a crisis situation in order to adapt patterns of work quickly, whereas complexity, hierarchy, and division into sub-units necessitates a great deal of mutual activity at many intersections, creates a need for negotiation and a proliferation of arguments, and is liable to slow down activity, particularly when time is limited.

Simplicity and uniformity of assignments make it possible to supply the service appropriate to the basic needs of the population in time of crisis, and to carry out the assignment speedily, whereas continued concentration on exclusive long-term professional activities does not meet the changing needs of the citizens and does not give the quick responses needed in the stress of the period of impact and defensive action.

Feelings of distributive justice regarding resources, burdens and rewards. In places where there are feelings of injustice rather than of fairness, the workers are liable to compensate themselves by reducing the level of their activity.

Complementary strategy or coalition involving cooperation with the surroundings facilitates the pooling of resources required in time of crisis, whereas a strategy of competition or obstruction hampers the pooling of resources and prevents the efficient use of neighboring resources, particularly when supplementary resources not available to the organization are needed.

Trustworthy communication in real time, with the aid of multi-dimensional channels facilitates the direct flow of information to all the workers at the appropriate time to ensure swift action. The flow of information through a single channel, by contrast, prolongs the time required for the information to reach all the workers, and may impair the trustworthiness of the information as it passes from one unit to another.

It may be asked whether the resilient organizations changed their characteristics in comparison with times of normality, and if so how much. Although this issue was not investigated systematically in this study, its findings point clearly to a number of changes and initiatives which resilient organizations need to carry out.

Firstly, most of the workers abandon their previous patterns of activity and carry out a number of simple and uniform tasks.

Secondly, both managers and workers abandon incremental and long-term decision-making processes involving breaks between the different stages. The new process is characterized by simultaneity and a smooth flow from decision to execution. In addition, decision-making processes are now accompanied by internal assessment and guidance, rather than external evaluation and control. The process is free of political considerations, and is based, in the main, on rational deliberation.

Thirdly, resilient organizations more readily adopt procedures marked by distributive justice – the creation of clear practices with regard to the distribution of the burden between the workers and the allocation of rewards.

Most important - there emerges a model of resilient organizations whose organizational characteristics encourage action, as against a model of ineffective organizations whose organizational characteristics curb action.

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Facilitating Economic Development Through Employment Opportunities for Migrant Workers

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ABSTRACT: The World Bank for several years has endorsed an agenda of promoting economic development through labor migrant programs in many regions including the Oceanic-Pacific region. Evidence also seems to indicate that the effective facilitation of economic development through labor migrant programs requires appropriate matching of migrant workers to suitable employment opportunities in industry sectors within host countries where there exists relevant vacancies that migrant workers could be matched to and that they would be able to undertake in a meaningful way. As such, the analysis of pertinent labor market data relating to industry sectors experiencing labor shortages within host countries is necessary to accurately identify occupational groups which require an influx of appropriately matched migrant workers to meet labor demand. In addition, such labor market data analysis would also enable the extent of the labor shortages across the job categories within the specific sectors to be astutely assessed and evaluated, which is likely to contribute to improving the overall success of the labor migrant policies and programs that are developed and implemented. To this end, this paper provides a summary analysis of the potential employment opportunities for migrant workers within specific occupational groups across relevant industry sectors in potential host countries.

KEYWORDS: economic development, employment opportunities for migrant workers

1. Introduction

The utilisation of temporary foreign workers as important source of labor to help minimise labor shortages has become common practice in many industry sectors across Canada. Thus there is often a link between increased levels of permanent immigration into Canada by migrant works being associated with expanding employment opportunities within the country. Temporary immigration is often limited to two years in Canada but once in the country, many temporary immigrants find ways of remaining in the country and most commonly this is through the pursuit and securitisation of employment in industry sectors which often experience labor shortages. The policies relating to immigration within Canada have experienced considerable modifications. Some relevant reforms that have occurred in recent times include:

1. An increase in the intake of immigrants entering under the points system
2. Reweighting the points allocation system according to the personal characteristics of applicants
3. Introduction of the Canadian Experience Class which was designed to make it easier for applicants who have completed education or acquired previous work experience within Canada to achieve landed immigrant status and become permanent residents
4. Introduction of the Quebec Immigrant Selection System and the Provincial Nominee Programs (PNPs)

A temporary foreign worker within Canada is defined as an individual who has been issued with a work permit to live and be employed within Canada, by Immigration Canada (Byl 2010). Canada is expected to admit approximately 100,000 immigrants who will qualify under the federal skilled worker program, to work within the country.

Canada's federal skilled worker program provides for the largest single stream of immigration by foreign workers into Canada (Green and Worswick 2004). The federal skilled worker program is centred around a points based metric system of evaluation, where criteria such as the age, adaptability, level of education (including acquired qualifications), language ability and relevant work experience of an applicant are used to assess their likely potential to successfully migrate to and settle in Canada.

Currently, the threshold for admission into Canada stands at 67 points which represents the points score that a foreign applicant must attain in order to be allowed to seek employment opportunities within the country as part of the federal skilled

worker program (Human Resources and Skills Development Canada 2009). With the growth in temporary migration the Canadian Government has moved to speed up the cumbersome process for temporary entry. The critical factor is the so-called Labor Market Opinion (LMO), an assessment of how the recruitment would impact on Canadian residents.

2. Provincial Nominee Programs

Each of the Canadian provinces have their own individual provincial immigration programs (known as Provincial Nominee Program (PNP)). These act to promote immigration policies that cater to meet a province's specific needs. This provides the provincial authorities with more influence and control in the identification and selection of particular groups of economic immigrants intending to settle in their respective provinces.

All of the other Canadian provinces, other than Quebec have only been issued with the right to nominate immigrants as part of their migrant intake programs. In the foreseeable future, the numbers of immigrants to be granted permanent residence under a PNP or selected by the Province of Quebec is anticipated to increase.

Under the provincial programs, qualified employers are typically able to nominate prospective workers for an expedited process which, upon receiving approval from the province allows for an application for permanent residence to proceed as part of a processing stream that entirely bypasses the otherwise rather lengthy federal immigration selection process. It is possible for qualified employer sponsored applicants to initially receive short term but renewable work permits that can be processed outside of Canada or in some instances at entry ports. Their application for permanent admission can be processed by provincial authorities and subsequently by federal authorities to complete security checks and medical screenings.

In the other Canadian provinces other than Quebec and Manitoba, the Provincial Nominee Programs (PNPs) generally require an employer to sponsor the application of a foreign migrant worker in order to enable to enter and seek employment opportunities within Canada. In the absence of employer sponsorship which also has government approval, an application is unlikely to be approved or maybe looked over as lower priority, in favour of applications which have received employer sponsored approval.

To be considered as an eligible sponsoring employer, most of the PNP's stipulate that to qualify, employers must exhibit and prove that they have made sufficient effort to offer

competitive remuneration and working conditions to recruit local Canadian workers for the relevant occupations. There are also variations amongst the different Canadian provinces, in the employment terms and conditions that are required to enable the sponsorship of a migrant worker for a specific occupation (Human Resources and Skills Development Canada 2009).

According to PNP guidelines, the position intended to be filled by a foreign worker must comply with the terms of a specific pilot project designed for a specific critical skill shortage as identified within a particular province. Alternatively the position being filled must generally conform to a National Occupation Classification skill level of A, B or O. Pilot programs within the Canadian provinces are generally designed for low skilled workers and often have limited scope. There are also often differences in the pilot projects for low skilled occupations in the various Canadian provinces.

The duration of work permits issued for low skilled occupations is limited to a period of two years and under the current regulation can not be extended. The duration of validity of Canadian work permits issued to skilled workers however can be extended. There are currently discussions being undertaken between the Canadian Federal government and the provincial authorities to enable the duration of work permits issued for low skilled migrant workers to also be extended.

Some Canadian industries such as the construction sector in British Columbia and Alberta's oil sands sector have previously been quite dependent on the Provincial Nominee Program to fill labor shortfalls they have experienced.

The processes involved in facilitating the employment of a temporary migrant worker in Canada generally includes the following:

1. The foreign worker must receive a job offer and enter into an approved contract of employment with an eligible Canadian employer.
2. The foreign worker must prove that they adequately satisfy any requirements (in terms of training/education, qualifications, prerequisite licensing, experience, etc.)
3. The foreign worker is then required to acquire labor market opinion confirmation from Human Resources Development Canada (HRSDC) for some occupations and in the case of some types of workers. The need to obtain a positive labor market opinion from the HRSDC is believed to have been established in order to protect permanent Canadian residents from competition from foreign workers. Consequently local Canadian employers seeking to hire overseas are generally required to guarantee that a permanent Canadian resident worker can not be found to fill the relevant vacancy. As part of this process the HRSDC

often investigates the availability of permanent residents to fill the position and whether the hiring of foreign workers to fill specific vacancies would be beneficial to existing Canadian permanent residents. The HRSDC is also responsible for ensuring that the rates of remuneration, occupational standards and working conditions for the temporary foreign worker(s) is comparable to what a Canadian permanent resident would be entitled to receive if they were employed in the same role.

However in some instances, the HRSDC also makes additional stipulations. This process may therefore lead to delays in the processing of the foreign worker's application which may last from a couple of days to six months depending on the employer's location and the intended type of occupation. In cases where the HRSDC provides a positive labor market opinion, a work permit may subsequently be issued by the department of Citizenship and Immigration Canada (CIC).

4. The foreign worker must obtain an appropriate work visa, which may entail further processing delays.

3. Low Skilled Pilot Project Worker Program

The Low Skilled Pilot Project Worker Program was originally implemented to assist in reducing labor shortages within the construction sector of the Greater Toronto Area. However it has also been successfully utilised by various other industries across Canada including within Alberta's hotel and meat processing sectors. As a temporary admission program for migrant workers the Low Skilled Pilot Project Worker Program has a significantly different scope to the Temporary Foreign Worker program but still follows some similar processes (*Human Resources and Skills Development Canada 2009*).

The Low Skilled Pilot Project Worker Program is generally used by Canadian companies that need positions to be filled by workers, who require minimal education and training and where an ongoing shortage of workers for a designated occupation has been appropriately certified by the local labor market. Work visas for a maximum duration of 24 months are issued on the basis that there is an employment contract between an eligible employer and foreign migrant worker. It is not possible to re-issue these work visas until the migrant worker has returned to their home country for a minimum period of four months.

The process involved in hiring temporary foreign workers as part of the low skilled pilot project is listed below:

1. An eligible Canadian employer must make a job offer and enter into contract of employment with the foreign worker. As part of the employment contract there must be provisions for the Canadian employer to fund the return air fare of the migrant worker and also in some cases provide appropriate housing for the foreign worker.
2. The foreign worker is then required to acquire labor market opinion confirmation from Human Resources Development Canada (HRSDC). This may lead to delays in the processing of the foreign worker's application which may last from a couple of days to six months depending on the employer's location and the intended type of occupation.
3. The foreign worker must obtain an appropriate work visa, which may entail further processing delays deriving from the need for the migrant worker to complete a full medical examination, etc.

4. The Canadian Tourism Industry

The slowing of the Canadian economy which has occurred since the 2008 economic downturn has served to reduce the severity of labor shortages within the country. However as the economy begins to recover more rapidly from the decline that was induced by the global financial crisis, demand for tourism services is likely to grow considerably which will lead to more imbalances between the demand for and supply of labor within the sector, thereby inducing further labor shortages across the industry.

The future projected labor shortages within the Canadian tourism industry are anticipated to be induced by several factors. This includes the fact that demand for labor in the sector is expected to grow during a time when the labor force is tipped to experience significant changes in composition and growth. The predominant labor source which the Canadian tourism sector has relied upon traditionally has been younger workers. In recent times however, there has been a fall in the rate of entry into the labor force of younger workers. This has been combined with increasing competition from other Canadian industry sectors to attract younger workers.

The increased demand for labor that is projected to occur within the Canadian tourism industry over the next twenty-year period is anticipated to likely be induced

by strong growth in expenditure on goods and services within the industry. The food and beverages sector is forecast to record the largest increase in potential demand for labor. According to the forecasts, by 2025 this sector alone could potentially require over 1.2 million full time employees. This thus represents a significant increase from the estimated 908, 000 full time workers who were believed to be employed within the sector in 2006.

Table 1: Potential Labor Demand in Specific Sectors of Canada's Tourism Industry (Jobs)

	2020	2025
Accommodation Sector	282,156	297,129
Food & Beverage Services Sector	1,084,661	1,160,857
TOTAL LABOR DEMAND	1,366,817	1,457,986

Source: *Canadian Tourism Research Institute and the Conference Board of Canada (2010), 'The Future of Canada's Tourism Sector: Economic Recession Only a Temporary Reprieve From Labor Shortages'*

As Table 1 above indicates, the largest increase in potential labor demand is forecast to occur in the food and beverage services industry. According to the projections the sector itself could employ over 1.16 million full-year workers by 2025. In the case of the Accommodation sector of the Canadian tourism industry the forecast growth in labor shortages is still significant with a shortfall of more than 297 000 workers projected for 2025.

The figures derived from the projections for the potential growth of labor supply in the Accommodation along with the Food and Beverage services sectors as depicted in Table 2 below, indicate that of the two sectors, the food and beverage services industry is forecast to have the greatest anticipated increase in labor supply over the period from 2020 to 2025.

Table 2: Potential Labor Supply in Canada’s Tourism Sector (jobs)

	2020	2025
Accommodation Sector	267,588	274,904
Food & Beverage Services Sector	993,205	1,018,550
TOTAL LABOR SUPPLY	1,260,793	1,293,454

Source: *Canadian Tourism Research Institute and the Conference Board of Canada (2010), ‘The Future of Canada’s Tourism Sector: Economic Recession Only a Temporary Reprieve From Labor Shortages’*

4.1 Potential Labor Shortages in the Tourism Sector

The tourism sector, like many other industries within the Canadian economy is experiencing a trend towards tighter labor markets. The forecasts indicate that the potential labor shortage in the Canadian Accommodation as well as the Food and Beverage sectors is likely to grow to become even greater over the next fifteen year period. The figures also signal that the food and beverage services industry in particular, has the greatest potential to be very vulnerable to labor shortages.

Table 3: Potential labor Shortages in Specific Sectors of Canada’s Tourism Industry (Jobs)

	2020	2025
Accommodation Sector	14,568	22,225
Food & Beverage Services Sector	91,456	142,307
TOTAL LABOR SHORTAGES	106,024	164,532

Source: *Canadian Tourism Research Institute and the Conference Board of Canada (2010), ‘The Future of Canada’s Tourism Sector: Economic Recession Only a Temporary Reprieve From Labor Shortages’*

The results of the forecasting as revealed in Table 3, therefore indicate that there will be a considerable increase in the magnitude of labor shortages that are likely to occur within the Food and beverage services sector along with the Accommodation sector in the time span between 2020 and 2025. As a proportion of labor demand, the extent of the labor shortage is anticipated to be most severe within the food and beverage industry, which according to the projected figures could suffer a shortfall of around 142,000 workers by the year 2025.

In the years leading up to the recession of 2008-09, like many other Canadian industries, the tourism sector experienced tight labor markets. Relatively weaker economic conditions since the 2008-09 down turn have therefore served to provide some temporary easing in labor market conditions within the tourism industry. However the results of the projections indicate that labor shortages will increasingly become more significant over the course of the next 15 year period.

There appears to be some consistency across the various regional areas of Canada with regard to the occupations within the tourism industry that are anticipated to experience labor shortages. More specifically potential labor shortages are forecast to be more acute for front line, customer service jobs and more physically demanding occupations such as for example hotel room attendants. In addition the recruitment of suitable workers for these occupations generally requires longer lead times, making the recruiting process more difficult. It also increases the likelihood that less suitable employees with for example inappropriate skills or a lack of sufficient training may be selected to fill these vacancies. It has consequently been reported that as a result of these factors, some vacancies for these positions remain unfilled, particularly in some of the Western Canadian provinces.

As indicated in Table 4 below, the Food and Beverage as well as the Accommodation sectors of the Canadian tourism industry contain the top five occupations that are most likely to face labor shortages over the next 20 year period. The data presented indicates that the most evident shortage of workers is forecast to occur amongst kitchen helpers and food-counter attendants with a shortage of over 33 000 workers forecast for 2020 and almost 50 000 by 2025. Significant labor shortages are also anticipated to occur amongst food and beverage servers over the next 5-15 year period with a shortfall of over 42,000 workers in this role expected by 2025.

Table 4: Potential Labor Shortages in Specific Occupations within the Tourism Industry (Jobs)

	2020	2025
<i>Food-counter attendants and kitchen helpers*</i>	33,478	49,564
<i>Food and beverage servers*</i>	27,782	42,655
<i>Bartenders*</i>	5,606	8,784
TOTAL LABOR SHORTAGE	66,866	101,003

*Note: The figures for these occupations include the combined labor shortages from the food and beverage and accommodation sectors, where applicable.

Source: *Canadian Tourism Research Institute and the Conference Board of Canada (2010), ‘The Future of Canada’s Tourism Sector: Economic Recession Only a Temporary Reprieve From labor Shortages’*

In a survey of tourism industry stakeholders conducted by the Canadian Tourism Human Resource Council, 75% of businesses in the Food and Beverages Sector reported that they anticipated labor related issues to be significant a company constraint over the next three to five year period. Interestingly enough, 63% of businesses surveyed in the study from the Canadian Accommodation sector believed they would experience similar labor impediments over the same time span (Canadian Tourism Research Institute and the Conference Board of Canada 2010).

Substantial labor shortages within the Canadian tourism sector are therefore expected to occur due to an anticipated increase in demand for tourism goods and services, combined with a forecast decline in growth of the Canadian labor force. It thus estimated that by 2025 the Canadian tourism industry may experience a labor shortage to the magnitude of nearly 165,000 workers within its Accommodation and Food and Beverage sub-sectors. In addition, the impending retirement of a lot of workers belonging to the baby boomer generation, the rates of which are to due escalate towards the middle of this decade is likely to further exacerbate the extent of labor shortfalls.

5. The Canadian Mining Industry

Based on population projection data from Statistics Canada, over the next decade the number of people in Canada who will be at an age where they can leave the labor force will significantly exceed the number who will enter it. The number of older workers leaving the Canadian workforce is also expected to accelerate from 2011, as the first waves of workers from the Baby Boom generation start to reach retirement age and consequently increasingly begin to exit the Canadian workforce (MITAC 2005).

Strong economic growth was experienced in the Canadian mining sector for the majority of the ten year period leading up to sharp contraction that occurred from September 2008 due to the impact of the Global Financial Crisis. However buoyed by continued strong demand for resources from developing countries such as China, India, Brazil and Russia and also due to the impact of non-metal commodities, considerable economic recovery within the Canadian mining industry occurred (Canadian Tourism Human Resource Council 2009).

Human resources challenges facing Canada's mining industry are likely to significantly adversely affect the potential economic growth of the sector. Although the Canadian mining sector has been successful in recent years in increasing the workforce participation rates of women, older workers, women and immigrants within the mining workforce, it is anticipated that it will become increasingly difficult to sufficiently meet the demand for workers within the industry in coming years. Some of the contributing factors which are believed to be likely to lead to the expected future labor shortages within the Canadian mining industry include the aging workforce and the fact that there is likely to be a lower number of workers available in the labor force. Therefore although the sector has been relatively effective in elevating participation rates amongst previously under-represented groups, it is becoming increasingly evident that the labor shortfalls employers within the sector face will intensify as more older workers retire from the workforce.

The figures outlined in the Table below indicating the future hiring needs for the Canadian Mining sector, reveal that there will be continuous future growth in demand for workers within specific semi and unskilled occupational groups.

Table 5: Cumulative Hiring Requirements for the Canadian Mining Industry – By Broad Occupational Categories and Relevant Mining Occupations

Occupation	2020
Construction trades helpers and laborers	1029
Other trades helpers and laborers	158
Mine laborers	1014
Laborers in mineral and metal processing	2260
Total	4461

Source: Mining Industry Human Resources Council [MIHR] (2010) ‘*Canadian Mining Industry Employment and Hiring Forecasts 2010- A Mining Industry Workforce Information Report*’

Thus the Canadian mining industry’s human resources challenges represent potential impediments to the sector’s future growth and competitiveness. This is confirmed by the fact that the Mining Association of Canada publically identified human resource challenges as one of the top six main issues that the industry has to contend with. Faced with an aging workforce and looming labor shortages, employers within the Canadian mining sector must act proactively in order to best access and maximise all available sources of labor to stand the best chance of effectively addressing these human resource challenges and meet the industry’s future hiring needs.

Long term workforce planning within the Canadian mining industry is more difficult than is the case for other sectors due to the more volatile nature of the mining industry. The highly volatile nature of employment in the mining sector is directly linked to commodity prices and is inversely related to productivity improvements. As a result, the low levels of growth in the Canadian labor force combined with rapidly aging workforce mean that the Canadian mining industry is likely to experience significant labor shortfalls in the coming years and will face considerable challenges in trying to find appropriate workers to fill emerging vacancies.

Immigrant workers consequently represent an important source of labor for many Canadian industries, particularly with regard to meeting their future workforce

requirements. In this respect, immigrant workers are expected to account for a larger proportion of labor force growth in Canada over the next five to ten year period as demonstrated in data derived from relevant population projections.

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The Influences of Intellectual Stimulation and Inspirational Motivation on the Profitability of Romanian Employees

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ABSTRACT: The main objective of this article was to identify any valid statistical correlations between two dimensions of transformational leadership, namely inspirational motivation and intellectual stimulation of the employee's profitability. In order to achieve this, a research was conducted on Romanian employees by companies located in the Maramureş County and a number of 98 valid questionnaires were gathered, which were analyzed using the IBM SPSS software. Two research hypotheses were formulated: *H1: Intellectual stimulation positively influences the employees' profitability* and *H2: Inspirational motivation positively influences the employees' profitability*. The findings of then research revealed that the participants obtained above average scores in terms of inspirational motivation and intellectual stimulation. Also, a valid statistical correlation was found between intellectual motivation and employees' profitability, but when referred to the implication of inspirational motivation of profitability, we found out that the correlation between these two variables was not statistically valid. The findings allowed us to conclude that employee's and consequently organizational profitability can be increased by encouraging people to think in an innovative, creative manner and by supporting them to become an active part in the decision making process.

KEYWORDS: Inspirational motivation, intellectual stimulation, profitability, transformational leadership

1. Introduction

Profit was, is and will be one of the most important strategic goals of an organization, if not the most strategic goal. Also, the employees are considered to be the most valuable resource on an organization, given their specific capabilities and competencies, most importantly their adaptability to change and to use their own judgment to generate superior results (Shook *et al.* 2003). Considering this, organizations need to best identify the most efficient ways to invest in their human capital in order to obtain the desired results (Hatch & Dyer 2004; Lengnick-Hall & Wolff 1999). Transformational leadership has been recognized as the most efficient style of leadership when it comes to motivate followers to achieve more than expected, to constantly wish to improve their work and to place the interests of the organization above personal interests. For transformational leaders, the formation of a vision is extremely important, but also the communication of that vision becomes paramount in achieving organizational success (Hitt *et al.* 2007).

According to Bass and Avolio (1994), transformational leadership has four main components: charismatic role modelling, individual consideration, inspirational motivation and intellectual stimulation. With the use of inspirational motivation individuals are able to articulate an exciting vision of the future and to show others how to achieve their own goals and also the goals of the organizations. Intellectual stimulation encourages individuals to develop a new way of thinking and to be creative and innovative. These two dimensions were chosen in this study due to the consideration that the extremely competitive business environment nowadays requires employees who are able to form and to translate a coherent vision of the future and to adopt an innovative and creative way of thinking. Also, the strategic objectives of an organization can be achieved with greater success if the individuals within the organization are not only able to understand these objectives, but are also capable to envision the end results and to better understand the mechanism required to take advantage from external opportunities by using the internal capabilities (Hussey 1998).

Prior studies have discovered that organizational success and performance depends not only by the strategy used by the organization, but also depends on its leadership style (Bass 1987; Hartog & Koopman 2002; Chow & Wu 2003; Shalley & Gilson 2004; West *et al.* 2003). This appears due to the fact that transformational leaders integrate creative thinking and commitment to their followers. In organizations characterized by this type of leadership employees tend to have an increase responsibility towards their work and to accept more challenging tasks. When referring exclusively of the two dimensions of transformational leadership taken into consideration in the present

study, we can notice that with the help of inspirational motivation individuals can communicate to others what is expected from them in terms of organizational efficiency and profit, and how to perceive their role in the overall success of the organization. Similarly, with the use of intellectual stimulation individuals can provide others with the necessary cognitive inputs required to perform their work activities in a manner that generate the best results.

Considering the above, the main objective of our study, which is based on two research hypotheses, is to better understand if and how inspirational motivation and intellectual stimulation influence the profitability of employees' work and how can organizations better use their employees in order to increase their profitability and long term development and success.

2. Empirical research and findings

The main purpose of this article is to investigate the correlations between intellectual stimulation and inspirational motivation and employee profitability in the case of Romanian companies. In order to achieve this, two hypotheses were formulated, namely:

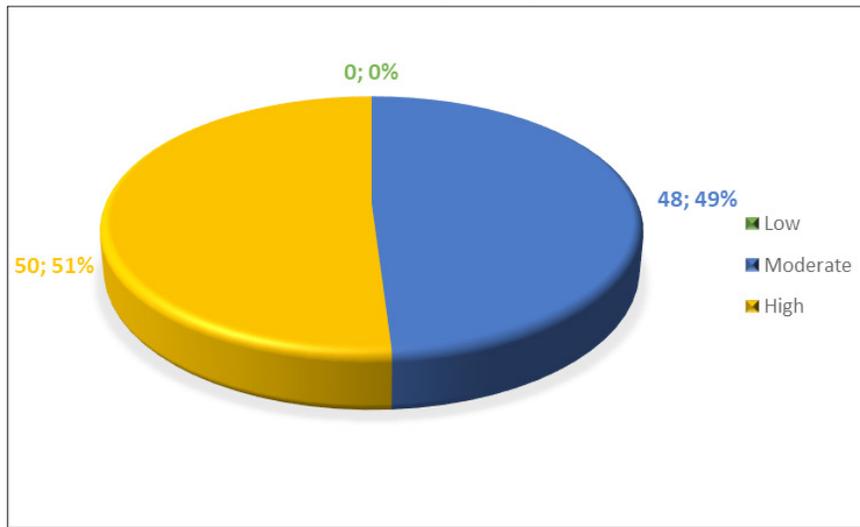
H1: Intellectual stimulation positively influences the employees' profitability.

H2: Inspirational motivation positively influences the employees' profitability.

In order to statistically investigate the correlations between intellectual stimulation and inspirational motivation and employee profitability, a multi-item scale questionnaire was used, with questions based on the Multifactor Leadership Questionnaire (MLQ) (Avolio & Balls 1999). All items were measured on a five point Likert-type scale from (1) strongly disagree to (5) strongly agree. A total of 98 valid questionnaires were gathered as a result of the research and the answers were analyzed using the IBM SPSS software.

Three variables were defined in our study, *intellectual stimulation*, *inspirational motivation* and *profitability*. Each of the first two variables were measured by using three individual factors. Inspirational motivation was calculated based on the answers provided to questions regarding the ability to express in a few words, the ability to form a vision about the future and the ability to help others to find meaning in their work. Intellectual stimulation was calculated based on the answers regarding the ability to get others to think in an innovative manner, the ability to get others to look at situations from different point of view and the ability to get others to question ideas that they never questioned before. The results of the scores obtained by the subjects in this study can be seen in the figures below.

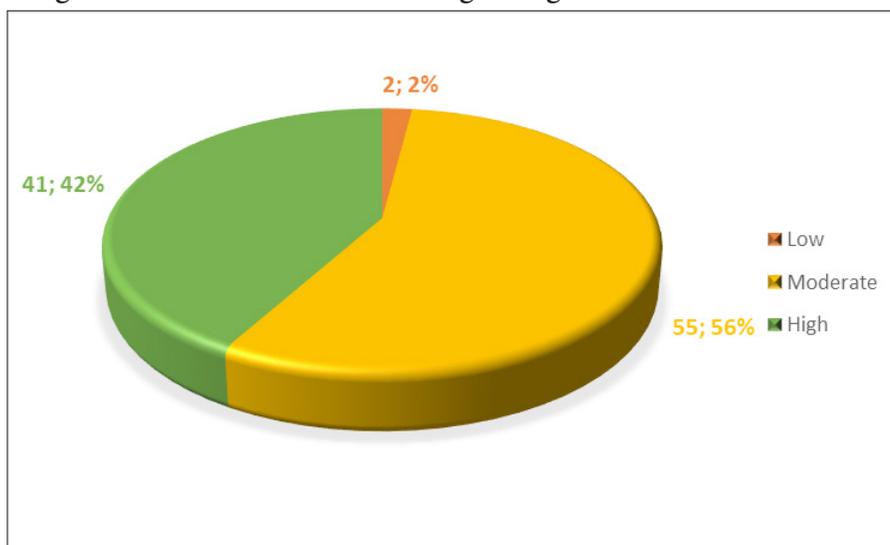
Figure 1. The scores obtained regarding inspirational motivation



(source: own representation)

The participants in our study scored moderate to high results in relation with intellectual stimulation, meaning that they actively participate in helping their colleagues in forming a coherent vision of the future and of what they can achieve as a consequence of their work efforts. Also, the results show that they motivate others by making their work feel significant.

Figure 2. The scores obtained regarding intellectual stimulation



(source: own representation)

As with inspirational motivation, the vast majority (98%) of the subjects in this study obtained moderate to high scores in relation with intellectual stimulation, which allows us to conclude that they encourage others to think in an innovative way and to constantly find new, more efficient solutions to organizational problems, while questioning the status-quo on a regular basis. This creates the premises for gaining competitive advantages by using employees' creativity and innovative thinking.

The first step of the statistical analysis was to perform a Cronbach's Alpha reliability test and the results of the test, as is can be seed in Table 1, concluded that the internal consistency of the questionnaire is very good. The second stage was to perform a bivariate correlation analysis between the two independent variables, inspirational motivation and intellectual stimulation, and the dependent variable, employees' profitability.

Table 1: Cronbach Alpha coefficient

Reliability Statistics	
Cronbach's Alpha	N of Items
,811	9

(Source: own processing in SPSS)

Table 2: Statistical correlation between inspirational motivation and intellectual stimulation and employees' profitability

		Employees' profitability
Inspirational motivation	Pearson Correlation	,186
	Sig. (2-tailed)	,066
	N	98
Intellectual stimulation	Pearson Correlation	,375**
	Sig. (2-tailed)	,000
	N	98

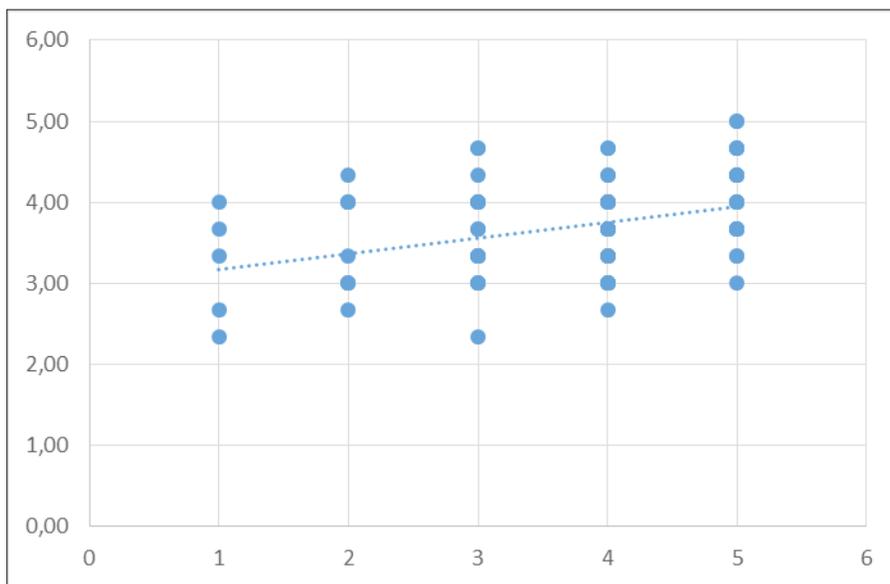
(Source: own processing in SPSS)

As it can be seen from the results presented in the table above, the value of the significance coefficient in the case of inspirational motivation an employee profitability s 0,066 (which is above 0,05 , the value until which the correlations are valid)

meaning that, in this study, there is not a valid statistical link between the employee's inspirational motivation on their colleagues and their work profitability.

However, in the case of intellectual stimulation, the significance coefficient is 0, which indicates a valid statistical link, and the Pearson's linear correlation coefficient is 0,375 which indicates a direct correlation between getting others to think in new innovative ways and their increase in profitability. This link is present also in the graphical representation of the influence of intellectual stimulation over profitability, as it can be seen in figure 3.

Figure 3. Intellectual stimulation and profitability



(source: own representation)

Conclusion

Intellectual stimulation and inspirational motivation are both dimensions of transformational leadership, and are focused on increasing the employees' involvement and motivation towards the meeting of strategic organizational goals by being and active part of the organization and by efficiently using their core capabilities in providing the best solutions to different organizational problems.

This present study is focused on companies located in Maramureş County and analyses the implications of inspirational motivation and intellectual stimulation on the profitability of employees. Two research hypotheses have been formulated,

namely *H1: Intellectual stimulation positively influences employees' profitability* and *H2: Inspirational motivation positively influences employees' profitability*.

The findings in our research revealed that the participants are segmented in two approximately equal groups, with 51% of the respondents obtaining high scores in inspirational motivation and 49% moderated scores and in case on intellectual stimulation, 42% of the respondents obtained high scores, 56% moderate and 2% low scores. These findings allow us to conclude that the employees that took part in our study undertake efforts to make others see the importance of their work and to support others in finding meaning in their work and understand the implications on their work results in achieving organizational success. Also, we can see that the participant focus their attention towards creative, innovative thinking and finding the most efficient solutions to everyday problems.

However, when analyzing the statistical correlations between the two independent variables formulated in our study and employee's profitability we noticed that, in our case, inspirational motivation did not generated any valid statistical link with employee profitability. It is possible that, although the subjects scored moderate to high in relation with this dimension, certain disruptive factors could have intervened and altered the desired effects. Difficulties in communication or true understanding in one's work meaning and purpose can be considered elements that have the potential to lead to failure in transmitting inspirational motivation to others. We have to keep in mind that it is not only necessary to act toward the formation of inspirational motivation, you have to successfully transmit and embed this into the behavior of others.

Intellectual stimulation, on the other hand, was discovered to be positively correlated with employee profitability, which means that employees that are able to look at things from different perspectives, to think out of the box or who question elements that were considered unquestionable are able to generate outcomes as a result of their work that is profitable, and by doing this increase the overall profitability of the organization.

The findings of our research contribute both from a theoretical perspective, by better understanding the implications of the two dimensions of transformational leadership and profitability, and also from a practical perspective, by offering managers useful knowledge aimed at increasing their profits. There are, of course, certain limitations of our study such as the size of the research population or the geographical area taken into consideration, for these reasons it would be advised for further researchers to expand our area and to increase the number of employees that will take part in our studies and, also, to identify other elements that have the potential to increase profitability.

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Born Globals (BGs): Who Are They?

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ABSTRACT: The acceptance and recognition of born global firms (BGs) as relevant and singular organizations across the world's economy has been flourishing in the recent years. Born globals are commonly entrepreneurial and relatively young small and medium sized enterprises (SMEs), with limited resources. Although these restrictions and constraints, BGs initiate their internationalization process from early stages. Thus, they conduct their internationalization process more rapidly than traditional firms operating in domestic markets and using incremental processes. Nevertheless, theories on BGs are still not fully developed by researchers. Few studies have tried to advance theoretical reflections on born global firms and their internationalization.

This paper examines how research on BGs internationalization has emerged and its development over time. Furthermore, it identifies the challenges faced by these firms when they internationalize and gives future research suggestions to academicians for the advance of the research in the internationalization of born global firms.

KEYWORDS: SMEs, Internationalization, Born globals, Early internationalization

1. Introduction

Small and medium enterprises (SMEs) are the major component of the economic tissue of developed and emerging countries around the world. They can significantly contribute to the rehabilitation of growth by entering into new markets' opportunities supplied by developed and emerging economies.

However, SMEs still depend mainly on their domestic markets to face challenges and obstacles while their internationalization. Among these difficulties in conducting internationalization, SMEs confront compelling barriers related to the lack of adequate information, lack of capital, knowledge, and sufficient government support (London 2010). In the last century, the literature of international business (IB) has focused mainly on large firms and MNEs (Englis & Wakkee 2015). In fact, such firms commonly have internationalized by using a developmental model in terms of product delivery and depth of operational mode (Johanson & Vahlne, 1990). Known as the stages model of internationalization, this internationalization process is frequently described in the Uppsala model (Johanson & Wiedersheim-Paul 1975; Johanson & Vahlne 1977).

The stages theory of internationalization of Johanson & Vahlne (1977) are hypothesized as a gradual process of international expansion. In the Uppsala model, the stages of internationalization described are the following: (1) local operational activity oriented without export activities, (2) export activity using independent representatives, (3) establishment of sales subsidiary in foreign markets (4) foreign production and processing.

The Uppsala model states that firms internationalizing incrementally start by targeting foreign markets, that are similar culturally and proximate physically (Johanson & Vahlne 1977, 1990). During this process, the firm develops routines, systems, roots and procedures (Johanson & Vahlne 1977). After its system's implementation ventures gradually begin its expansions into foreign markets and at the same time accumulate experiential knowledge (Thai & Chong 2008). Finally, after gaining the necessary experiential knowledge, firms expand into new markets and increasing the psychic distance (Johanson & Vahlne 1977). According to the Uppsala model, owner-managers or entrepreneurs will not take risks by increasing commitment to the internationalization process unless they have enough knowledge.

However, due to the developed competition, technological advances and the decrease of trade barriers, more and more SMEs (small and medium-sized firms) start their international activities starting from their creation or their first operational year. Furthermore, an important part of their global sales is derived from foreign markets. These ventures are being called early internationalizing firms, born global firms and INV (international new ventures). The development of more ventures actively international from an early stage has created a growth of international entrepreneurship as a research field (Andersson 2011).

The born global phenomenon has enforced the international entrepreneurship (IE) field (McDougall & Oviatt 2000). IE is defined as a combination and intersection of

proactive and innovative behavior that crosses national borders in order to create an added value in organizations (McDougall & Oviatt 2000). It involves a discovery and exploitation process of opportunity that could be found in outside a firm's domestic markets to seek competitive advantage (Zahra & George 2002).

2. Literature review

In the history of International Entrepreneurship (IE), several studies emerged on 'born globals' (BGs). Research introduced BGs as small firms with particular technology, innovative products or services, superior design, or other specific competence with the aim to globalize rapidly. The achievement of entrepreneurial activities by BGs cannot be separated from the international market in which they are active (Ghauri & Kirpalani 2015).

Generally, SMEs and BGs are characterized by limited resources. BGs frequently lack resources compared to the traditional internationalized firms and compared to requirement of reaching foreign markets. Such resources include financial and managerial resources needed in a global context. These resources are usually difficult to get from common sources because the BGs have yet to prove their credibility as a cost-effective entity. Thus, the risk of not realizing profitability remains higher for BGs (Ghauri & Kirpalani 2015). Consequently, an important research question centers on how BGs succeed in their international activity despite limited resources (Knight 2015).

Empirical academic research has shown that by developing and activating a network across national borders rapidly BGs are able to reduce their own lack of resources and knowledge of markets (Melén & Nordman 2009).

2.1 Born Globals

Born globals are companies that are able to engage in an international business adventure near or at their foundation. In the last century, BGs have emerged in huge numbers worldwide, due to the mutative environmental changes, such as globalization waves and the emergence of developed information and communications technologies (Knight, 2015). In recent years there has been considerable interest on BGs with the emanation of diverse definitions to make a distinction between BGs and other internationalizers (Rasmussen & Madsen 2002). The literature on BGs covers various definitions of the phenomenon (Dzikowski 2018). The term 'Born Globals' was first

introduced in a study of exporting companies in Australia (McKinsey & Company 1993) that studied a considerable number of small and medium-sized companies that successfully competed economic cross-border and global transactions near their outset (Rennie 1993). The firms surveyed did not gradually build their internationalization process, which appears to contradict the classical internationalization models (Johanson & Vahlne 1977, 1990). After the Australian study, numerous articles followed to explain the phenomenon and used different concepts for BGs: Global-Start-ups (e.g. Oviatt, McDougall and Loper 1995); International new ventures-INV's (McDougall *et al.* 1994), Instant exporters (e.g. McAuley 1999). Research on this novel category of small businesses that internationalize at an remarkably young age and to an extremely high degree is flourishing (Dow 2017).

Knight & Cavusgil (2004) define BGs as being technology-oriented firms operating in international markets from the earliest days of their creation. Furthermore, they consider BGs as firms that internationalize rapidly and early (Madsen & Servais 1997). In contrast to Knight and Cavusgil's (2004) definition, Oviatt and McDougall (1994) defined INV's (International New Ventures) as phenomenon a business constantly looking seeks to develop competitive advantage from the adoption of resources, and the sale of products/services in multiple countries. This definition includes various ventures at different stages of their growth (Dzikowski 2018).

In the IB literature, concerns have been raised about the concept of BG and INV in the mid-1990s Several authors (e.g. Oviatt & McDougall 1994; Knight & Cavusgil 2004) believe that such firms existed before the globalization era (Dow 2017). A notable feature of the literature on BGs is that the empirical research has tended to be far more abundant than have the efforts to develop theories (Rialp *et al.* 2005). Furthermore, theories on BGs remain underdeveloped and fragmented (De Clercq *et al.* 2012).

Several studies have been conducted to investigate differences between BGs and traditional exporters. Madsen *et al.* (1997) propose three differences: (1) BGs are more specialized and niche-oriented than traditional exporters because of their competencies' specificity because they typically build on very specific and distinct competencies; (2) BGs cannot be anticipated to make a choice of their geographical markets. The markets chosen will not always be bordering countries. Instead, it will be countries where have relationships with potential customers already exist or perhaps those that are markets with particularly importance in term of market position; (3) Born Globals should be expected to heavily rely on collaboration with local firms of target markets (e.g. joint venture, distributors etc.) because they lack of resources for investing in multiple countries to which they export their products and services.

3. Characteristics of Born-globals

According to Tanev (2012), BGs have the following characteristics:

- ✦ Expansion in international markets since or near BG's the foundation

BGs usually start their exportation activities during the first two years of their foundations and are more likely to export more than a quarter of their total production. Moreover, the decision to engage the BG into the internationalization process is frequently determined by the nature of the BG; its technology employed or the BG's specialization within a precise market or activity sector (Jones et al. 2011).

- ✦ Restrained resources

Born-global firms are commonly characterized entities lacking of financial and human resources comparing to traditional SMEs and to large multinational enterprises that are used to dominate international trade and investment.

- ✦ Existence in various industries

BGs are frequently active in the technology sector. Nevertheless, some researchers and academicians suggest that these firms are broadly present in other sectors the technology sector (Moen 2002).

- ✦ BGs' owner-managers tend to have stronger entrepreneurial orientation

It is generally known that the manager's skills (Harveston, Kedia, & Davis, 2000) and the top management team skills are crucial (Loane et al. 2007) for the internationalization of BGs and early internationalizers. The owner-managers of BGs generally have a strong entrepreneurial mindset and show consequential organizational resources toward international activities (Knight and Cavusgil 1996).

- ✦ Strategy differentiation

Compared to large multinational enterprises (MNEs), smaller firms are often more adaptable, more innovative, and have quicker response times for implementing new ideas and meeting customer needs (Crick 2009; Knight & Cavusgil 2004). Furthermore, Born globals manifest an international strategy notably well adapted to the emergence of international markets and competition (Rialp et al. 2005). Past research has shown that BGs are expanding rapidly in the international environment by adapting a planned niche strategy (Oviatt & McDougall 1997; Knight & Cavusgil 1996).

- ✦ Importance of quality product/service

It is widely known that globalization is achieved by the firm that focuses on its own product, service, know-how lines that have global horizon (Gabrielsson & Kirpalani 2004). BGs are frequently leading technological perimeter of their industry's product activity and category. These firms are founded to exploit opportunities by competing through innovative strategies, and by enhancing product and service quality (Chetty and Campbell-Hunt 2004).

- ✦ Importance of advanced information and communications technology (ICT)

The ICTs undoubtedly play an important role in supporting firms' internationalization (Chetty & Campbell-Hunt 2004). Globalization and ICTs are generally considered as essential antecedents to extent the internationalization of BGs (Knight 2000; Loane 2005). Nevertheless, such technologies are not sufficient to explain complex processes the internal environment of BGs (Knight 2015).

- ✦ The use distribution intermediaries in foreign markets

Most born-global firms often count on hybrid structures in their distribution channels such as network partners and close relationships (Gabrielsson & Kirpalani 2004). Nonetheless, BGs do generally not formalize their market relations such as the International firms. From this perspective, these firms may be considered as less maturely internationalized (Madsen et al. 2000).

3. Challenges faced by born globals in their internationalization and research opportunities

The factors of BGs' emergence have received much attention over the last decade (Lampa & Nilsson 2004). For instance, Madsen and Servais (1997) highlight three factors: (1) market conditions (2) technological advancements (3) capabilities of people. Saarenketo (2002) examined eight hypotheses to investigate the relation to the rapidity and intensity of the internationalization.

The globalization challenges may have various impacts on firms depending on the type of industry. After the early articles in the BG research (Rennie 1993; McDougall et al. 1994; Gupta 1989), the literature was mainly dominated by various case studies (ex. Bell et al. 2001; Chetty & Campbell-Hunt 2004), which attempt to adjust the BG theories with earlier internationalization theories and exploring them more

deeply (Dow 2017). As the internationalization of BGs usually happens briefly after its founding, the origins of these firms are more likely to be international. As a matter of fact, managers of BGs commit meaningful organizational resources to their firm's international activities (Knight and Liesch 2016). Traditionally, organizational capabilities and innovative culture play a major role the BGs' early internationalization and their eventual international performance (Knight 2015). A strong innovative culture supports the BG to develop a specific knowledge that drives its organizational capabilities development that supports its early internationalization and realizing a superior performance in international markets (Weerawardena et al. 2007).

The BGs' early internationalization has been assigned to the international new market conditions, to the significant global networks growth, entrepreneurs' skills and technological developments (Rialp-Criado et al. 2010). Thus, they might be seen to broadcast a diverse international business system in which firms can be internationally successful (Knight & Cavusgil 2004). Despite the importance of BGs as important and relevant organizations across the global economy (McDougall et al. 1994), there are several opportunities while conducting future research in this area.

As suggested by Melén and Nordman (2009), the combination of perspectives from knowledge-based theory but also from international entrepreneurship research provides valuable insights into BGs research and the development of their foreign customer knowledge. Knight (2015) proposes to investigate the long-term performance of BGs. Thus, there is a need to conduct research through : literature reviews, surveys, case studies, experiments, longitudinal studies and also by examining the BGs through different units of analysis such as managers, firm's industry, nation, opportunity, events, and processes (Knight & Liesch 2016). Finally, the entrepreneurs' influence on the expansion of the BGs in the development of born global firms is still not widely understood (Andersson 2011).

4. Conclusion

The classical view of the large multinational corporation as a standardized and dominant international form is progressing. BGs are emerging in considerable numbers in developed and emerging countries. Despite their size, BGs hold much potential to become prominent players in international trade ecosystem. Thus, they may reflect an emergent new paradigm because the phenomenon implies the emergence of a global environment in which any firm, regardless of age, experience, and tangible resources, can be an active participant in global trade and investment (Knight 2015). Within international entrepreneurship research, Born Globals have stood out as examples

of firms that achieve rapid internationalization almost from the moment of their inception (Melén & Nordman 2009).

As mentioned by Luostarinen and Gabrielsson (2006), the main challenges for the governmental agencies that are responsible for the promotion of international business activities are concerned by BGs, because they are still unknown in many countries and contexts. Moreover, the authors explain that BGs may operate in some cases by deviating from the behavior of conventional internationalizing traditional firms. Finally, the authors reveal that due to the BGs' use of multiproduct strategies, the governments agencies need to pay more attention to the promotion of services, know-how, and systems.

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Interdependence and superordinate goals: The revenge of the dualists

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ABSTRACT: Appearances can be misleading, but not in the social sciences. Based on the statistical aggregation of intuitions (observations, self-reports, interviews) about reality across individuals that converge while seeking a 1:1 relation, the primary model of decision making attempts to make intuitions rational. But despite its many claims to the contrary, the social sciences have failed in building a successful predictive theory, including in economics where the results from this failure, re-labeled as irrational, have won Nobel prizes, yet irrational humans in freely organized and competitive teams strangely manage to be extraordinarily innovative. In contrast to traditional social science, the most predictive theory in all of science is the quantum theory, each prediction confirmed by new discoveries leading to new predictions and further discoveries, but the dualist nature of the quantum theory makes it counterintuitive despite more than a century of intense, unflagging debate. By re-introducing dualism into social science with a quantum-like theory of social interdependence, we offer an opportunity to rehabilitate social science by successfully making predictions and new discoveries about human teams that account for the abysmal performance of interdisciplinary science teams; that generalizes to the newly arising problem of how to engineer hybrid teams (arbitrary combinations of autonomous humans, machines and robots); and that explains the counterintuitive prediction that highly interdependent teams do not generate Shannon information, but instead “darken” as a team becomes perfect, meaning, intuitively, that structural information about a team can be gained only under competition (i.e., perturbation theory).

Introduction

After Copernicus discovered that motions of heavenly bodies were counterintuitive, Kant (1755-70) reasoned that intuitions mislead human observers by not conforming to objects, rather,

in a manner contradictory to the senses ... [let us] seek for the observed movements not in the objects of the heaven but in their observer ...

Kant's reasoning has not been adopted by social scientists. Consider decision theorists. Ignoring Kant, based on the convergence of simple observations (e.g., polls), Tetlock & Gardner (2015) concluded forecasting "is a skill that can be cultivated", and that prediction, politics and human affairs are not inscrutable, but instead like weather forecasting where short-term predictions are possible, rational and reasonably accurate. However, their first "superforecast" that Brexit would not be supported by the British electorate failed, as did their second superforecast that Trump would not be elected as the next U.S. President (Lawless 2017a,b)¹.

To explain the Tetlock-Gardiner failures and other anomalies, our research on the quantum-likeness of interdependence supports the dual nature of human affairs first theorized by Bohr (1955). In agreement with Bohr, we have found that the more certain are social scientists about the human observations of behavior (e.g., based on interviews, surveys or self-reports), the less certain becomes the information gained about the human behavior being studied, nullifying predictability (Zell & Krizan 2014); e.g., despite the strong claims over decades about the importance of self-esteem for academics and work (Diener 1984), in a 30-year meta-analysis, Baumeister and colleagues (2005) found virtually no association between self-esteem and either academics or work; also, social scientists extol the value of standardized tests, even though the variability that these tests account for is unacceptable in the engineering of hybrid teams (e.g., Kuncel and Hezlett. 2007 argue that the standardized GRE test scores predict the success of graduate students, but their averaged observed correlation of less than 0.30, corrected to about 0.40, means that between 80-90% in the variance of a graduate student's success is unaccounted; for a rehash, see Kuncel & Sackett, 2018); and from a news report in *Science* (Cohen 2013):

The women reported using PrEP 90% of the time, and their unused returns seemed to validate that figure. But when the researchers later analyzed blood levels of drugs in the women, they found that no more than 30% had evidence of anti-HIV drugs in their body at any study visit. "There was a profound

1 see <http://goodjudgment.com/superforecasting/index.php/2016/11/03/is-donald-trump-mr-brexit/>

discordance between what they told us, what they brought back, and what we measured,” infectious disease specialist Jeanne Marrazzo said.

These examples characterize a problem with measurements that Wendt (2015, 67) described as “the apparent impossibility of an objective measurement”. For humans, we claim that the dual nature of interdependence creates the measurement problem in human affairs (Lawless 2017a, b).

From Plato and Aristotle to Descartes, dualism has a rich history. An early devotee, James (1892) coined the term complementarity for different parts of consciousness sharing no knowledge from other parts (p. 206), confirmed by Gazzaniga’s (2011) study of split-brain patients: “the left half did not know what the right half was processing” (p. 57). “Complementarity” is the term borrowed from James by Bohr for his theory of quantum indeterminacy (Pais 1991). Since Einstein, Bohr and Schrodinger, the quantum model has become the most successful predictive theory ever (Weinberg 2017a). James, however, eventually rejected dualism in favor of pragmatism, a rejection loosely transformed into today’s experiential monism (Stubenberg 2017) to support the “rational” model of decision-making. Not following James, Lovejoy (1930), his student, in vain, turned against James in support of dualism:

The revolt—within the realistic provinces of philosophical opinion—against dualism, both psychophysical and epistemological, has failed. (p. 264)

Lovejoy lost his battle. Similarly, the theory of group dynamics, introduced by Lewin (1951), the founder of social psychology, has become a blind alley for his model of interdependence. Witness this claim from the esteemed social psychologist Jones (1998, 33),

useful theory has been difficult to develop ... [probably] by the bewildering complexities involved in the study of interdependent relations.

Not resolving these “bewildering complexities” has left researchers in the social (e.g., economic, humanistic, philosophic, networks, game theory) disciplines struggling to predict the outcomes of basic interactions, exemplified by the difficulty in replicating experiments (Nosek 2015); left them aimless (Hofman et al. 2017); and left them stunned by the achievements of their colleagues in the hard sciences (e.g., physics, chemistry, biology, engineering). The philosophy or history of science, where the search for truth goes to die, has replaced the foundations inherent in science with endless debate (Nickels 2017).

Endless debate is a clue: Even as they preside over their exquisitely predictive discipline, quantum scientists have struggled for a century over the interpretation of the quantum

(Weinberg 2017a). Putting that aside momentarily, the social sciences have been built atop methodological individualism (MI), the supremacy of the individual but with no theoretical value generalizable to teams (Ahdieh 2009). Yet, at this point in human history, predictability is critical, to borrow from Kuhn (1962/1970, 169), to find “the solved problem” for a theory of hybrid teams, otherwise their construction and use, unlike designing and perfecting bridges, will be *ad hoc*.² Worse, ignoring the warning by Jones about the bewildering nature of interdependence, the National Science Foundation’s (NSF) has repeatedly and blithely called for more interdisciplinary scientific teams in the pursuit of new research. Yet, based on the work of Cummings (2015), the National Academy of Sciences (NAS; see Cooke & Hilton 2015) reported that interdisciplinary scientific teams performed the worst of all. In a public discussion with Cummings, we concluded that the failure of interdisciplinary scientific teams to perform had little to do with interdisciplinarity, *per se*, but with redundancy.

“Redundancy” is the tale of an unexpected discovery in social science based on a new theory of teams that provides mathematical metrics for human and hybrid teams. Shannon’s information theory argues that teams and organizations should minimize interdependence (mutual information); similarly, experimental social psychologists recommend that interdependence should be statistically removed to increase the replicability of an experiment (Kenny et al. 1998, 235). But the result of this advice from both disciplines has led social scientists to discount the value of interdependence, analogous to believing that the study of the atom would be easier without having to deal with its “pesky” quantum effects.

Returning to the report by NAS (Cooke & Hilton 2015; Cummings 2015), based on informal analyses, the most productive science teams maximize interdependence. From Wendt (2015), “humans live in highly interdependent societies (p. 150) ... [where they form] organized, structured totalities in which parts and whole are dynamically interdependent ...” (p. 134). In support, we found that redundancy decreases interdependence; increases the opportunity for corruption; and reduces the ability of teams to innovate (Lawless 2017a,b).

Interdependence signifies a communication between two or more agents, where the interdependence inherent in public competition, such as public debate, becomes a “multiplex” communication to an audience of witnesses; e.g., politics, science, juries, entertainment. The interference from interdependence, both constructive and destructive, is the competition inherent in checks and balances that limits power, demonstrated by Justice Ginsburg’s (2011) unanimous ruling rejecting the

² The first attack ever by a swarm of drones has already occurred: “A series of mysterious attacks against the main Russian military base in Syria, including one conducted by a swarm of armed miniature drones ...” (Sly 2018).

Environmental Protection Agency's (EPA) rule for CO₂ until it was made ripe by an "informed assessment of competing interests".

Needed is a theory of teams like ours that combines rationality and interdependence based on mathematical principles which we continue to develop and review in this progress report. Without a mathematics of interdependence, hybrid teams in the future will remain intuitive, inefficient or not effective. For a mathematical grasp of interdependence, which works like quantum entanglement, we have divided it arbitrarily (the only way possible) into bistable views (e.g., action-observation; Tribe-1 versus Tribe-2; prosecutors versus defense attorneys; Einstein's interpretation of reality versus Bohr's); uncertainty from the convergence of interpretations, producing incompleteness; and the inability to factor social states (e.g., the measurement of an interdependent social object affects the object measured).

The bistable views of different tribes

In Kuhn's (1977) view, a set of ideas developed within a paradigm impede the alternative views of reality that arise among different cultures or groups (Tajfel 1970), like liberalism versus conservatism, prosecutors versus defense attorneys, or pre-Planckian physicists versus quantum physicists, thereby generating a tension whenever an anomaly cannot be explained by the prevailing beliefs, easily dismissed when there is no means to test a new idea, but when there is, creating the tension essential to change. Unlike philosophy which is debatable but untestable, physical theories, made testable by their predictions with mathematics, create that tension naturally when users consider an equation's new applications or its generalizations to new physical theory; still, an equation's interpretations or paradoxes can create conflict like with the endless quantum debates.

Convergence

The value of interdependence depends on the free movement of ideas, people and capital, why the first target of an autocratic government is censorship (e.g., see the *New York Times* article about censorship in Turkey; in Gall 2018); why a business might try to silence its opposition (NYT 2018); or why a majority religion might choose to persecute a religious minority (Kishi 2017). By forcibly promoting individualism, however, censorship kills civic and other intellectual forms of innovation (for censorship in Russia, see Varadarajan 2018). But, unlike MI, interdependence advances social theory.

From Shannon, in words, joint information is greater than (as the dependence between agents increases) or equal (as the independence between agents increases) to its contributors³:

$$\text{information}_{\text{joint}} \geq \text{information}_{\text{agent1}}, \text{information}_{\text{agent2}} \quad (1)$$

(mathematically, $H_{A,B}$ is the joint entropy of two sources or agents and H_A or H_B is the entropy of one agent, giving: $H_{A,B} \geq H_A, H_B$). The point to be taken from Shannon is that censorship reduces the value of interdependence as a resource.

In contrast to Ginsburg's (2011) "informed assessment of competing interests", few appreciate that the value of interdependence improves social welfare by solving problems (Kuhn 1962/1970). Instead, recently, there has been a turn away from "checks and balances" as a means to improve social welfare by replacing it with (Vermeule 2018):

the administrative state ... [where its] agents may have a great deal of discretion to further human dignity and the common good, defined entirely in substantive rather than procedural-technical terms. ... agents with administrative control over default rules may nudge whole populations in desirable directions, in an exercise of "soft paternalism" ...

Vermeule's hopes are wistful. In addition to the "soft paternalism" exhibited above by EPA, Turkey or Russia, the turn away from checks and balances threatens social welfare, illustrated by the time when the U.S. Department of Energy (DOE) operated almost unimpeded by public oversight and when DOE alone had the authority implied by the "soft paternalism" in its management of military nuclear wastes for the "common good" but, instead, DOE produced extraordinary and widespread contamination of the environment across the U.S. (Lawless et al. 2014). Further, in the cleanup since, motivated by DOE's guidance to use the cooperation inherent in consensus-seeking for decision-making by DOE's Citizens Advisory Boards (CAB), its CAB at Hanford provides a comparison versus the competitiveness inherent in the majority-ruled CAB at DOE's Savannah River Site in SC, one of the sites which rejected consensus-seeking to make its decisions. The result: SRS has had a significantly better, faster and safer cleanup than the Hanford site, the latter mired in endless debate and legal strife; e.g., even though the process for the vitrification of high-level radioactive wastes was innovated at Hanford, vitrification began at SRS in 1996 but has not yet begun at Hanford. As we had predicted, and as supported by the European Union (WP 2001), consensus-seeking is how a minority controls a majority by blocking its ability to make a decision:

3 Where is the joint entropy of two sources or two agents and or is the entropy of one agent, giving:

The requirement for consensus in the European Council often holds policy-making hostage to national interests in areas which Council could and should decide by a qualified majority. (p. 29)

Non-factorability

Applying Von Neumann to a state of interdependence, the joint information is less than (as the teamwork increases between agents) or equal (as the teamwork between agents ceases, becoming equal to Shannon information) to its contributors:

$$\text{information}_{\text{joint}} \leq \text{information}_{\text{agent1}} + \text{information}_{\text{agent2}} \quad (2)$$

(mathematically, $S_{A,B}$ is the joint entropy of two interdependent sources or agents and S_A or S_B is the entropy of one agent, giving: $S_{A,B} \leq S_A + S_B$). Equation (2) explains non-factorability. Mindful of Kant, it confirms the biological value of deception, including for humans (a con artist; a military feint; a private affair). But, more importantly, Equation (2) predicts that when a team is working to perfection, the information it generates disappears as the information from its interactions go dark, meaning that the effect of counting the contributions from a team's members by an outside observer is no longer trustworthy (viz., by reducing the degrees of freedom in a team as a team begins to operate as a "unit"; in Lawless 2017b). This result explains why the performance of a perfect team is difficult or impossible to copy, even by the perfect team itself. It also explains why a coach or a leader for the best teams is often necessary, inadvertently making the "best" coaches wealthy.

Future research

To advance our previous research (Lawless 2017a,b), we have begun to introduce the value of intelligence to manage interdependence. The prevalence in the social interaction of interdependence forces social navigators to rely on intelligence during a competition to craft a social path that achieves a team's superordinate goal (mission) by amplifying its skills with constructive interference, mindfully using destructive interference to sharpen its focus, by deploying team boundaries to block outside interference, but thereby making its decision process opaque. Intelligence determines the members selected for a team (constructive); the shape of a team's structure that produces maximum entropy (MEP; see Wissner-Gross & Freer 2013); and the shortest social path with MEP to overcome obstacles to achieve a team's superordinate goal to guide and measure its progress. The quantum-like nature of interdependence

causes tension between the intuitions leaders use in tradeoffs under uncertainty that shape a team and its structure to achieve MEP (e.g., to maximize performance, leaders choose the skills a team needs in its competitions, the configuration of the structure that shapes its members, and their internal communications).

Conclusions

In a free society, interdependence automatically reduces redundancy. While the meaning of interdependence is meaningless (Jones' bewilderment), we conclude that interdependence is the primary resource free societies harness to shape their teams and structures to improve social welfare. That is the reason authoritarians attempt to quash interdependence as their first order of business (by censoring free speech; ending the freedom to assemble; preventing the free exercise of religion; etc.).

Interdependence is the science of human and hybrid teams, organizations and societies; it lends itself to mathematical models, to trial and error tradeoffs, but not to interpretation; it could rehabilitate the social sciences and, with Kant, the philosophy of science. It is a social science that offers interdisciplinary teams the opportunity to contribute when their skills are demanded to complete a team, but not for the specious purpose of satisfying an agency like NSF. It is the science of dualism with social people, organisms and future robots. Finally, to end the interminable quantum debates, Weinberg (2017a) wants quantum theory to be revised so it does not give a status to human observers; good luck with that!

In closing, Wendt (2015, 34) adds that a quantum-like model "offers the potential for revealing new social phenomena", which we have demonstrated by establishing the value of team boundaries, the multitasking nature of teams, and the size of teams, heretofore an open problem (Cooke & Hilton 2015, 33); e.g., for the latter, to wit, the smallest size of a perfect team is one that minimizes its redundancy, maximizes its interdependence and yet still manages to complete its mission (Lawless 2017a,b).

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Structure of Person's Psychological Resources in Emergency Situations

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ABSTRACT: A person lives and works in society. Out of the social environment, it is impossible to imagine any aspect of a person's life. In many cases, the characteristics of the social environment depend on the means and interaction of the person's psychological resources. A person uses different resources at different stages of life. A good share of these resources in the majority of cases are not appreciated and perceived as ordinary means of life. In some cases, these resources cannot be reached because of conflict with negative psychological phenomena, whether it is a traumatic or negative past experience or irrational thinking. This is why the appropriate training for reducing the impact of these negative phenomena and providing stress-resistance are of much importance. On the other hand, the knowledge and skills gained during the training can be useful and applicable in the process of overcoming possible conflicts and coping with potential emergencies. Due to psychological resources, helping to adapt to stress, makes it easier to get out of the stressful situation.

KEYWORDS: Psychological resources, social environment, cognitive coping resources, emotional coping resources, behavioral coping resources, socio-psychological stability

The socio-psychological factor in structure of mental health of a person is presented by three-dimensional model of adaptive psychological resources, existence of which allows the person to define the adaptation term as a psycho-social adaptation mechanism.

In this review the following types of psychological resources are identified:

- ✦ cognitive coping resources, applying positive thinking to the cause of stress and ways to overcome (constructive and destructive cognitive effects of adaptation);
- ✦ emotional coping resources;
- ✦ behavioral coping resources.

Cognitive Coping Resources present the capabilities and knowledge of a person in emergency situations, and then, in the process of overcoming these situations and in self-transformation into regular life. Secondly, in the case of destructive cognitive impairment, there will be weakness of attention, expression of rejection of society, and will indicate the inability of a person to move to a regular course of life.

Emotional Coping Resources present awareness and perception of person's own feelings and emotions. Here, too, we can highlight the emotional structural effects of adaptation, as well as the sophisticated emotions, controlling the dynamics of emotion and guiding both the positive emotions, and such types of destructive effects as fear, sadness, anxiety and impotence.

Behavioral Coping Resources provide the expression of the first two types in a person's vital activity. Based on the logic of the structured classification of the above mentioned psychological resources, we can also take the behavioral factor into the same pattern and examine as cognitive behavioral and emotional behavioral resources. The first of these would indicate behavioral features that are largely driven by cognitive resources. The conceptual framework of emotional behavior, in turn, will constitute a manifestation of behavior resulting from the person's emotions. Each type of behavior, similarly, will be subject to general infrastructure classification as constructive and destructive components of cognitive or emotional behavior, expressed in constructive and destructive forms of social behavior.

Many researchers say that the positive social environment (family, friends) can contribute to the preservation and strengthening of a person's stress-resistance. In this regard, the social environment is seen as a socio-psychological resource to overcome

stress. In his turn, B. G. Anan'ev writes about the impact and significance of moral support and compassion on other people's socio-psychological stability (Anan'ev 1998). F. Novice also revealed the interconnection between stress and social assistance and support. Many psychologists point out that in the case of social immediate support, a person is able to overcome stress faster (Ensel, Lin 1991; Nadler 1991).

N. Weinstein believes that after the emotional stress, a person's mental health is endangered when there is a feeling of powerlessness when a person feels alone (Weinstein, Klotz, Sandman 1988). That is why social support can be viewed as a mechanism to minimize stressful adverse effects.

Social support forms are separated according to the following ones:

- ✦ institutional (state or administrative),
- ✦ workplaces (corporate),
- ✦ trade unions, NGOs, groups of interests or the "other corporate"
- ✦ informal (family, friends and other).

In general, the material, emotional and informational forms of social support are distinguished. Social support helps to prevent distress development. Many studies have discovered that people with social support are less depressed. It is also a fact that women tend to seek support from other women, but not less important is the acquisition of social support for men.

Psychological literature has quite a variety of psychological resources definitions (Janof-Bulman, Lang-Gunn 1988; Philips 1968; Kobasa, Puccetti 1983). Thus, N.E. Vodopianova (Vodopianova 2009) in terms of psychological resources includes skills and knowledge, experience and capabilities, constructive behavior models, actual abilities that give the person the opportunity to be more adaptive and stress-resistant, successful and satisfied quality of life. The majority of the authors distinguish the terms of internal (personal) and external resources. The latter classification can be used as a methodological basis for the stress trainings organization and development.

Some authors view the issue of person's behavior in the context of adaptation theory. Adaptation is understood as both the process and the result of a person's behavior vis-à-vis internal changes and new conditions. The adaptive abilities of body represent the criterion for maintaining the natural functioning in inadequate environment. At the individual level, it is important to maintain vital functions of the organism or to switch to another inadequate functions. An important factor in the adaptation process to the environment is mental adaptation. It is dynamic process of maximizing

compliance with the individual and the surrounding environment, which enables a person to satisfy his needs and to meet the environment's requirements. Psychological adaptation is divided into allografts and intravenous units, the first of which means the adaptation at the external, behavioral level, and the second, the psychological self-protection mechanisms. In stressful situations, such defensive mechanisms often complicate the self-regulation process of person's personality, distorting perceptions about the individual (Berezin 1988).

From the perspective of adaptation, emergency situations can be short-term and long-term. In the first case, the primary protection mechanisms for personal protection are activated. In case of long-term emergencies, there is a need for adaptive reconstruction of the whole human functional system. In other words, long-term stress is associated with the cost of adaptive storage, may be hidden, only in the alteration of the adaptation indicators. In this case, adaptation can be successful if a person adapts to the conditions of a long-term emergency, mobilizes his deep, hidden resources (Kalaikov 1984). As examples of such long-term stress may be suggested the high risk areas of natural disasters, prolonged war situations, political and economic crises, and so on. In such stressful situations, the author suggests a special type of stressor that requires specific adaptation mechanisms. On the other hand, long-term stresses form the perception of these situations as an "ordinary" phenomenon; there are adaptive levels that weaken the stress perception and contribute to the normal functioning of a person in such conditions.

Hiley-Young, in his turn, sets out stress management or adaptation factors such as the degree of readiness for natural disasters, social support immediately after the disaster, the surrounding environment, disaster periodicity, and the urgent help of professionals, psychologists, psychiatrists, rescuers and social workers (Hiley-Young and Gerrity 1994). Let us also note that certain studies (R. Lazarus's spelling behavior (Lazarus and Folkman 1984), J. Lotman's culture theory (Lotman 2001), S. Nartova-Bochaver's coping behavior (Nartova-Bochaver 1997)) point out the dependence of person's adequate stress in stressful situations on the individual's adaptive capabilities, on the peculiarities and appreciation of the situation. The choice of behavior in this or that orientation can be done both at unconscious and conscious levels, and the effectiveness of the strategy chosen depends largely on the extent to which the particular situation is under the control of a person. This conclusion was also made by S. Madde, who pointed out cases when a person, taking responsibility for himself, has managed to control the situation in some way, thus becoming more resistant and resilient (Madde 2002). In modern Russian psychology, the concept of personality appreciation has also been revealed which is responsible for adaptation of a person, such as the concept

of personalized adaptation potential of A. Maklakov (Maklakov 2001, 16-24) and D. Leontev (Leontev 2002).

Personality adaptation capabilities are assessed at the level of development of a person's psychological characteristics, which is more remarkable for regulation of a person's mental activity including the higher level of these characteristics, the greater likelihood of person adaptation and the significant external adaptive factors. The psychological peculiarities of a person are his/her personal adaptation potential that includes nervous-psychological stability, self-esteem, social support, personality conflict, and social interoperability. A. Maklakov describes all characteristics of assessment and prediction of the significant adaptation, as well as in the restoring the person's mental balance.

D. A. Leontev uses the term "personal potential", which is an integral characteristic of personal maturity. The basic forms of expression of personal maturity are the concept of self-regeneration and self-esteem. The potential of the person reflects the efforts of the person to overcome the emergency situation. Consequently, overcoming can be person's protective function. If the psychological overcoming, based on person's endurance, leads to the development of self-centeredness, an intermediate link will appear in a kind of transformation that is specific to a person in the state of emergency or socialization. So the overcoming is a skill that appears in course of the person's socialization. In the case of such personal qualities, it is also possible to define the person's ability to endure life, which is being formed during difficult life situations, particularly, in overcoming emergencies.

Different ways of internal adaptation or defensive behavior can be viewed as a type of overrun, based on other resources and skills. Personal resources in this case have a secondary role, they can even be excluded from the overcoming process. In this case, psychological overcoming is not defined by purely personal qualities, they are presented simultaneously. The predominant use of protection mechanisms can lead to personalized integration, but in emergencies, when it is necessary to directly influence the individual's integration and adaptation skills, such mechanisms are extremely useful and contribute to a person to "assemble by force" and to invest in a mature transformation resources. The person's resources are the main adaptation resources. Even their direct availability ensures the activation of the person's adaptive function, which is expressed in the sense of identity identification, self-esteem and self-confidence. As an adaptation resource, you can consider everything that a person uses to meet the needs of the environment and overcomes difficult life situations. In modern psychology, two types of resources are distinguished: individually or internally and externally or internationally. Sometimes they are called psychological and social resources. Psychological resources include personal skills and abilities, and

environmental resources reflect institutional, ethical, and emotional access to the social environment. The success of stress management and adaptation depends largely on the nature of available and accessible resources. Thus, moral stability promotes endurance in emergency situations, and faith in its effectiveness, in demonstrating persistence in solving problems. The availability of material resources allows access to information, legal, medical, and other forms of professional assistance, as access to social resources is different, and it can be assumed that more vivid picture of the powerlessness and vulnerability of people with low economic status in emergencies is the economically sound and sustainable living-class layers. It is also clear that people who lack resources are often choosing an exclusive strategy compared to those who have different resources. It should be noted that this separation is unequivocal and many cases are known when a person experiences a lack of resources in the presence of a variety of resources. In other words, the resources remain unused. In this case, it is extremely important to identify obstacles that lead to inefficient use of resources. Such obstacles include cultural peculiarities, traditions, public opinion, personal qualities. Experimental studies conducted by a number of authors have shown that the stereotype of seeking help in an emergency situation is related to respect for one's own self, respect for the sense of independence, factors that conceal his/her own weakness and powerlessness (Greenfield and Bruner 1969).

In the summary of different approach analysis, it is possible to identify some of the external, interpersonal relationships and some purely psychological characteristics that increase the person's sustainability on stress and psychological factors. Such psychological characteristics can be defined as psychological resources for adaptation to personal emergency situations. Different types of adaptation are separated from those related to the person's perceptions about the world and his personality, about the importance of his existence. Additionally, as a person's resource, the application of the knowledge and conduct of the person in emergency situations is observed. The often-perceived idea of the research relates to the phenomenon of the control of the person in emergency situations (Norris and Kaniasty 1996). The person's status internally is expressed in the ability and willingness of the person to overcome the difficulties of life. In contrast to this pole, a certain position of a person's powerlessness appears, characterizing the inability of a person to make decisions and take responsibility. This phenomenon is called "socialized powerlessness" and characterizes person's adaptation mechanism based on the utilization and spending of external resources and, at the same time, on the maximum preservation and conservation of psychological resources. Like the psychological resources, the "freezing" mechanism, being parasitic in its nature, can only provide for person's protection over a certain period of time. This phenomenon

can be described as “a social adaptation twist”. The person gradually begins to learn about his position of being powerless and the necessity of social support, which, in the case of its periodicity or interruption, has psychological effects. In contrast, those with an international outlook believe that the situation with them is largely driven by their activities, and, accordingly, their sense of responsibility towards their personality and surroundings increases.

In this regard, let us present the position of V. Frankl that in extreme situations the person is more resistant, if he realizes his/her meaning, that is, if a person realizes that he/she is living all the difficulties of life (Frankl 1990).

J. Crumbaugh, presenting his observations on the psychological consequences of natural disasters, also points to the fact that those who see the meaning and purpose of their lives have been overcome with more difficult living conditions. Thus, the realization of the meaning and purpose of life, the meaning of its own “I” is a powerful factor aimed at raising the person’s stability and outward adverse conditions. Foreign research also includes works devoted to the role of values in psychological situations (Crumbaugh 1968).

The psychological maturity of a person, expressed through the concept of “psychological age,” affects the ability of a person to effectively counteract the most challenging situations. Mature attitudes toward their own life, and on the contrary, significant deviations from psychological and chronological age testify to the discontinuity of mechanisms to counteract mental traumatism. Let us note another fact: the future planning in terms of raising the person’s sustainability to the psychological situation. The lack of such planning is a test of stress in a traumatic situation. Thus, one of the key features of the coping strategy is the inclusion of the given situation in its own vital experience and a rational assessment of that experience, which contributes to the further valuation of the future.

Turning to the factors of person adaptation, R. Lazarus and S. Folkman (1984) point out the necessity of recognizing the regularity of the ongoing processes. Knowledge of the rules of behavior in emergency situations is a cognitive resource of coping, based on personality knowledge about the patterns of occurrence and the mechanisms of occurrence and overcoming of these phenomena. The importance of understanding the processes taking place in such situations is also mentioned by M. Mamardashvili (Mamardashvili 2000). Understanding allows a person to “fill” the matter with personal meanings. H. Kelly assumes that the impact of the subjective planning of processes on all sides of physiological processes, but also on the individual’s life cycle (Kelley 1967). Likewise, L. Antziferova (1994, 3-18) believes that the person’s ability to

plan situations and the knowledge of the underlying patterns of these processes are the most important factor in reducing the traumatic effects of sudden emergencies. Mental regulation is impossible without the planning of present and possible future coincidences, so it can be seen as the principle of optimal management based on mental adaptation, physiological systems, based on the expected image of future events. Consequently, the ability a person to effectively adapt to an emergency directly depends on his/her ability to plan the future.

Along with the above resources, the person also possesses behavioral resources. These are, first of all, behavioral skills during and after the emergency. It is important to note that the above-mentioned psychological resources are periodically supplemented and formulated throughout life. Psychological resources for adaptation and overcoming are presented as the main characteristics of a person who not only describe, but also mediate the impact of adverse conditions. A person is adapted to a wide range of stress situations. J. Picou points out that the resistance to stress is perceived by the source of stress, the state of emergency (Picou, Marshall and D. Gill 2004).

According to the sources, three types of emergency situations can be identified:

- The source of stress is independent of the individual and is fundamentally unpredictable (natural disasters).
- The source of stress is the mentality of the individual.
- The state of emergency is created by other people (war, terrorist acts).

Psychologically, the situations in which other people are guilty of and the overcoming of which are not primarily dependent on the person who is in that situation, psychologically “the lightest” in the emergency situations is the situation that does not depend on anyone’s will. Natural disaster, but in this case the overcoming of this situation largely depends on the person’s activism and the ability to use psychological resources if it is not accompanied by a large number of victims. Here’s another peculiarity of natural disasters. They occupy large areas and often disrupt the infrastructure of the social structure, which also leads to the increase in the number of victims and destructions. However, some authors, nevertheless, point out that large-scale techno-genic emergencies have a more profound social and psychological impact than natural disasters.

Methods

A three-dimensional (cognitive, emotional, behavioral) model of adaptive psychological resources is a socio-psychological factor in mental health. The psychological resources of a person in emergency situation are of compensatory nature, which is expressed by a positive social adaptation strategy. This definition of psychological resources nature was discovered due to modification of “cultural-evaluative differential” method by G. Soldatova (Soldatova 1998, the questionnaire idem). Psychological resources were evaluated in accordance with cognitive, emotional and behavioral indicators shown below. During experimental investigation of this hypothesis several groups of respondents living in the capital of the Republic of Armenia (102 men and 110 women) were involved in the process of describing the psychological resources' structure and their evaluation. The results of the investigation are the following.

Cognitive resources evaluation indicators are disproportionate and can only be attributed to the dominant preparation training feature as a major security factor, and are not connected with the external information feature. Although these indicators are characterized as one structural integrity they are perceived individually and suggest that the security of the external social environment needs additional safeguarding. In this regard, a broad field opens up for further study of the field to identify the peculiarities of person's value system, the national mentality. At this stage of investigation, we can assume that this disproportionate craving of resources is conditioned by the need for personal security in an emergency situation and is compensated by a more vigorous expression of emotional and behavioral resources, such as optimism and usefulness (Figure 1).

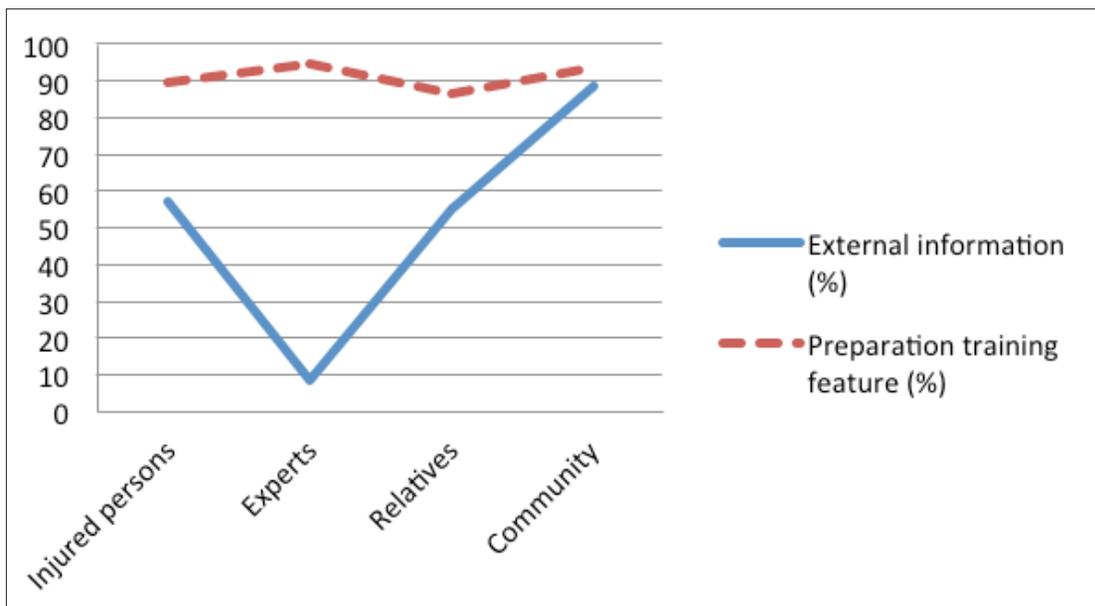
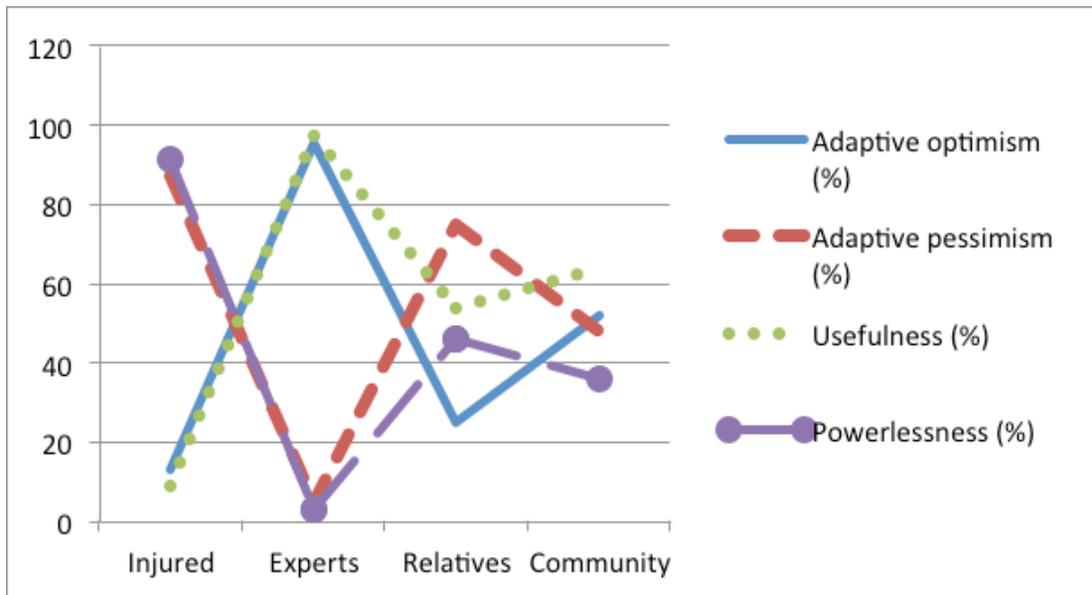


Figure 1. Cognitive Resources Evaluation Indicators

Functional cooperation and positive correlation between adaptive optimism and usefulness as emotional resources have been registered in an emergency. And vice versa, the growth of adaptive pessimism is accompanied by an increase in the sense



of powerlessness in all sample groups (Figure 2).

Figure 2. Emotional Resources Evaluation Indicators

The index of behavioral resource of self-support for injured persons is accompanied by caution in an emergency situation and is consistent with the position of cognitive resources, that is based primarily on their own experience in an emergency and has a weak social support. The growth of collaboration and, respectively, resoluteness, was observed in the qualification groups of experts (psychologists, doctors), relatives (a family, friends of injured person) and community (society), which testifies to the group-collaborative nature and adaptation of social support about the interconnection of constructive mechanisms and institutions of socialization (Figure 3).

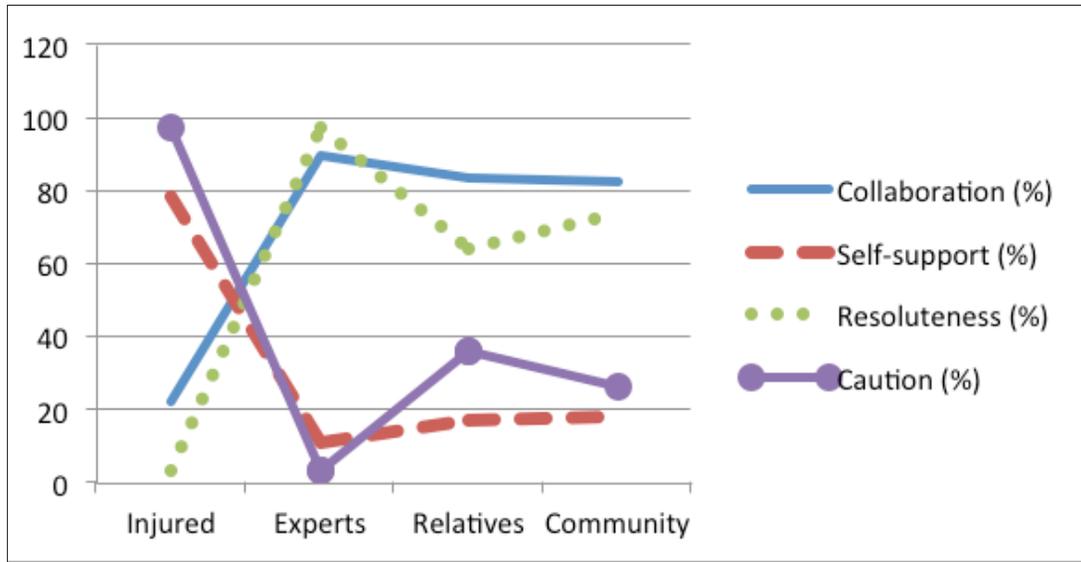


Figure 3. Behavioral Resources Evaluation Indicators

Structural interconnection of emotional and behavioral features is compensated by some distorted images and disproportionate manifestations of cognitive attributes. This conclusion can serve as a visual-methodological basis for psychotherapeutic and psychological work aimed at the person's social constructive adaptation process. Additionally, the importance and significance of the emotional environment is determined for the development of constructive mechanisms for the adaptation of the person to the emergency situation.

The responses of community representatives acting as the "observers" have been remarkably prominent with moral high standards. Indicators of adulteration have been registered in two stages depending on the participation of psychological trainings after an emergency. The first stage of the registered indicators reflected the degree of social-role units' adaptability before the trainings and psychological conversations, and the second stage recorded the change of adaptability of the same socio-role units after participating in trainings. As it is seen from graphics of adaptability, almost all indicators have a tendency of growth, expressed in the results of the second round of psychological trainings and conversations. An exception is the graphic representing

moral norms, which shows the almost unchanged results of that indicator. This is how publicly accepted social, national and cultural stereotypes are consolidated in the person's socialization and represent the key role of a person's identity.

So, **Constructive Adaptation Process** is possible in the case of complex operation with the person's psychological resources when the consciousness or understanding of the emergency situation is accompanied by an emotional well-being, which is gradually becoming dominant in the organization of personal behaviors. This interaction is of mutual nature and ensures the transformation of "cognitive-emotional" bipolar changing into constructive adaptation, expressed in the appropriate behavior.

Almost all respondents in socio-role groups emphasized the importance of access to external information. The respondents find the need for external information in the implementation of adaptive mechanisms. This trend of responses to the next cogitation resource, the overwhelming majority of respondents prefer to prepare in advance of emergency situations, such as prior knowledge of situations, familiarization with the rules of behavior in emergency situations, and knowledge of ways to get help. Similar indicators have been recorded in the relatives' group. Taking into account the relevance of their own experience, their estimates almost coincide with answers of the victims. The responses of the group's members are somewhat different. The majority of respondents also point out their own experience based on the adaptation effectiveness and not the availability of external information. This indicator is interpreted as being "witnesses" and unaware of the danger to their own identity. That is why the assessment of this group of attitudes is consistent with the following "community" responses.

At this stage of the analysis we can mark the following observations: In almost all the groups distorted perception of psychological cognitive resources and their transfer to the emotional and behavioral field are recorded. Simultaneously, the certainty and demand for answers to the social adaptation environment are noticeable. Adaptation group-to-peer component is the most important in the immediate emergency and the organizational and institutional component is highlighted in the post-stage and has a long-term effect. These considerations can serve as a basis for the study of a person's socialization process, as it expresses the key expectations of a person after the emergency, which are mainly related to the post-traumatic organization and reaction to the social institutions.

The following are the results of the socio-psychological transformation of adaptation, when in the post-stage phase almost all the electoral groups have a tendency not to adapt their adaptation process to the external environment, but rather to adapt the social environment to the new socio-role status acquired by a person. This mechanism of a "socialized powerlessness" is based on the "freezing" of psychological resources

when a person gradually begins to adapt himself to the new position and expects the long-term social support of his new injured status.

Conclusion

Summarizing the investigation of the relationship between psychological resources and social adaptation of the person, one can draw the following conclusions.

Adaptation to emergency situations is included in a person's socialization system.

- ✦ Psychological resources of an individual are important in terms of adaptation to newly emerging social structures due to emergency situations (types of cognitive, emotional and behavioral resources of a person's psychological resources).
- ✦ In the case of constructive expression of cognitive resources the person's abilities and knowledge are taken into account in emergency situations overcoming it and moving to the regular life.
- ✦ In the case of destructive effects of cognitive resources, the mentality of thinking is reflected and a person is unable to move to a regular course of life.
- ✦ Constructive effects of emotional resources are expressed in the possession of socio-metric feelings, controlling the dynamics of emotion and guiding the positive emotions.
- ✦ The destructive manifestations of the adaptation emotional resources are the emotions expressed in the form of fear, sadness, anxiety and depression.
- ✦ Adaptation behavioral resources provide the expression of the above-mentioned cognitive and emotional strains in person's life. Based on the logic of the psychological resources classification, one can also engage in the same pattern of behavior as a cognitive behavioral and emotional behavioral resources. The first of these would indicate the forms of behavior that are largely driven by cognitive resources. The conceptual framework of emotional behavior, in its turn, will constitute a manifestation of behavior resulting from the person's emotions. Each type of behavior, similarly, will be subject to general infrastructure classification as constructive and destructive components of cognitive or emotional behavior, expressed in person's socio-cultural behavior.
- ✦ The mechanism of adaptation of a "socialized powerlessness" has been discovered, which is based on the utilization principle using of external resources and, at the same time, maximum protection of psychological resources and "freezing".

This mechanism has been described as a “social adaptation transformation” when a person gradually begins to adapt to his position of powerlessness and the mandatory presence of social support and expects the social acceptance of his new status taken in the emergency situation. In case of termination or interruption of social support, such position will have destructive psychological impact.

- ✦ One of the main features of the emergency response strategy is the inclusion of the situation into a rational assessment of this experience, which contributes to the valuation of future life.
- ✦ Certain planning of the future is particularly important in terms of improving the person’s sustainability. The lack of such planning is a test of stress in a traumatic situation.

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The Media and Challenges of Adopting Western Democracy: Nigeria and the Restructuring Debate

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ABSTRACT: This study using the media effect theory, particularly the agenda setting theory, hypothesized that a heated media debate over what was tagged national 'restructuring conference' in Nigeria was a subject of deliberate media 'framing.' The issue which advocated for circumventing the federal legislature created a lot of emotional rhetoric, where existing democratic structures suffice in debating and addressing the issues the conference was supposed to address. A random survey of Nigerian citizens confirmed that the issue was overrated in importance by the media. An analysis of the frequency of news coverage of restructuring by major newspapers during peak debating time confirmed that the hyping was disproportionally coming from sectional special interests, as opposed to balanced reporting based on national interest. Highlighted in the paper is the negative use of 'framing' to influence and divert the audience's attention from more critical issues plaguing Nigeria. The study recommends that the media, in consonance with its ethical code of social responsibility joins other institutions in strengthening democratic structures above all else, including special interests.

KEYWORDS: Nigerian Press, Media and Democracy

1. Introduction

For the past two decades, radical anti-democratic elements in Nigeria representing some special interests largely identified with ethno-regional (geographic) interests, have campaigned for some specifically designed issues through calls for national conferences

(including in 2006 and 2014). These issues, not being in the general national interest, have already been determined to fail by its agitators, if tabled through the regular democratic channels including the National Assembly. They therefore find other means of forcing their desires onto the nation undemocratically. Today the same agitators are campaigning for another conference tagged restructuring.

These conferences share many characteristics in common, one of which is the circumvention of established democratic structures, in preference for the President's handpicked nominees to represent the nation in the conference. This continue to take place in derogation of elected representatives serving in national and state legislatures, a reason why some scholars rightfully tagged such conferences illegal (Ibrahim 2016). These calls that always produce emotionally charged debates and tension has so far cost the nation so much in life, property and resources, and has continued to derail the citizens' attention from more crucial national issues (Kari 2018).

The media has been largely used in several ways to achieve that recurring undemocratic agenda as is presently being used for a campaign to hold a third of such conferences. The issue of national 'restructuring' conference came to the fore in the Nigerian media around mid-year 2017. It reached its peak during the final months of 2017 and has subsided somewhat presently (March 2018). The restructuring issue seems to be the newest national debate that has always utilized the media effectively to achieve undemocratic, unjust and debilitating agenda for the Nigerian nation and its people. Globally however, democratic nations discuss everything considered a national issue mild and critical, in their legislature, respecting the nations' constitutional provisions and existing democratic structures. Nigeria practicing constitutional democracy should not be different. Yet several globally embarrassing, yet serious schemes, not common in other nations, advanced and developing, have been hatched by special interest groups and allowed to take place within the last twenty years (1999-2018) in Nigeria.

In the world's most enduring democracy today, the United States, the media has been historically described as the 'fourth estate' alongside the executive, Judiciary, and the legislature because it is supposed to hold a cardinal responsibility (the ethical code of social responsibility) in protecting democratic principles on behalf of the people it serves. "The fourth estate refers to the watchdog role of the press, one that is important to a functioning democracy" (Gill 2017), a major reason why the First Amendment to the U S Constitution guarantees 'the press' freedom from government interference. When the press abdicate from its duty, the result reverberates and may create negative doorways for dictatorial and unlawful activities to creep in and overshadow issues of governance and administration.

1.1 Definition of Restructuring

The word 'restructuring' may connote changing the physical structure of something. The Cambridge dictionary defines restructure thus; 'to organize a system (or something) in a new way to make it operate more effectively.' Over the few months that the issue has dominated the Nigerian Media however, various intellectuals, politicians and academicians have demonstrated the confusion in defining what they mean by the concept, as it means different things to different agitators for it. Some have attempted to clarify what it means in the Nigerian context (Ogih 2017). However it is clear, "most of the calls for restructuring had been from individuals and groups from the southern part of Nigeria' (This Day 2017).

To residents of south eastern region of Nigeria, those agitating for restructuring conference mean practically ceding (breaking away) from the nation and forming an independent country. That movement is being championed by an organization called Indigenous People of Biafra, IPOB. To south western Nigerians, it means granting more powers to the state against the federal government in the form of what they describe as 'federating states.' Former Vice President Atiku Abubakar in a speech at University of Nigeria, Nsukka, describes that position best; to reduce the power and roles of the federal government and to "return some items on the concurrent list to the states" (Atiku 2017). To the south-south (Nigerian Delta region) where crude is explored and extracted, the view is 'let each state of the federation control its territorial natural resources and only remit taxes to the central or Federal Government' (Hon 2017). Majority Muslim Northern Nigerians with more than two third of the country's land mass and 19 out of 36 states do not yet seem to have a popular demand under restructuring.

1.2. Background to the Problem

The current call for national restructuring conference, also insists on bypassing federal legislature, the universally accepted democratic means of deliberations and resolutions of national issues, established in all nations practicing democracy. The journey for forcing unpopular special interest demands without soliciting the electorates' opinion started with 'rotational presidency' of the Peoples' Democratic Party, PDP, which became a reality in 1999 with the realization of the Olusegun Obasanjo Presidency. Rotational presidency, in violation of the constitution, reserves the office of the president to some ethnic residents of a geographical region of Nigeria, which they will exclusively fill and pass on to another geographical region after completing its term. Rotational presidency even in dictatorial or military administrations is a misnomer across the planet, let alone in a nation practicing constitutional democracy.

Rotational presidency was mainly explained away by the political elite and retired military officers that unilaterally forced it on the nation, as an attempt to gratify residents of south western Nigeria over the annulment of the 1993 elections, where a south western native resident, Moshood Abiola, was believed to have been on his way to winning. The Nigerian historical fact remains, however, that the annulment incident was just one of several cases where Nigerian military officers either prevented or toppled a legitimately elected civilian government (January 15, 1966, and December 31, 1983) or the military toppling another military administration (July 29, 1966; July 30, 1975; February 13, 1976; August 27, 1985, and November 17, 1993).

The principle of universal adult suffrage falls under “human rights” which provides the “right to democracy” as contained in “Article 21” of the United Nations Charter on human rights.” It is also embodied in the universal declaration of human right and the entire body of international human rights law. As for Nigerians, the right to vote for its citizen 18 years and over are contained in sections and subsections 77 (2); 117 (2), 132 (5) and 178 (5) of the Nigerian constitution, as one of the most critical means through which individuals can influence governmental decision-making.

And because rotational presidency in 1999 was used to subvert the various constitutional guarantees including one man one vote to justify sectional special interests, against the right of any Nigerian to seek the office of the President regardless of where he comes from, the gradual disregard for constitutional guarantees and its laws followed. Since then a crack for future exploitation was forced in for those whose respect for rule of law was negligible to none, as two other similar unconstitutional circumventions of the legislature in discussing national issues (2006 and 2014), and violations of democratic principles were tabled and held by two democratically elected presidents (Obasanjo and Jonathan Administrations). Since then, the downward spiral to the rule of chaos, insecurity, and brute force came to the forefront in Nigeria until the present day.

Having succeeded in mortally wounding Nigerian canonical source of law with the rotational presidency issue, Obasanjo administration 1999-2007 that benefitted from that formula, tried to root itself for a third electoral term, again in violation of constitutional provision (Chapter 6, Part 1, Section 135 of the Nigerian Constitution) that provides for only two terms of four years each. The administration arranged for a tenure elongation conference a year before completion of its term (in 2006). Nigerian citizens were once again forced by the Obasanjo administration to go along, had it not been for a concerted effort from various coffers and groups that prevented the third term presidency beyond 2007, the conference that was held, might have succeeded in an unconstitutional legitimization of a lifetime president for Nigeria.

And because the nation tolerated the convening of the 2006 conference that gulped massive financial resources the second time, the Jonathan Administration had the courage to force its way with a handpicked 492 delegates nominated by the executive on partisan grounds for another unconstitutional conference in 2014. With an expenditure of over seven billion Naira (Ibrahim, 2016), the Jonathan Administration's attempt also failed. Jonathan's two main goals were described as trying (a) to satiate a segment of Nigerian southern majority Christian states for their votes, while (b) perpetuating himself in power.

In his paper, (Ibrahim, 2016), a newspaper columnist and academic scholar writes "My basic view however remains that on the whole, the National Conference lacked legitimacy. At the end of the Conference, I had published my column of 17th August 2014 with the title: "The National Conference: They Dared, They Failed" I was shocked at the fact that they tried to conclude the Conference with an agenda of tenure elongation." The conference was held one year before general elections. And once again, the legitimate structure recognized by the constitution as appropriate to address national issues was ignored.

All these past globally embarrassing records, have become a sad reality and now part of Nigerian history. All these three wholly documented maneuverings circumvented the legitimate and constitutional way of dealing with their root causes. In any nation of the world practicing democracy, issues like these should have been tabled before the national assembly where elected representatives from all nooks and corners of the country, elected to represent all legitimate interests of its citizens fairly and proportionately, will deliberate and find legitimate solutions to the issues as enshrined in the nation's constitution.

As for rotational Presidency which was practically forced on the nation without any vote or public consultation, during the Abubakar Abdulsalami Military transitional Administration, when no legislature was yet in place, a simple referendum vote should have been held immediately to source acceptability or otherwise from the electorate. In any case, no political party, and absolutely none, should have been allowed by Nigerian democratic institutions most especially the courts, to enshrine any formula that is in violation of a key segment of the nation's constitution.

So today, instead of placing some critical vices that plague the nation threatening to grind it to a halt on the agenda for discussion by the media, Nigerians have to deal with yet another digression agenda emanating from the same elements representing special interests (ThisDay 2017). The same people who drummed up the beat of the earlier unconstitutional conferences that threw the country into its present lawlessness, want even more disproportionate share of innocent citizens' commonwealth.

As we write not one public prosecution and execution of one kidnapper, bomber, criminal gang member has taken place, while these heinous crimes are a daily occurrence in the country. The whole nation, and more so the northern states of Nigeria are facing massive threats to life from all quarters, be it bombings, armed robberies, kidnappings, criminal gangs residing in various state forests in Zamfara, Kaduna, Katsina States, etc. The idea of northern Nigerians always waiting for the next 'insincere' and 'self-serving' (Ibrahim, 2016) agenda rooted by political elites from other sections of the country to react to, does not make much sense.

1.3. Statement of the problem

This study sets out to conduct two surveys. One is a survey of randomly selected adult Nigerians 22 years and above to find out the order of priority of specifically selected issues Nigerians presently face as against restructuring issue as a subject matter. This will tell us whether restructuring as defined and prioritized by the media (agenda setting role) is at the same level of prominence as the audience's ranking of the matter. The second question tests the regional/ethnic bias of the Nigerian press. Here two specifically selected media issues were studied across some prominent Nigerian dailies to see how much coverage (prominence) specific papers give the two chosen subject matters. One is on the subject of national restructuring conference itself, and the other an offshoot of the restructuring debate, i.e. the agitation for ceding from Nigeria to form a nation called Biafra by a group called Indigenous People of Biafra, IPOB. The IPOB campaign is part and parcel of the issues the restructuring conference was supposed to address. Specific questions to be answered by the survey include; (1) Whether the agenda of restructuring conference was set by some special interests and framed to win audience's attention and its prominence hyped by the media. (2) Whether Nigerian citizens as the audience of Nigerian press rank the importance of restructuring as an issue as high as the Nigerian Press.

1.4. Justification

To those who care for the continued existence of a country called Nigeria, African continental peace, and more especially a more equitable and just treatment of the Nigerian people under the current presidential system of government, this study is necessary. Those also who share the goal of spreading a just and equitable democratic system of leadership across the globe, must care for strengthening the existing democratic structures, rather than individual dictators and self-serving political elite. The financial cost in another reason. For the two previous conferences, official figures, minus bribes that exchanged hands stand in the billions of Naira or multi-million

dollars. Money that could go into various sectors in a country plagued by poverty, and overwhelmed by corruption. For the 2006 Obasanjo third term project conference Osahon writes; "The 'Unity Forum,' a pro-third term lobbying group, buying signatures of members of the House of Representatives with one million naira per signature to support the lobby, claimed to have already collected 100 signatures by the first week of February 2006. Billions of naira was reported to have been set aside for the third term project' (Osahon 2010). The 2014 Jonathan Administration tenure elongation conference, without lobby expenses cost 7 billion naira (Ibrahim 2016). Another issue was the frustrations caused by the digression agenda of such conferences, while other crucial life and death issues plague the nation without any visible effort from such governments for finding credible solutions. And finally the need to study and analyze the recurring 'national conference' issue that repeatedly circumvents democratic structures, with the intension of finding means of terminating future recurrences.

1.5. Theoretical Framework

Within the realm of the social sciences, the Agenda Setting Theory of mass media provides a framework for understanding the issue academically. The theory first came to light in 1968, having been developed and argued by Max McCombs and Donald Shaw in a study on the 1968 American presidential election. Their abstract (McCombs & Shaw 1972) states in part "In choosing and displaying news, editors, newsroom staff, and broadcasters play an important part in shaping political reality. Readers learn not only about a given issue, but also how much importance to attach to that issue." The father of that line of thought was actually Bernard C Cohen, who in 1963 after conducting a study writes 'mass media may not be successful in telling its readers what to think, but is stunningly successful in telling its readers what to think about.' Of relevance to this discourse (Scheufele 2000) is also agenda-building segment developed by the Langs (1981) using the Watergate scandal to conduct a study of how stories develop over time, focusing on the framers ability in maintaining the story's prominence. In fact an authority on the 'framing' aspect (Scheufele 1999) conducted researches on the subject, proposing various models that best describe the theory. "The basis of framing theory is that the media focuses attention on certain events and then places them within a field of meaning. ... In essence, framing theory suggests that how something is presented to the audience (called "the frame") influences the choices people make about how to process that information.'

In short positively, negatively or even with bias, the media may overhype a specific topic and give it so much importance that it forces the media users (audience) to attach

some importance as well as pay attention to it. To date, after almost half a century, that theory continues to have relevance within the field of social science across the globe. Starting from the 1980s the focus of media effects studies shifted to 'social constructivism' i.e., the media having strong impact in 'constructing aspects of social reality... by framing social reality ... in a patterned and predictable way' (McQuail 1994). The idea of framing, within the field of media effects theory stems from the reality of the choices of material on specific topics by media professionals over time. 'Mass media actively sets the frame of reference that readers and viewer use to interpret and discuss public events' (Tuchman 1978). In essence, media constructed material have influence over how individuals frame and ingest the message, whenever the same topic is discussed, with the result that over time most of what one publically knows and consequently use to analyze information regarding the issue has been psychologically spoon fed to him over time by the media (Scheufele 1999).

Some scholars (Fairhurst and Sarr 1996) further described media framing methods, such as framing a news item using specific cultural values, slogans, phrases, or some emotional cultural experience, or even describing an event or issue through contrasts (what it is not). Media scriptwriters and news framers may also repeat some sensitizing or desensitizing catch phrases that may come to identify or stereotype any other news about the same subject in the future. A good example today is when you mention the word terrorist, it has come to evoke immediate identification with Muslims, whether the person is indeed Muslim or not. 'People's information processing and interpretation are influenced (Kosicki & McLeod 1990) by preexisting meaning structures or schemas' (Scheufele, 1999). You can hardly avoid mental pictures as soon as such buzz words are uttered, because you have been conditioned subliminally to think that way by past news stories. In media effects studies therefore, framing is seen as not only related to agenda setting theory, but as an extension of it (McCombs, Shaw & Weaver 1997).

2. Literature Review

Using the media for community control, influence and at times to manipulate the audience's knowledge, perception and oftentimes actions in Nigeria is not new. So also setting the audiences' priorities and/or acting as an agent for digression agenda from more critical issues, a tactic that agenda setting theory verifies. Many scholars and studies have confirmed such practices in the Nigerian press case. Some have pinned most of the blame on media ownership (Soibi 2008). On the subjective and biased nature of news reporting by the Nigerian press, where ethnic, religious and regional

(geographical) bias are evident in news reporting, various studies have been conducted (Asogwa & Asemah 2012), (Kari 2018), and (Soibi 2008).

Specifically on the national conferences, scholars (Ibrahim 2016) have articulated some of the issues, referring in these words to the 2014 conference of the Jonathan Administration “As a whole, the national conference lacked legitimacy.” And the conference’s decision to use voice vote instead of vote count in conformity with the rules was described thus “The entire decisions taken at the conference were not only illegitimate, they were also illegal.” These are not the only issues. Added to all was the lack of regard for the courts and the constitution. In 2005 when a 16 count charge (later increased to 18 counts) were tabled in a bill at the National Assembly to impeach the then President Obasanjo, the counts included one about his disregard for the constitution and court rulings including Supreme Court judgements (Osahon 2010).

As long as the rich are able to enforce their influence and ideas over the people through media commercialization in privately supported media enterprises, the issue will persist (Asagwa & Asemah 2012). Democracy as a system in countries with weak or early stage democratic structures will continue to be threatened if measures are not taken. The duo’s work specifically dwelled on Nigerian democracy and the threats to its survival. Pens for hire should not be the case in Nigeria (Kari 2018), because in other nations of the world advertisements and opinions are clearly ascribed to their advocates, as the press tries to preserve their credibility. The sneaky way that special interests overwhelm the Nigerian media, selling opinions as facts, further made worse by social media need to be examined and fixed.

While in their book (Oso & Pate 2011), two scholars argued that historic antecedents have consistently caused friction between Nigerian press advocacy on behalf of the people for policy changes to eradicate poverty, corruption by public officials and politicians and other vices. The issue to them is, authoritarian military rulers have stood in the way and punished journalists severely at times. What this study reiterates, however, is the fact that Nigerian civilian government has lasted two decades without interruption, but issues threatening the foundations of democracy and its institution seem to only get worse, as also echoed by another writer. As aptly expressed (Kari 2018), ‘the way and manner the media – both mainstream and social media – report events and issues, particularly politics and conflicts, in Nigeria constitute a clear and present danger to the unity, stability, cohesion and even corporate existence of the country.’

Other scholars (Ayodele 1988) see subjectivity and sycophancy, i.e. pleasing those holding wealth and power for personal gain as two complimentary vices that the Nigerian media are guilty of. He states ‘frequently, the journalist in Nigeria slants his news and plays up (or plays down) reported events because he is unwilling to offend or

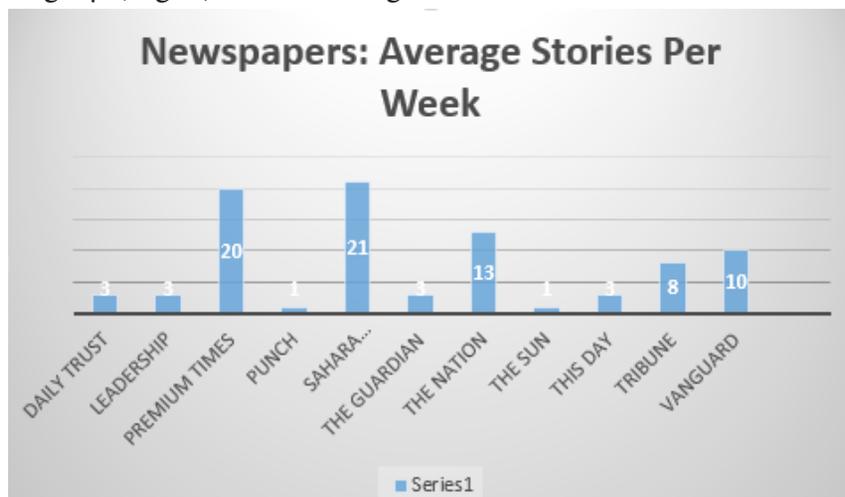
hurt those who sustain his media.' By this he means the government, rich politicians, and owners of private enterprises that support news entities through advertisements.

3. Methodology

To answer the first of two questions, i.e. Whether the agenda of restructuring conference was set by some special interests and intentionally framed to win audience's attention with its prominence hyped by the media, the study scanned some selected newspapers consistently, and daily, for stories relating to two raging issues throughout September 2017 (a) restructuring, and an offshoot of the issue (b) IPOB ceding campaign which generated so much heat at that time. Thirteen most popular newspapers were chosen for the study. The research design was quantitative content analysis to allow for objective categorization of media content. According to Berelson (1952) content analysis is "a research technique for the objective, systematic, and quantitative description of the manifest content of communication.' The focus of the quantitative content analysis was mainly frequency, measured in the number of subject-matter stories printed daily by a paper. For the second question, as to whether Nigerian audience rank the importance of restructuring as an issue as high as the Nigerian Press, a brief questionnaire was designed that specifically asks that respondents rank a few current issues in order of importance. It also sought their preference for what should lead media discussions and debates, in their opinion. The list of issues included poverty, kidnapping, Boko Haram, vehicular fuel scarcity, and the subject matter issue, i.e. national restructuring conference.

4. Data Presentation

The result for the newspaper story survey is represented by the chart in average stories per week category. (Fig. 1) below: Fig. 1



As we can see, some papers gave significantly more space to presenting stories on restructuring and the one aspect of it that has recently caused much crisis in the general area, i.e. canvassing for breaking away from Nigeria by south east regional residents.

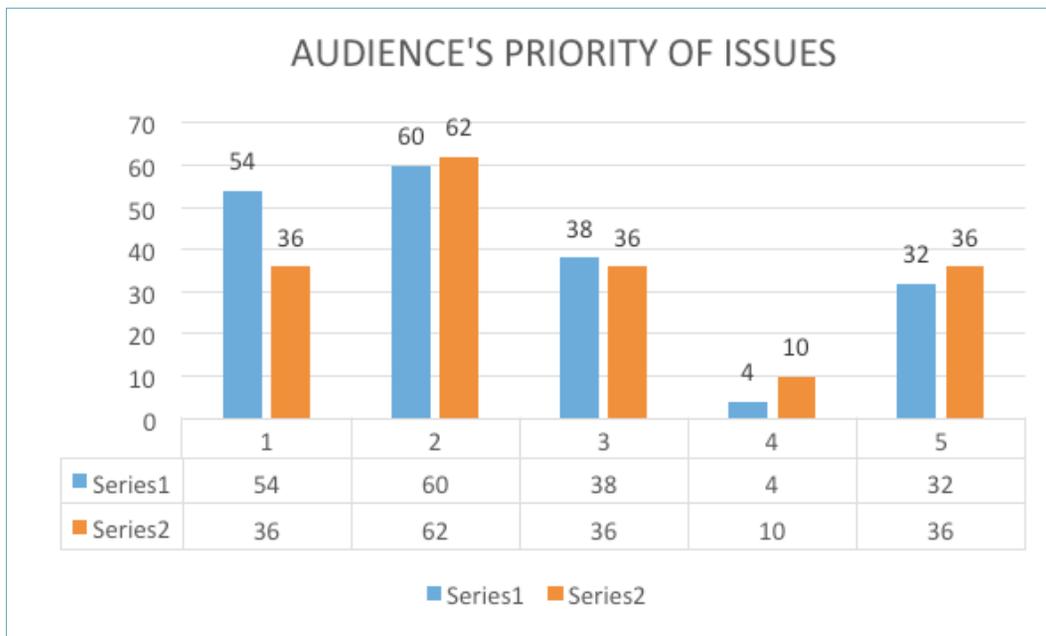
The two newspapers that proved more proactive, with a weekly average of number of stories posted about Restructuring and Southeast Army/IPOB crisis, as per the chart above were Sahara Reporters (21) and Premium Times (20) followed by The Nation (13) and Vanguard (10).

As for the second question, whether Nigerians rank the importance of restructuring as an issue as high as the Nigerian Press, we issued about 200 questionnaires to every third person that comes through the door at a public mall. Study chose a public area for diversity and variety of respondents to avoid in built errors for occupation, interests, age and other factors connected with occupational areas. We were able to retrieve and use 180 for this study. The chart below represents the results, where you will find that the bars to the left (Series 1) represents respondents ranking of restructuring in importance. Despite so much emotional political debate that to some extent caused international diplomatic tension, especially when the IPOB leader campaigning for the breakup of Nigeria who has British citizenship was declared wanted by Nigerian security personnel over treasonable utterances and activities. Surprisingly the respondents dwelled on social and economic issues as priorities. Respondents saw 'poverty' as the top issue that should get the most attention at 60 respondents, followed by the menace of incessant kidnapping and ransom demand by criminals at 54. Restructuring got 38 respondents followed by Boko Haram security challenge at 32 respondents.

It may surprise many, most especially internationally, that Boko Haram that made so much news abroad has been rated fourth. The reality to Nigerians, however, may not be surprising as the present Buhari Administration has successfully reduced the menace significantly and has degraded the efficacy of the militant group.

Series two, the bars to the right, recorded the respondents' preference as to what should lead media discussion, so credible solutions to the issue may be found. Again poverty led, while three issues got a tie vote at 36 each. They are kidnapping, restructuring and Boko Haram.

Figure 1. Respondents' priority ranking



5. Discussion of Results Regarding Media Role on Restructuring Debate

As indicated by the survey, some social and economic issues tend to lead citizens' priority above national restructuring. The basic issue of survival, such as poverty and also security to life such as kidnapping menace and Boko Haram are of primary importance. Restructuring has already been categorized by scholars as a political issue dwelling on power-sharing between state and federal government, as well as mineral resource control as described earlier. So far, as the survey revealed, despite credible action by the present Buhari Administration in beating back the Boko Haram security challenges militarily in the field, lack of similar actions and/or success registered against criminal activities has suppressed the celebration of success. Criminal activities are presently led by incessant kidnappings of civilians for ransom on Nigerian highways. From survey results, we can conclude that the hypothesis on prioritizing and hyping restructuring has been confirmed. Not only are there democratic structures such as the legislature and courts available to deal civilly with the issues for which the clarion call for national restructuring was made, other more critical issues plague the nation exists as rated by respondents of the survey, but were not set high on the agenda, neither were they framed right to garner the required attention and scrutiny they deserve.

A similar conclusion was reached by a study that examined media coverage of the 'third term agenda' national conference of 2006 (Soibi 2008). 240 editions of newspapers and 192 editions of magazines were selected using systematic sampling technique for editions between March, 2005-March, 2006. *TheNews* magazine owned and published by former President Obasanjo's regional natives far exceeded others in its framing of the news in favor of his tenure elongation, i.e. regional, religious, and ethnic subjectivity.

Mass media in most nations are not confined to reacting to daily news and other issues thrown at them. They take the lead as facilitators in key investigative reporting, factual documentaries that expose genuine issues and mandate the relevant administrative and governing structures to deal with them. They set the rightful and objective agenda constantly, and do not wait on emergencies to befall them before they act.

In the United States for example, the major television networks are regularly churning out and spotlighting critical issues the nation needs to address and in a timely manner too. They place important issues on the agenda, and invite the rightful personalities, officials, politicians and professionals concerned to sit together and discuss it on mass media. That way people can be fully educated and even have the chance to call in and have their concerns addressed by those professionals. Programmes such as *Meet the Press* (NBC), *Face the Nation* (CBS) etc. broadcast during the weekends are there to set the agenda for the week. Issues they address gets picked up by radio stations, and other current affair programmes during the week. You may see and hear from the Secretary of Defense on issues of security, Secretary of State on Foreign Policy dilemmas, etc.

While some private television stations in Nigeria such as, AIT, TVC, and most especially Channels, do a better job, and government owned NTA also sometimes address the issues, the reality, as described in some studies (Soibi, 2008) is that Nigerian Media is neck deep into the plaguing national problem of ethnic, regional, and religious biases that tend to impact on the seriousness with which they take their profession. The press appear more entrenched in biased and subjective reporting, than the electronic media. It is very easy to tell who owns what newspaper in Nigeria by the kind of mostly subjective headlines and stories they cover.

That led us to find out who owns or manages the two top newspapers with the highest frequencies of coverage from our survey. Sahara Reporters claim on their site to be 'an online news agency based in New York City that focuses on promoting citizen journalism by encouraging everyday people to report stories.' While on its 'about' page it states 'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference.'

As for Premium Times for which qualitative analysis of framing, just from the choice of words for the headlines, reveals its personal interest geared more towards promoting the achievement of restructuring, than even curbing the IPOB crisis that claimed several lives. That is not surprising if you find out who the publisher and editor-in-chief are, as well as where they have been and when. According to its about page, Premium Times publisher and chief executive officer is Dapo Olorunyomi, while its editor-in-chief is Musikilu Mojeed. Olorunyomi was co-founder of *TheNews* magazine in Lagos; and founder of the Wole Soyinka Centre for Investigative Journalism. Both have stayed in the United States at some point in their careers. While one of the papers is headquartered overseas (Sahara Reporter), even the one operating in Nigeria *TheNews*, displayed much foreign influence. It should be noted that *TheNews* was also indicted by the 2006 survey for subjective reporting against democratic principles, promoting instead tenure elongation for Obasanjo Administration.

In addition, any Nigerian who had followed the initial Sovereign National Conference agitation that started all these national conference calls, now rebranded as restructuring, knows one of its founding agitators was indeed Wole Soyinka.

5.1 On Fiscal Issues

Presently, nothing in the constitution stops state government from deliberating and implementing various avenues for within state generation of funds (internal revenue) for development, and it does not have to be mineral resources. The mindset that state governments should always rely on federal funds for all financial spending is ridiculous and unsustainable (Wada 2017). So making waves over federal statutory allocations and using it to hold the country ransom is diversionary. This writer has delivered a paper recently at a university conference in Kaduna State University on the various ways state governments can generate legitimate funds, as universally done in other nations practicing similar forms of government.

‘Most Nigerian state governments, mainly for political electability reasons, feel the need only to satisfy salary demands of their workforce, a reason why only a few states make any noticeable policies for job creation, or infrastructural developmental changes over the years. But the state work force is usually no more that 17% of total state population. A whopping 83% who mostly reside in several other towns and villages outside the state capital remain unproductive.’ Ensuring favorable government policies that encourage the establishment and support for small businesses will greatly assist in nurturing a productive population.

Wada also suggested various means of internal revenue generation for states, such as legitimate taxes, fees and fines. Just one, such as setting up an efficient license fee collecting system, i.e. getting all adult drivers in a state of about 7 million with 200,000 adult drivers to acquire genuine (bi-annually renewable) driver's license and pay the required N11 thousand will fetch the state government N2.2 billion every two years. Imagine if that money is repeatedly used to set up industries over the years. That will provide employment to the wandering youths and adults, further cutting down on crime and other social ills, while boosting the industrial economy of that state.

In fact most of the suggested means for generating funds were found to have been in existence in some progressive minded states like Lagos. For example, 'from 1999 to 2013, the revenue collected by Lagos state internal revenue agency LIRS is claimed to have risen from a monthly average of N600 million to more than N20 billion a month. What it gets from the federal statutory allocation is about N8 billion out of which N6 is spent on salaries alone. LIRS in fact claimed 'for more than ten years, 70% of Lagos State budget is internally generated' (Wada 2017).

5.2 On Resource Control

In line with our premise that all these mass and social media campaigns are schemes that defy universal normalcy, no nation on this planet approaches the issue of tapping and utilizing its crude the way Nigerian agitators of resource control do. Most oil rich nations are considered developing countries, yet consider their wealth a national resource. This applies to the Middle East who control the largest global reserves, to Latin America, Western and Eastern Europe. All nations individually unite at national level to utilize the resource for their nation, against greedy outside forces, while Nigeria stands divided from within to its detriment. Such countries include Brazil, Russia, Indonesia, Venezuela, Saudi Arabia, etc. Because they do not concentrate on personal greed, sabotage, crisis, and schemes sabotaging their ability to utilize this natural resource, they have made great headway in terms of national development.

For example, since 1994, after 'Saudi Aramco subsidiary acquired a 40% equity interest in Petron Corp., the largest crude oil refiner and marketer in the Philippines, Saudi Aramco (2014) has taken on the responsibility of refining oil and distributing it in the country.' Saudi Aramco headquartered in Dahrhan Saudi Arabia, an equivalent of Nigeria's NNPC, is the world's largest oil and gas company by revenue, \$478 billion.

Article 22 (XII) of the Constitution of Brazil, 1988, vests exclusive legislative powers in the Federal Government on "mineral deposits, other mineral resources, and metallurgy." (Hon 2017). The United States is no different in terms of federal

control of the nation's resources and their protection. The law of eminent domain in the United States goes even beyond that, where for critical issues of national interests, the federal government can even decide to relocate people from their lands and take it over in the national interest.

'The Federal Constitutions of Australia (1990) and South Africa (1997) and Russia (1993) are rather silent on "resource control"... (but) their central Governments are having coterminous powers over the natural resources of the said countries.' (Hon 2017). Hon concluded that '...none of the countries operating a federal Constitution has permitted total fiscal autonomy to the federating units as has been consistently canvassed in Nigeria.'

On the issue of resource control and the 'oil producing states,' Dr. Chafe clarifies it better in his 2014 editorial on ARDP publication

"Nigerian State owns the petroleum resources both onshore and offshore. Inherently and historically the 36 "provincial" States of the Nigerian federation are pure administrative units created by the Nigerian State at different historical times essentially to achieve "unity in diversity" and can only be referred to as 'federal units' and not 'federating units' as erroneously implied. The conception and reference to the States where petroleum resources are explored and produced, as "oil producing states" is not only fluid but also misnomer. The only oil producing state in Nigeria is the Nigerian State, which wholly invested in its exploration and production to date" (Chafe 2014).

5.3 Why an Educated Citizenry Counts

Most of the vices that are uncommon globally, which however has caused and continue to cause Nigerians much grief are tied to regional and ethnic loyalty promoted by the political elites and politicians in general, as described by many studies (Kari 2018). More recently, since the 1999 establishment of the current presidential system of government and elections modeled after the United States political system, religious differences were added to the equation.

While many criticize the average northern Nigerian for his inability to form strong alliances, groups and associations to confront the 'other' countering regional forces in politics in the name of its region, more importantly however, it is the same strong regional alliances strategy by other contending forces against northern interests that, most times form negative minded mob action that is destroying the country (Usman 2014). The recent IPOB crisis clearly demonstrate that. It is the lack of information and knowledge necessary for positive nation building politics where the citizen is

motivated towards acting right based on credible knowledge that actualized the destruction we saw and continue to see. The scholar Usman believes ignorance allows selfish and criminal minded adults to manipulate unsuspecting crowds by misleading them through the press and more recently social media. In other studies also the scholars (Elue & Ekanem 2011) observed ‘a critical look at the political problems in the country reveals lack of political education and a high level of illiteracy.’

It has become clear to this writer that in order to arrest the hopelessness and despair holding most of the nation’s citizen, most especially the youths who could be groomed to right the wrongs, an honest education is key. It actually pushed the writer to start researching relevant facts that may form the foundation of sound knowledge upon which the nation may find its way forward almost a decade ago. Since then she has written books (Wada 2010, 2012, 2016) to document that journey.

Along the same line of thinking, a departed torch bearer and academic Dr. Yusuf Bala Usman (Usman 2014) once said “without knowledge, the association the citizen enters into (in democratic politics) is one based on irrational, but no less powerful, instincts of fear, greed, envy, fascination, or hatred. This is because the citizen entering into this association has no rational basis for assessing whether or not it serves his or her interest...” Instead of looking at the reality of how governments serve one’s tangible interests such as a person’s ability to take care of his needs and ensure a stable future for his children, people are forced and led into a blind and unrewarding sense of belonging to a group, right or wrong.

The mindset that if a politician comes from my village, or my religion, etc. that makes all his action right regardless of moral, ethical and material reality, and how it affects everyone including myself, makes no sense anywhere. This meaningless wild goose chase has allowed bloodthirsty criminals to flourish, causing the nation and its people great loses. In short his analysis is ignorance within the citizenry is the grounds for criminal minded people to sow and spread fear, envy and hatred.

Within the same speech, Dr. Usman also added that in Nigeria, it’s “...politics is built on the dissemination of ignorance about how Nigeria and its people have come into being. It is the Yoruba Race, the Ijaw Nation, the Igbo Nation ... which has come to riddle Nigerian politics and allow racist and fascist politics deeply hostile to democracy, to flourish.”

5.4 On the Past Derailments

As presented earlier, three preceding occurrences that spell doom for Nigeria, were what set the precedence for restructuring debate. The first of them, rotational

presidency was not meant for nations, but for councils such as those of the United Nations [Security Council] and the European Union. Both are clearly made up of various nations, not a single nation. The rotation serves a specific purpose for a short duration only in each of the two instances; six months term for council presidency of the European Union, and monthly term for the UN Security Council. Rules 18-20 of the Provisional Rules of Procedure govern the procedural aspects regarding the monthly term presidency of the Security Council.

Rotational presidency was not meant to be imposed on sovereign nations because it makes nonsense of the fundamental idea of democracy where majority opinion leads, and one man one vote guarantees the establishment of the most popular mandate of the people. It also negates various key issues and rights the nation's constitution guarantees for its citizens.

Even for such councils, *The Economist* recently took a poke at EU's rotating presidency in its editorial, comparing it to Mobutu Sesse Sseko's irrelevant six months cabinet reshuffles just 'to show who was boss.' Also adding on its inefficiency 'the greater cost is to the quality of EU lawmaking. Some countries that take up the presidency lack the diplomatic experience and political clout to broker agreements.'

Table 1. The Lack of Legal Status for Past Conferences

	GLOBALLY AD- OPTED SYSTEM	LEGISLATION/ REFERENDUM HELD	CONSTITUTIONAL
ROTATIONAL PRESIDENCY - 1999	NO	NO	NO
THIRD TERM CONF. ATTEMPT – 2006	NO	NO	NO
NATIONAL CON- FERENCE 2014	NO	NO	NO

Because Rotational Presidency was not repealed or hotly challenged successfully, the same administration that benefited from it, the Obasanjo Administration then unsuccessfully sought to perpetuate itself through another scheme popularly known as 'third term agenda.' Acknowledging it as a tenure elongation scheme, another scholar describes what happened (Singer 2006) when the agenda on resource control almost

derailed the conference when its agitators realized delegates were not willing to raise 'their current 13% of revenues to more than 17%.

The next scheme, very similar to the failed third term from the Obasanjo era was hatched for similar perpetuation in power by the Jonathan Administration and tagged National Confab 2014. It was also established in violation of the provisions of the constitution, and in true knowledge and existence of elected representatives empowered by law to discuss such issues, i.e. the National Assembly [both senate and house of representatives]. It was described (Hon 2017) as "flawed in several other respects [such as]: no support from the national assembly or senate, delegates handpicked (by Jonathan), no impartial monitors, no pre-set and limited agenda, and no guarantee of, or even specific provision for, implementation."

6. Reforms media need to promote

The survey conducted by this study points at different key priorities that the citizens want to see discussed and implemented after being given the required attention by the media. These include strategies for poverty eradication which scored 33%, reduction of social ills and criminal activities such as civil kidnapping 30% and militant activities by Boko Haram 18%. Nigeria's case is aptly described as poverty in the midst of plenty. The country is crude oil rich, yet poverty as an issue got the highest priority score for both questions posed as the most critical issue, and also what the respondents want the media to set discussion and debate agenda on. Though corruption and lack of accountability for public funds, made worse by a weak judiciary are chiefly to blame for most of the nation's economic woes, positive media framing and agenda setting roles could catapult the issues to the main stream to be dealt with.

Other Issues frequently tabled by analysts but not picked up adequately by the media include:

- ✦ Taking charge of oil exploration, production and refinement domestically
- ✦ Establishment of a viable National Carrier (Airways)
- ✦ Stopping the importation of refined crude and other petrochemical products
- ✦ Resuscitating Nigeria's ailing industries handicapped by cheap imports
- ✦ Imbibing entrepreneurial skills and sense within the populace
- ✦ Strengthening and supporting the entire agricultural value chain as against past 'fertilizer' distribution charade that boosts production only.

As media effect theory has documented through the various studies presented in this paper, the Nigerian media will do best in holding up its social responsibility role by placing some of the critical areas listed above on the agenda so the Nigerian economic and social life will be greatly improved. Positive agenda setting and framing will facilitate the necessary discussion and policy making that will aid such causes. Diversionary tactics away from the critical to mundane, fueled by politicians will not augur well for the nation. It has so far dwarfed the potential of a great nation.

7. Recommendations and conclusion

This study recommends that the media turn its attention to positive agenda setting and framing of critical 'national' not 'sectional' and 'special interest' agenda. Press freedom guaranteed by the constitution in any democratic society is meant to serve the people and the system. The system in turn depends on established democratic structures, one of which is the legislature, whose members are elected to represent the whole population equitably. Any attempt by special interests, or in conjunction with a sitting president to circumvent those structures and throw the nation into lawlessness and chaos should be rejected by the media.

It is vital for the media to hold on to its ethical code of social responsibility. Doing so has the potential to catapult the nation towards the much required peace needed for credible development. If other similarly situated countries that also underwent colonial experience were able to overcome their challenges and develop a strong unitary economy, with one such as Saudi Arabia building 'the world's largest oil and gas company by revenue' in the hundreds of billions, Nigeria has no excuse not to push ahead in such united fashion.

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The Interplay of Space and Gender in the City of Mostaganem, Algeria

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ABSTRACT: This paper probes the following questions: 1) to what extent do the conceptualization and implementation of space/place express and sustain certain hegemonic hierarchies that normalize socio-cultural divisions in the Arab Algerian environment of Mostaganem City? 2) What tools are utilised as means of space exclusion? 3) Is there a possibility of recreating new spaces for women, by making them occupy existing men' spaces or revalorise unexploited spaces? (4) And ultimately, how much (dis)empowering space is for women? In relation to these questions, three postulations are advanced: (1) The Arab Algerian culture is drastically male-oriented and space appropriation only validates such culturally hammered circumstance. (2) Harassment by verbal violence is the main and most forceful tool of space exclusion. (3) Masculine hegemony has it that no possibility of space (re) valorization is now opportune.

KEYTERMS: gender, culture, (dis)empowerment, Mostaganem, space/ place exclusion, hegemony, harassment

1. Introduction

A rising alertness to empower women over the past three decades has been felt in the measures undertaken around the globe to buttress social, economic and political gender equity. The Beijing Platform for Action (BPA) in 1995, for instance, accentuated the construction of a gender sensitive education system to «empower women & guarantee full and equal participation of women in educational administration and policy and decision making” (BPA, 1995, Chap. IV, Article 82). Along with factors such as race, class, and age comes the concept of gender as a critical socio cultural variable that has been sharpened by an awareness of the substandard status of women, more particularly in those patriarchal societies wherein hegemonic masculinity is dramatically normative. In recognition of the significance of establishing gender equality, my research paper is convened to position the question on space segregation as an illustration of women demotion within such ongoing debate on gender issues. My primary objective is to try to dismantle the gender construct underlying space management in the Arab Algerian context of the city of Mostaganem - by challenging societal understandings of it.

In this spirit, I attempt to explore the mutual entrenchment of culture and gendered symbols of power via male-controlled space attribution in the city of Mostaganem. The cultural artifacts of Mostaganem, indeed, have largely corroborated the multiple and convoluted ways whereby males have impinged on the structure of public and private environments. The space organisation of this town is, particularly, one main nonverbal practice wherein women disempowerment is couched. It follows that conceptions such as female space denial, negative or non-space, and space segregation are very much ingrained in males’ minds as they are key to maintaining their dominance. Worse still, a taboo is recognised against any female invasion of males’ self-proclaimed public spaces/ places as town squares, cafés, and stadiums. Whilst undertaking this research, I am essentially driven by an inner conviction that research conclusions should transcend the sphere of rugged academia and have impacts across and beyond cultural, political, and economic confines to the individual making enterprise. With these objectives in mind, I am, thereby, proposing concepts that are referentially key to the implementation of the present investigation. The first operational concept I attempt is that of women disempowerment in the Arab Algerian background. As it is much revealing of the manners women are culturally inured as second-class citizens. In relation to this, I, then, come to tackle the concepts of normative hegemonic patriarchy for it is blameable, so to speak, for this inurement. This is exacerbated by the use of harassment and verbal violence as methodical tools of space isolation; an idea that is underscored right through these pages.

Relevant to this, I engage in my practical part through gauging the first postulation of whether or not the Arab Algerian male centred culture upholds space discrimination. This is realised within a description of the core architecture of Mostaganem spaces. A questionnaire is eventually used with women to weigh up the cogency of the second and third assumptions that harassment is a vehement instrument of space shunning and that women space recreation is just intolerable.

2. Hegemonic Masculinity and Women Disempowerment in Arab Algerian Context

For a long time, there has been a continuing debate animating the issues of gender, dominance, and power. Much early gender research presupposed that there was more or less an entrenched correlation between males and power and females and powerlessness. As a matter of fact, such uneven parallel has the antagonistic function of maintaining the cohesiveness/ solidarity of the group in charge of the acquisition and use of particular patterns of power. Power echelon, the argument would run, is sustained high as long as the group in question mark out their borders, strengthen their partnership from inside, and ultimately disempower the other group by driving them out (Benneghrouzi & Abdelhay 2012). The valorisation of masculinity in Arab Algerian culture is substantial as it is nurtured by the socio-cultural force responsible for its maintenance and duration, hence elevating such value to the scale of the strong norms in charge of social order. This ascendance-based structure promptly conjures up the concept of hegemony that mainly refers to the idea of dominance as being “achieved by culture, institutions, and persuasions” (Connell & Messerschmidt 2005). Institutionalised dominance, however, may admittedly yield to women subordination being excused and, more desolating, violent behaviour being endured. In a context riddled by normative hegemonic masculinity and further aggravated by Islamic fanaticism, reductionist attitudes towards Algerian women are deliberate.

The disabling power on Algerian women’s movements towards empowerment impinges on every aspect of their life and space is no exception. In view of that, the peculiarity of space distribution and recognition in Arab Algerian culture is, for the most part, the immediate corollary of a certain hierarchically masculine milieu, which emerges as critical in Mostaganem City, prompting a myriad of disparaging implications and applications. As it belongs to a larger patriarchal enterprise marked by normative hegemony, space conceptualisation instructs, and its practice supports, the dominant male-oriented perspective in Algeria. Surprisingly, numerous women are apathetic about space alienation, which becomes, thus, tacitly approved in a way that makes the disproportion seem expected by both the male disparager and the female disparaged.

3. Algerian Women As Second Class Citizens: a Cultural Conditioning

With men being understood as principal agents of women disempowerment, we tend to forget that it is the altogether cultural make up men and women belong to that hammers into them, during their socialisation process, the expectancies and ensuing conducts they must all fit into. Hence, the genesis of women devaluation is to be decoded at a collective level since it is the normative product of a formulaic network of beliefs and values. The Bangkok Statement (UNIFEM 2007) made at the UN Regional Conference on Man Partners to Eliminate Violence Against Women (EVAW), acknowledges the resolutely entrenched values and negative social attitudes towards women, which nurture violence and fail to bring out necessary alterations. Institutional Discourse on women has regularly unfolded condemnatory judgments that accentuate the argument of the auxiliary roles women take on. Rooney (1991, p. 91) expounds this idea by underlining that the theme on *rationality* as aligned with *maleness* and *irrationality* with *femaleness* emanates from ancient Greek philosophy, epitomised in the Pythagorean table opposites- the coupling of *one, rest, straight, light and good* with *male*, and *many, motion, curved, darkness and bad* with *female*.

Such outlook of Masculinity promotion is again obtrusively felt in the overall Arab culture and Algerian culture is no different. Thus, women relegation becomes a culturally conditioned conceptualisation fostered by verbal and non-verbal demeanors. Women, in such culture are seen as socially cut for particular jobs or tasks only and are, hence, unfit to undertake others. It is often said that their decisions are intuitionally arrived at, depending too little on rationality and cool reasoning. Women's task is boiled down to rearing and bringing up children; substantiated in the generically infamous metaphor *Woman As House "addaar"*. Note its metonymic content too. The vast majority of Algerians refer to women by the term house. The use of the term /Imra/, which is the right equivalent of the English word woman, is very much proscribed, as it would connote one's enshrined intimacy (Benneghrouzi & Abdelhay 2012 P. 5096). Algerian Women' mounting subordination to wear the veil and to live among autonomy receding extended families are other forms of endorsing this prejudiced cultural paradigm of intimacy. Even more, a tradition like undergoing a virginity test prior to marriage is incontestably fulfilled by Algerian women who have been nurtured to acknowledge it as a strong norm that stabilises a power divide with men as major regulators. In fact, the conception of women's bodies and sexuality is not fashioned by them but instead, is exclusively contained within the patriarch nucleus. Algerian proverbs, too, reflect assenting attitudes about men's omnipotence. Consider the following adage: /ʔarradzal hiiba w luukanah diiba/ (a man is power / reverence even

if he is a wolf). Respect and obedience are always duly paid to men; however, women are always underprivileged in the group and henceforth are vulnerably disreputable. Having a man around is always good for shielding one's dignity in society, even if such dignity is molested between the four walls of one's home, by the *wolfish* husband (Ibid). Therefore, Algerian mainstream cultures has it that Algerian women embrace and tolerate a man focussed orthodoxy which legitimises their deterioration via the institutionalisation of masculine dominance which often yields to multiform violence.

4. Verbal Violence as an Instrument of Space Alienation in Algerian Context

Violence with its multiform proportions might be convolutedly elusive, hence, escaping tagging. As a changeable construct, violence shifts in time and place and has been investigated from various approaches. Yet by being often boiled down to physical acts, many other forms of violence have been, intentionally or not, eclipsed. Subsequently, the World Report on Violence and Health Organisation (2002) offers a more inclusive delineation of violence seeing it as the deliberate use of physical and psychological force, threatened or actual, against oneself, another person, or against a community, that ensues either injury, death, psychological maltreatment, or deprivation. It follows that intention is key in marking out violence from other involuntarily accidental acts. Types of violence include self-directed violence like suicide and self-abuse, interpersonal violence like family/community violence, and collective violence like terrorist acts and wars.

The multi-layered character of violence immediately sends us to Galtung (1981) scheme of violence that he propounded as follows: (a) Direct violence refers to the acts of violence committed in an observable manner. It takes in acts of rape, torture, maiming, and killing as well as detention, repression and de-socialisation. Directive violence is often seen as the most patent among types of violence. (b) Structural violence is less obvious than the first, and is committed by social structures and institutions. Marginalisation, excommunication, and exploitation are examples of structural violence. (c) Cultural violence most drastically links the previous types of violence through a legitimisation attitude, and is the crux that gives them impetus and durability. Indeed, cultural, structural, and direct violence are the three edges of a violence triangle that fanatically breed each other in a number of ways.

Multiform violence reproduces itself across all dimensions in the peculiar context of Algerian cultural edifice. It is utilised as a vehement tool of gendered space shunning. Even though, violence perpetrators are the main agents prolonging it, both targets

and by standers' muteness contribute, without a doubt, into the sturdiness of these appalling circumstances. On that score, Bandura considers that violent behaviour is learnt through modelling, or the "observation and imitation" of behaviours that occur in the immediate contexts of the individual. Therefore, the imitation of violent behaviour hinges on whether or not the model observed gets positive judgement for their actions. This will, in effect, propagate or shrink the likelihood of imitation.

The next part of my paper is practical as it installs the research design of the study, namely, the space of investigation and sampling, the plan for data collection and analysis, and ultimately the findings and discussion of findings. These altogether arise in the light of the complex relations and interactions between gender and space and purport to gauge the tenability of the foregoing research hypotheses.

5. Space of Investigation and Sampling

My early drive while conducting this survey is to detect the occurrence and situate the scale of conjectured gendered space management in its natural environment. The city of Mostaganem is primarily the investigatory space of the present study. The first part of the selected sample embraces 26 photographs depicting Mostaganem space architecture. The second part of the sample includes 35 female partakers of the devised questionnaire. It is worth noting that the photographs and questionnaire are altogether appended.

6. Plan for Data Collection and Analysis

A sketch of an existing situation of the cultural artefacts, i.e. the social settings (inward and outward spaces) of Mostaganem City as regards the assumed gendered space running is necessary. It comes to be an intrinsic fragment of the first method designed for data collection and analysis that is a semi-structured observation. It, hence, consists of discerning circumstances and behaviours in there de facto natural sites. In view of that, I set out an agenda of what would be observed which I parted into two fields: public space and private space.

The core architecture of the City of Mostaganem is fashioned after three major styles. (1) The mixed Ottoman Islamic one, characterised by its scarcely present balconies and front villa expanse, and its walled gardens. (2) The French style largely opposes the first by its outstanding balconies, terraces, front villa expanses, and visible gardens. Note, however, that this style is waning due to the mounting number of modifications

spaces, falling under this range are subject to. (3) Contemporary Algerian style marked by its heavy fortress like walls.

Here are some prototypes that fall respectively into those three arrays:

Figure (1): The mixed Ottoman Islamic Architecture



Figure (2): The French Architecture



Figure (3): Contemporary Algerian Architecture



From the foregoing examples, we may notice that space is a troubling issue in Mostaganem. It produces and reproduces the normative cultural artefacts that maintain women be part of hedged space and men of unhedged, which, in turn, upholds the first postulation that gendered space is favoured and sustained by a hegemonic masculine culture. Below are samples of what is culturally considered men' self-proclaimed space circles:

Figure (4)



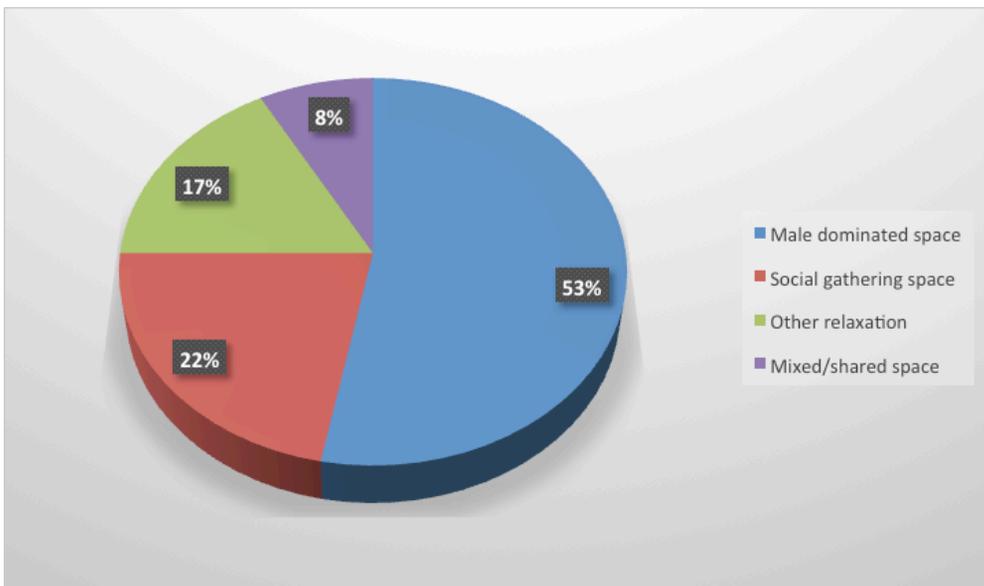
Men's approaches and conducts to women passers-by are unspeakably significant. Their conspicuous gazes and at times words, overall, indicate their unreceptive attitudes towards women who contest their sealed space circles. More importantly,

such masculine outlooks have been normalised in society in such a way as to make them powerfully established and anticipated. The ensuing violence of men against women in public spaces becomes of alarming proportions.

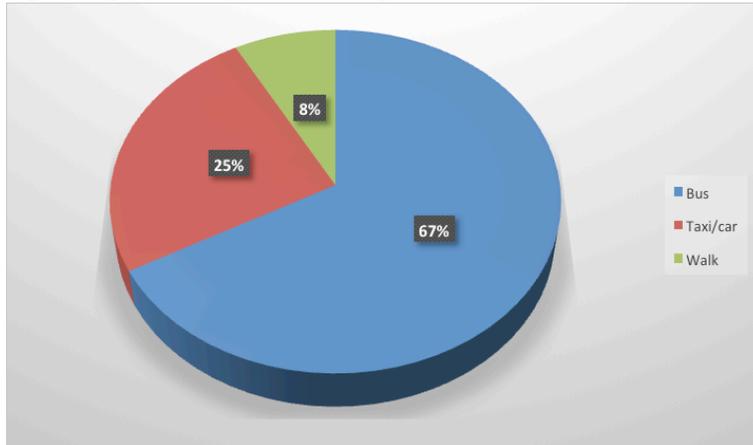
In this connection, the second devised method of data collection is a 13questionnaire survey handed to the sociolinguistics and gender studies master group in the Department of English at Mostaganem University. The participants consist of 20 (10 M1& 10 M2) female students and 10 female teachers. It takes approximately 20 minutes to answer the questionnaire 13 questions. This population is chosen because it is considered well qualified to express opinions on the subject. The questions put together are coded relative to two core junctures. The first is the conceptualisation part; this is socio cognitive in character, and aims at defining and situating incidents of harassment in public spaces. The second is the occurrence/post occurrence part; this is socio cultural and aims at looking into the problem and acting upon it. Beneath lie the findings of the questions presented in graphs.

Part one

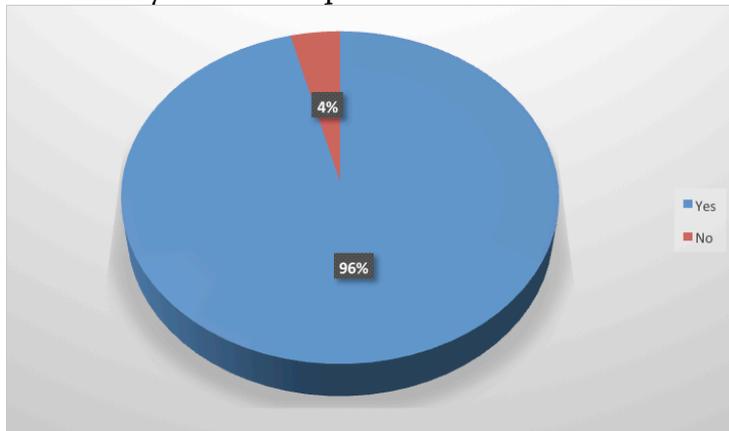
Graph to question (1): What do you consider as public/ open space?



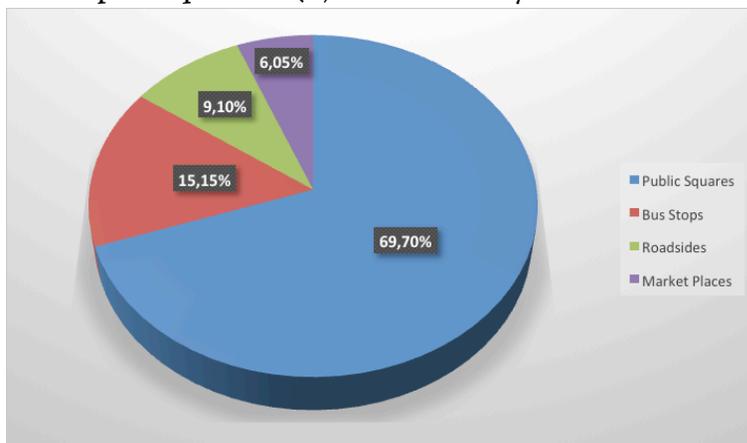
Graph to question (2): How do you move between districts/ spaces?



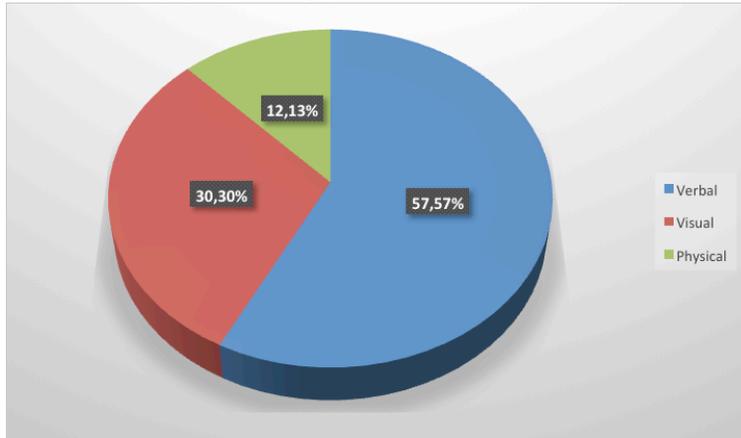
Graph to question (3): Have you ever been harassed by men in public spaces?
If yes, move to questions 4, 5, 6, 7, 11& 13.



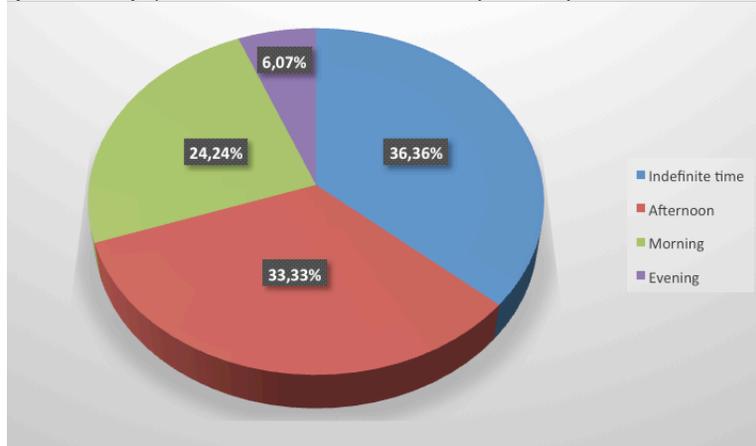
Graph to question (4): Where have you been harassed?



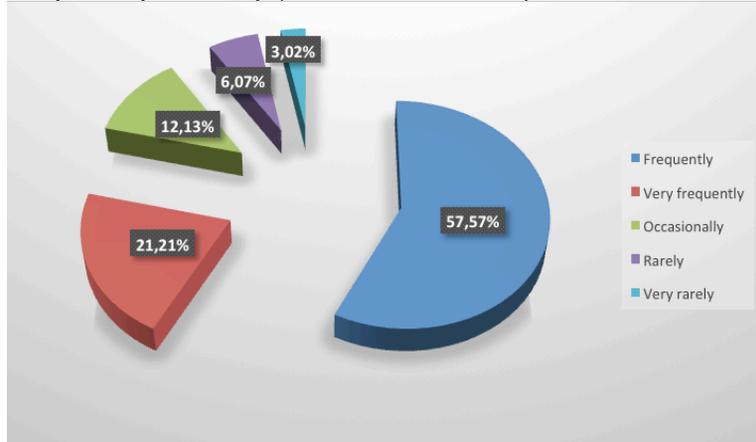
Graph to question (5): What type of harassment have you encountered?



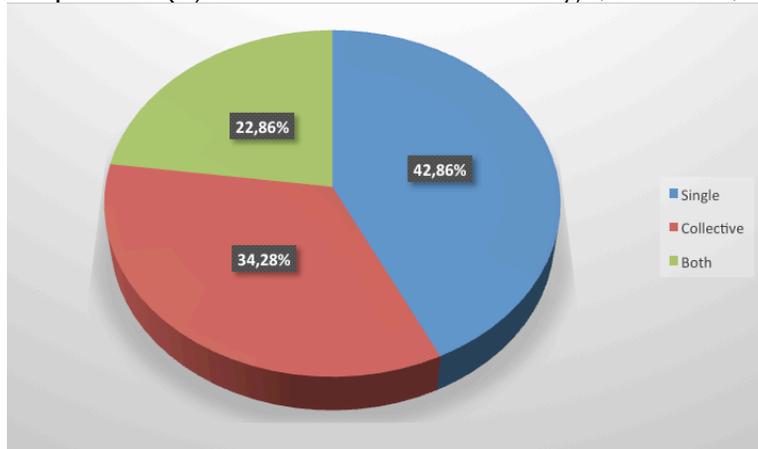
Graph to question (6): At what time of the day have you endured harassment?



Graph to question (7): How often have you been harassed?

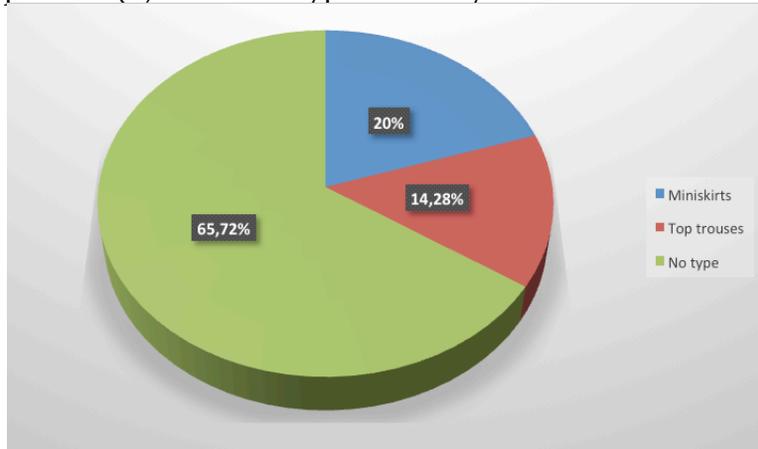


Graph to question (8): Is harassment as an act single, collective, or both?

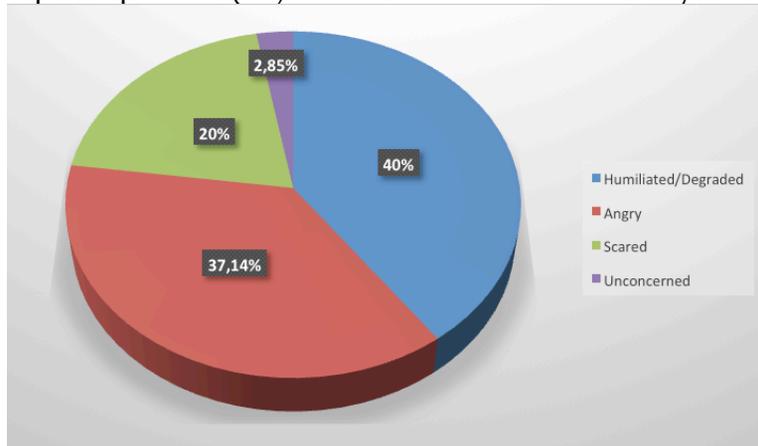


Part 2

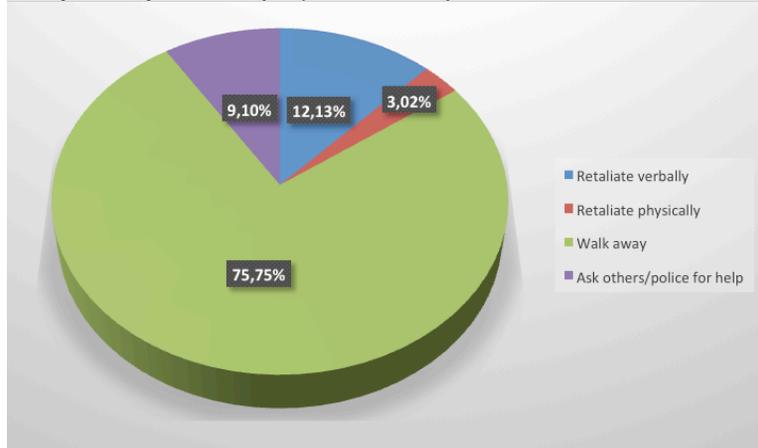
Graph to question (9): Is there a type of dress you think is harassment enticing?



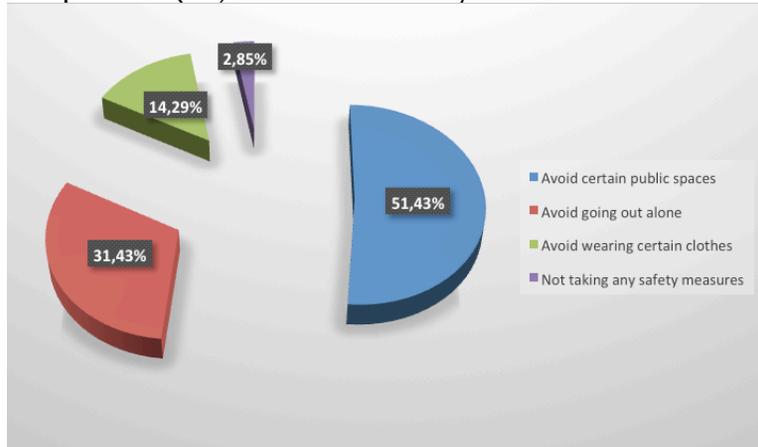
Graph to question (10): How does harassment make you feel?



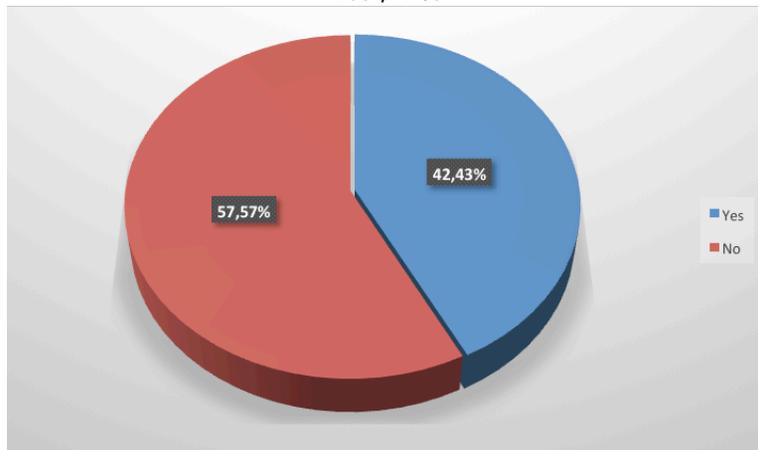
Graph to question (11): How do you react to harassment?



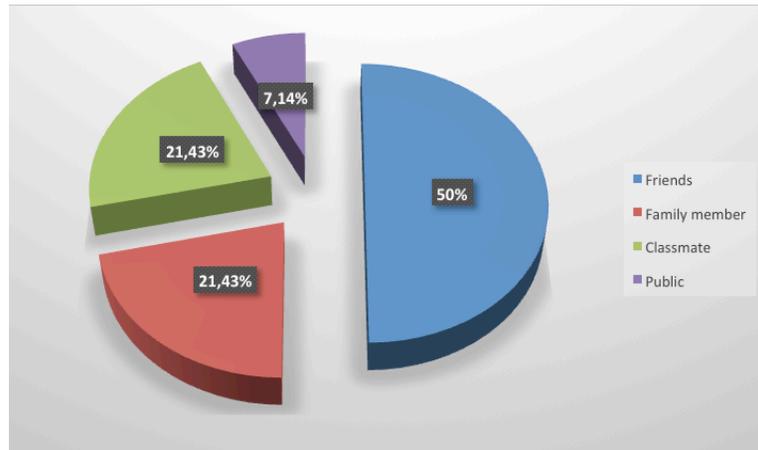
Graph to question (12): What measures you take to avoid harassment?



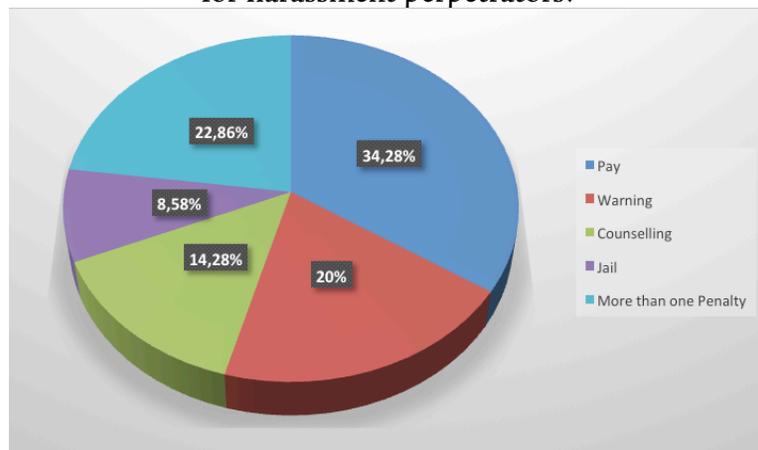
Graph to question (13a): Are you willing to voice out your experience of harassment?
Yes / No



(13b): Are you willing to voice out your experience of harassment? If yes, whom with?



Graph to question (14): What type of penalties you think relatively fair for harassment perpetrators?



7. General discussion

Within the precincts of the present questionnaire findings, we can notice that the substantial number of 53 percent represents the female respondents' recognition of public space as being a male dominated one while only eight percent consider it as a mixed/ shared space. Therefore, the issue of public space as male subjugated space is present in Mostaganem Algerian context. That solely eight percent of the female participants resort to walk when moving between districts and public places only corroborates the argument that space exclusion is implemented in such environment. With 96 percent of female respondents acknowledging having been victims of harassment, this resolutely validates it as a social concern. Furthermore, the systematic (re)occurrence of harassment in public squares with approximately 70 percent of

the harassed participants affirming it, makes of it a methodical instrument of space alienation, more specifically the verbal and visual. The respondents also assert that harassment is a communal act with nearly 34 percent referring to it as collective and about 23 percent as both single and collective. This group legitimisation of harassment contributes into its normalisation and promises its perpetuity. The unfortunate outcome of such condition is that approximately 76 percent of the participants assert that they just walk away when being harassed for they are resolved that the failure of the police to take a serious action towards the harassers and their customary connivance aggravates those circumstances by authorising the victimisers and charging the victims as harassment enticers. This makes of the measures the harassed are willing to take some sort of escape route measures with nearly 51 percent avoiding certain public spaces, 31 percent avoiding going out alone, 14 avoiding wearing certain clothes, and three percent not taking any safety measures. In the same vein, about 42 percent of the participants are disinclined to voice out their experience with harassment. This shows that even if all of the respondents think that harassers should be penalised, an edge of taboo is cripplingly hammered as regards harassment in Mostaganem Algerian mind-set. It is worth noting at this particular juncture that as opposed to place, time is not a pivotal in piloting harassment merely due to women's abstinence from going out at evening.

8. Conclusion

The embracing of harassment as a tool of gendered space seclusion is of worrisome scales in the Algerian city of Mostaganem. It is a deliberate behaviour generating serious ramifications on any women enablement enterprise. The nonexistence of an Algerian law that would label verbal violence as a form of harassment over and above women's reticence at such condition undoubtedly aggravates it. Women's passiveness towards harassment is, actually, largely because most of the prejudices, stereotypes, and discrimination are directed to them, as they are members of the group with less societal power to strike back at such gendered space sequestration policy, which implements harassment as a stratagem, and further normalise it. As standards of normative behaviour derive from the behaviour of members of the group with more societal power, i.e. men, the stigmatised group choose, among the few options left to them, leaving space alienation, more often than not, more of unopposed than unidentified. Therefore, women in this context need to be educated about stereotypes, prejudices and discrimination to deploy a scheme whereby they could combat their sentiment of self-guilt that is the repercussion of an internalisation of males' established cultural patterns, and contest expressions and actions of bigoted acts among groups and institutions. Such scheme might include: (1) Generalising a school education

that help identify violence and denounce it. (2) Encouraging research on the psychosociological causes behind gendered violence. (3) Training women to self-defence. (4) Promulgating a law that acknowledges verbal violence as a form of harassment. (5) Submitting harassers to therapeutic detention that would restrain the momentum of their violence. (6) Creating a subvention fund for victims of violence.

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Appendices

Appendix 1: Questionnaire

We kindly request you to fill this questionnaire to help us grasp the perceptions and ramifications of harassment as an instrument of space segregation. We aspire to deploy the understandings gained, herewith, to raise awareness of this issue, and then, act upon it.

Gender:

Age:

Occupation:

(1): *What do you see as public space?*

Social / gathering space / Shared space / Male dominated space / Others

(2): *How do you move between districts/ spaces?*

Bus / Taxi / Car / Walk / Others

- (3): *Have you ever been harassed by men in public spaces? If yes, move to questions 4, 5, 6, 7, 11& 13.*
Yes / No
- (4): *Where have you been harassed?*
Public square / Roadside / Bus stop / Park / Market place / Others
- (5): *What type of harassment have you encountered?*
Verbal (comments, whistling, etc.) / Visual (staring, gesticulating, etc.) / Physical
(touching, shoving, etc.)
- (6): *At what time of the day have you endured harassment?*
Morning / Afternoon / Evening / Indefinite time
- (7): *How often have you been harassed?*
Very rarely / Rarely / Occasionally / Frequently / Very Frequently
- (8): *Is harassment as an act a single, collective, or both?*
Single / Collective / Both
- (9): *Is there a type of dress you think is harassment enticing? If yes, specify the dress type.*
Yes / No
- (10): *How does harassment make you feel?*
Humiliated or degraded / Angry / Scared / Traumatized / Unconcerned
- (11): *How do you react to harassment?*
Retaliate verbally / Retaliate physically / Walk away / Ask others/ police for help
- (12): *What measures you take to avoid harassment?*
Avoid certain public space / Avoid going alone / Avoid wearing certain clothes / Not taking any safety measures
- (13): *Are you willing to voice out your experience of harassment? If yes, whom with?*
a) Yes / No
b) Friend / Classmate / Family member / Public
- (14): *What type of penalties you think relatively fair for harassment perpetrators?*
Compensatory payment for emotional pain and anguish / Warning / Counselling / Jail More than one of the above penalties / Others

Appendix 2: Figures
Ottoman Islamic Architecture

Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



Figure 7



Figure 8



The French Style

Figure 9



Figure 10



Figure 11



Figure 12



Figure 13



Figure 14



Contemporary Algerian Style

Figure 15



Figure 16



Figure 17



Public Spaces

Figure 18



Figure 19



Figure 20



Figure 21



Figure 22



Figure 23



The Trafficking in Human Beings Crime in Romania

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ABSTRACT: The study below is meant to focus on the trafficking in human beings in Romania, especially the analysis of the trafficking infraction provided in the Romanian Criminal Code. Romania is one of the transit states, but mostly one of the main source countries for trafficking in human beings in Europe. Currently, the trafficking in human beings phenomenon, as for the drug trafficking, the arms trafficking, corruption, tax evasion, represent one of the most extended ways of displaying the criminality, that, in a very short time span, recorded unimaginable and unacceptable proportions for the society we live in. The trafficking in human beings phenomenon is defined through the illegal migration. The Romanian legal response to this phenomenon was a gradual one, by ratification certain international provisions, but also through enacting a special law and legal measures that can be applied regarding the field in the talk.
KEYWORDS: human trafficking, organized crime, Romanian Criminal Code

1. Introduction

The trafficking in human beings crime problem is not a new problem in the humankind history, the criminality's panacea from the trafficking in human beings sphere encumbers the history of various millennia. The slavery, under old or new ways, as the practices similar to the slavery, continues to exist in other world states, everything running under the organized crime's fan. The communication ways' development and the world economy imbalances have internationalized the trafficking (Filip 2010, 189-190).

The trafficking in human beings (especially of women, young females even if men are equally counted as victims) is developing worldwide. When the desire for emigration to the West cannot be legally satisfied, the migration candidates have resorted to the intermediaries that often turned out to be part of the organized crime networks and that they were empowered to recruit the prostitution intended persons. Especially the situation of some regions of Central and Oriental Europe (since the borders opening, the unemployment rate rising, the rising of the poverty, the disturbing of the state's structures and the minimizing of the control) tend to favor the development of all the trafficking forms and especially of the human beings trafficking with the purpose of sexual exploitation (Mantale, Ungureanu & Popescu 2009, 8). Therefore, the trafficking in human beings phenomenon is defined through the illegal migration.

In the limits of this methods, the trafficking in human beings requires the prevention of the exit and the entering, also the stationing of the people on the border limits of the same state. Various states (departure states and also destination states) have a restrictive policy conditional upon issuing the visa and the strict control of the borders; the limitation of the residence and the work permits; the expulsion of all the people without a residence permit; the rigorously control of the foreigners on the state's territory; the stricter surveillance in the marriages of the citizens of different states; the incrimination of the illegal immigrants etc. Such a policy makes trafficking in human beings a very profitable business, negatively acting on the people who, at a time when the origin country does not offer them employment opportunities and, essentially, the possibility of a normal life, make a call to the illegal ways of migration, becoming, this way, vulnerable to the various ways of abuse and violence. Therefore, the trafficking in human beings becomes a labors problem, given that the destination states' policy is oriented to protecting its own laborers, therefore, the migrants having "reserved" the low paid employment sectors, or those from the shadow economy, therefore becoming even more vulnerable, given their status of illegality (Evaluation Report 2010, 37-38).

As it was stated, the Annual Report on the trafficking in human beings evolution for the year of 2015 (Annual Report on the Development of Human Trafficking in 2015, 3) the trafficking in human beings causes was multiple: there is a huge demand as sexual services and cheap or unpaid labor force;

- ✦ There are many extremely vulnerable people, because of the multiple economic, psychological and social needs;
- ✦ There are parents who abandon their children for going to work outside the country or parents that sell their children for obtaining income;

- The responsible social actors never adopt an efficient protection for the victims and a radical response towards the criminals;
- The huge profits that the trafficking in human beings is generating are motivating the criminal activity of the criminals etc.

The vulnerabilities are exposing the people to higher risks of becoming victims of the trafficking in human beings, but they do not make themselves causes of the trafficking. There is trafficking since there is a high demand for services and goods provided through the exploitation and because there is an extremely profitable form of an organized crime (Mid-term report on the implementation of the EU strategy towards the eradication of trafficking in human beings, 8).

The trafficking in human beings, as a form of manifestation of the organized crime, has a number of specific traits, is organized in clandestine criminal groups; the human beings trafficking and the organized crime sometimes use the same ways and networks, either by the parallel trafficking, where the persons are trafficked using the same routes and networks for the illegal goods; the combined trafficking, where trafficking in human beings is done at the same time as the contraband (for example, using the same vehicles); the replacement trafficking, where the same routes are used for various goods trafficking, others every time; for example the organized crime networks can use the ex-routes of the arms dealers to clandestinely bring persons to a conflict zone after the end of hostilities; the reverted trafficking, where the same routes are used for the trafficking in both directions; the trafficking in human beings is going one way, but the contraband is going the opposite; the combined retail trade, where different goods trafficking is done, including human, drugs, and weapons (Evaluation Report 2010, 39).

According to the Directorate for Investigating Organized Crime and Terrorism – DIICOT Report for the year of 2016 (Activity Report 2016, 14), out of 1.727 cases to be resolved, having as object the trafficking in human beings crime, out of the 853 cases new registered in the referenced period, 552 cases were resolved, compared to 794 cases in 2015, that means a 30,47% dropping. Out of these, there have been solved through indictment and plea bargain a number of 136 cases (132+4) compared to 162 cases in 2015 (16,05% dropping), 352 defendants sent to trial compared to 464 defendants sent to trial in 2015 (24,13% dropping), whereas 208 defendants sent to trial compared to 260 placed in 2015 under preventive arrest (20% dropping).

In order to avoid trafficking in human beings, the people who are departing abroad should register their presence to the closest Romanian diplomatic mission or consular office. They should leave to their relatives and acquaintances remaining in the country, copies of the identity document, the travel program and ways to be

contacted (telephone e-mail Facebook, WhatsApp etc.). In order to avoid trafficking in human beings, the people who are departing abroad should register their presence to the closest Romanian diplomatic mission or consular office. They should leave to their relatives and acquaintances remaining in the country, copies of the identity document, the travel program and ways to be contacted (telephone e-mail Facebook, WhatsApp etc.).

People who find or receive job offers abroad should check thoroughly what is that about and they must not accept the job offer before possessing a valid employment contract. Additionally the foreign employing firm shall be checked too, to the Commercial Register of the same country, but in most cases, this check is not performed.

Even though that the undertaken studies and reports show trafficking in human beings as a concerning reality through the comprising rate and emphasizing the risk factors, the estimations of these cannot give us enough clues on the phenomenon's extent. For example, regarding the registered victim's number, the figures differ from one institution to another, depending on the interpretation of the definition of traffic or the trafficking victim. The explanation is given by the role of the involved institutions preventing and combating this phenomenon, but also the way the legal instruments are used.

The New Criminal Code (286/2009 Law regarding the Criminal Code, published in the Official Gazette 510 on 24th of July 2009 with subsequent additions and modifications) enshrines for the first time a distinctive chapter, in the special part, dedicated to the crimes in the field of trafficking in human beings, meaning Chapter VII The Trafficking and exploitation of the vulnerable persons from the 1st Title, Crimes against the person. In the content of this chapter the following crimes are criminalized (See more in Cristiean 2017, 92-110):

- ✦ Slavery - art. 209;
- ✦ Trafficking in human beings - art. 210;
- ✦ Underaged trafficking - art. 211;
- ✦ Submitting to mandatory or forced labor - art. 212;
- ✦ Pandering - art. 213;
- ✦ Begging exploitation - art. 214;
- ✦ Using an underaged for begging - art. 215;
- ✦ Using the service of an exploited person - art. 216;
- ✦ Using the infantile prostitution - art. 216¹.

2. The analysis of the trafficking in human beings provided by the Romanian Criminal Code

The 210th article in the Romanian Criminal Code is a new criminalization, not having a correspondent in the previous Criminal Code. With some modifications, it did have a correspondent in the (1) paragraph of the 12th article, the 678/2001 Law regarding the prevention and combating the human traffic, published in the Official Gazette no 783 on 11th of December 2001, the incrimination being revoked through the 94th article, The 187/24 October 2012 Law for applying the 286/2009 Law regarding the Criminal Code, published in the Official Gazette 757 on 12th of November 2012.

The 1st paragraph of the 12th article of the 3678/2001 Law had the following content: *It is a trafficking in human beings crime, the recruitment, transportation, transferring, housing or lodging of a person, though threatening, violence or other forms of constraint, through kidnapping, fraud, authority abuse or taking advantage of the impossibility of that person for self defence or to express the will or by offering, giving, accepting or receiving money or other benefits in order to obtain the cinsent of the person that has authority on other person, with the purpose of exploting this person, will be punished with the punishment shall be by the term of imprisonment of between 3 and 10 years and the disqualification from the exercise of certain rights.*

The new criminalization is for avoiding the different interpretations and the uneven practice created by the application of the special criminal law. Furthermore, this represents the transposition of the obligations resulted from the international legal acts to which our country takes part, in the Romanian Criminal law, namely:

- ✦ European Convention on Human Rights;
- ✦ EU Charter of Fundamental Rights;
- ✦ Law no 565/2002 for the ratification of the United Nations Convention against the organised transnational criminality, and of the Protocol against the illegal migrant smuggling on ground, air and aquatic way, additional to the United Nations Convention against the organised transnational criminality, adopted in New York on 15th of November 2000, published in the Official Gazette no 813 on 08 November 2002.
- ✦ Law no 300/2006 for the ratification of the European Council Convention for fighting against the trafficking in human beings, adopted on 3rd of May 2005, opened for signing and signed by Romania in Warsaw on 16th of May 2005, published in the Official Gazette no 622 on 19th of July 2006.

- The Directive 2011/36/EU of the European Parliament and the Council of 5th of April 2011 for preventing and combating the traffic in human beings and protecting the victims of it, also for replacing the frame-Decision no 2002/629/JAI of the Council, published in JO 101L on 15th of April 2011.

2.1. Legal regulation – art. 210

(1) Recruitment, transportation, transfer, harboring or receipt of persons for exploitation purposes:

- a) By means of coercion, abduction, deception, or abuse of authority;*
- b) By taking advantage of the inability of a person to defend themselves or to express their will or of their blatant state of vulnerability;*
- c) By offering, giving and receiving payments or other benefits in exchange for the consent of an individual having authority over such person, shall be punishable by no less than 3 and no more than 10 years of imprisonment and a ban on the exercise of certain rights.*

(2) Trafficking in human beings committed by a public servant in the exercise of their professional duties and prerogatives shall be punishable by no less than 5 and no more than 12 years of imprisonment.

(3) The consent expressed by an individual who is a victim of trafficking does not represent an acceptable defense

2.2. Pre-existent elements

A. The legal object

a) The special legal object consists in social relations whose conducting is conditioned by respecting the freedom of human rights, dignity, health and body integrity, against acts of exploitation and transforming of the person in a source of income. Trafficking in human beings is an interesting crime for achieving of a certain purpose, as a result of the victim's exploitation.

b) The material object is the body of the person towards whom any of the incriminated crimes are done.

B. The criminal offense subjects

a) The active subject can be any person. They can be any known person, like a neighbor, a friend, the partner, the spouse, a colleague or a family member. Moreover, the traffic can be an unknown person, a firm, for example, an online friend, a chat

room person, a fictive recruitment company, a false firm for labor placing, a fictive provider of educational offer etc.

The Traficant's have the allure of trustworthy persons and directly display signs of wealth. They are very convincing and they always have a story about someone who left and made it abroad in every way possible (Human trafficking: The EU is struggling with a scourge that brings huge revenue, 2016).

For the aggravated version, the active subject is qualified to be a public servant.

According to the 175th Article of the Criminal Code, *public servant*, legally, means the person who, on a permanent or temporary basis, with or without remuneration: a) shall exercise the duties and responsibilities, set under the law, to implement the prerogatives of the legislative, executive or judiciary branches; b) shall exercise a function of public dignity or a public office irrespective of its nature; c) shall exercise, alone or jointly with other persons, within a public utility company, or another economic operator or a legal entity owned by the state alone or whose majority shareholder the state is, responsibilities needed to carry out the activity of the entity. (2) At the same time, for the purposes of criminal law, the following shall be deemed a public servant: the person who supplies a public-interest service, which they have been vested with by the public authorities or who shall be subject to the latter's control or supervision with respect to carrying out such public service.

The penal participation is possible under all its forms, namely, instigation and complicity.

b) The passive subject is the major person being put into trafficking with the purpose of exploitation, regardless of age, sex, its health state. If the passive subject is a minor, the legal representation will be the trafficking in under aged human beings – 211th article, Romanian Criminal Code.

They are trafficking in human beings victims (Evaluation Report 2010, 29-30):

- The persons that were subjected to violence, authority abuse or threats that were the source for them entering such a process of their sexual exploitation or have occurred meanwhile;
- Those persons who were tricked by organizers/the traffickers and who believed they had an attractive employment contract without any link to the sex business, or simply an ordinary job;
- Those persons who are aware of the real intentions of the organizers/traffickers and who previously gave consent on this sexual exploitation, the cause being the vulnerable

states they have been in. The abuse of the vulnerable state of the victims is included expressly, as a constitutive element of the trafficking.

The victims of the trafficking in human beings can be well educated, or reduces formal education they can come from important cities or form the rural areas of Romania. They can be women, men, youngsters or elders. A common factor for victims is, as mentioned above, their vulnerability.

2.3. The structure and the legal content of the crime

A. The premise situation

The trafficking in human beings crime requires the existence of a person liable to represent the object of the trafficking in human beings.

B. The constitutive content

a) The objective aspect

The material element is realized through one or more alternative actions, listed in a restrictive way, for a number of 5, namely, the recruitment, the transporting, the transferring, the sheltering or the reception of a person. We mention the fact that the incriminated acts have the meaning of the current speaking.

The recruitment consists in the identification of a person liable to be exploited and determining him to become a victim of exploitation.

Transporting consists in moving the victim from the place he was situated to the place to be exploited, by a person named transporter, with the help of a means of transport.

Transferring means the action of a person to dispose of and accomplishing the victim's movement from the place he had been accommodated, hidden or exploited, to another place, even in the same town, with the same purpose.

Sheltering is the person's act of providing an accommodation or hosting space to the victim with the purpose of exploitation or facilitating its exploitation.

The retrieval is the action of a person to take over, take into possession, and take into ownership the person to be exploited or to facilitate its exploitation.

Essential requirements. In any of the five alternative cases, provided in the 210th article 1st paragraph, the act represents a crime only when committed:

- a) By means of coercion, abduction, deception, or abuse of authority;
- b) By taking advantage of the inability of a person to defend themselves or to express their will or of their blatant state of vulnerability;

c) By offering, giving and receiving payments or other benefits in exchange for the consent of an individual having authority over such person.

The committing modality of trafficking in human beings in the typical form constitutes the same amount of stand-alone crimes. Therefore, the act can be committed by constraint in any form, including threatening, hitting or kidnapping or unlawful imprisonment is absorbed in the constitutive content of the trafficking in human beings crime. If the outcome of the traffic actions is exceeding the outcomes foreseen for the crimes above, causing personal injury or the death of the trafficked person, it will be a crime competition between trafficking in human beings, hitting or personal injuries causing death or murder, according to the case.

For the existence of the aggravate version, it is necessary that the act to be committed by a public servant during the time of exercising his functions, but only the fact that the public servant was in the course of exercising his professional duties in the moment of the crime committing.

The existence of the crime is conditioned of the purpose of the act committing as well, consisting in the victim's exploitation.

The immediate outcome consists in infringing the person's rights, freedom, dignity, and integrity, both physical and psychological.

The causality link. Between the act and the immediate outcome must be a causality link. In this case, this can be realized by committing the crime itself, described by the incrimination norm.

b) The subjective aspect means the subjective element and the essential requirements.

The subjective element. The crime should be committed with direct intention because in our opinion the essential requirement of the purpose has the meaning of destination and is characterized by the material element and not by the subjective side (Cristiean 2017, 97).

The intention is the main form of guilt defined by the 16th article, 3rd paragraph of the Criminal Code and represents the psychological attitude of the criminal resulting in his act and foreseeing the outcome of his actions and pursuing that outcome by committing the crime or even accepting the outcome. The intention is known in the doctrine and legislation under two modalities: direct and indirect. These nominations belong to the criminal law doctrine.

As the 16th article 3rd paragraph point states, an action is committed with intent when the perpetrator can foresee the outcome of their actions, in the expectation of causing such outcome by perpetrating the act.

Essential requirements

It does not matter the motive or the purpose of the criminal's activity, but it will count for the judiciary individualization of the punishment.

The motive or the internal cause of the conduct act designates that feeling (desire, tendency, passion) that conducted to creating in the criminal's mind the idea of committing a certain crime. The purpose or the aim pursued by committing the crime is completing the subjective element of the crime and involves the clear representation for the criminal for the outcome of the crime.

According to the 3rd paragraph, the consent of the person being the victim does not constitute as a justifying excuse.

2.4. Forms. Modalities. Sanctions

A. Crime's forms

Preparing acts are possible, but not punished.

The attempt is possible and punished according to the Criminal code's 217th article's regulation.

The crime's consumption for the trafficking in human beings takes place at the moment at least one of the acts of traffic took place that composes the material element and produces the immediate outcome of the crime, namely, creating the danger state for the social relations regarding the essential attributes of the person.

Crime exhaustion. Some of the incriminated acts such as transporting, transferring, sheltering, require certain duration activities, a prolonging, that emphasizes the fact that this crime committed under the above modalities, is a continuing one. Therefore, we will have a moment of exhaustion that takes place at the same time with the termination of the criminal activity.

The traffic in human beings crime can be committed in a continued form if the facts are committed in the wider period of time and in the same criminality base, the case that gets in exhaustion after committing the last act.

B. The crime modalities

The crime can be committed through 5 normative modalities: recruitment, transporting, transferring, sheltering and reception.

Each of the normative modalities can correspond to a variety of fact modalities.

According to the 2nd paragraph's regulations, the act is serious if it is committed by a public servant during exercising his professional duties. The aggravating element is

the quality of the active subject who is a public servant, and the circumstances that the act is committed while exercising his professional duties.

C. The sanctions

The plain form of the crime is punished with the term of imprisonment between 3 and 10 years and forbidding the exercising of certain rights.

The 2nd paragraph of the 210th article inputs an aggravated form of the crime that is punished with imprisonment between 5 and 12 years. In this case of aggravated situation, the law omitted the stipulation regarding the complementary punishment and forbidding the exercise of certain rights, as it was stipulated in the 1st paragraph of the crime and also for the crime of trafficking in under aged human beings.

2.5. Procedural aspects

The prosecution is the legal instrument through the legal conflict is brought for solving to the judiciary bodies, with the purpose of legal sanctioning of natural and legal persons who committed crimes (Neagu coord. 2016, 102). The prosecution for this crime starts ex-officio.

Conclusions

The national system of justice is justifying the social reparatory action when it succeeds in punishing a bigger amount of people who break the law, and also when the penal sanction becomes a part of an integrated approach, social, economic and educational, that promotes the despondency of criminal motivation, in any form, through controlled action, and socially direction, to vulnerability joints, identified through social applied research in all the relevant fields.

The solving competence of the case in the first instance belongs to the court. The competence of prosecution belongs to the prosecutors of the Directorate for Investigating Organized Crime and Terrorism – DIICOT that was founded in 2004, with the purpose of destruction of the organized crime groups, by the border, and across the border.

According to the 112th article¹ of the Criminal code, the court will order the safety measure of extended confiscating if they would take note of the legal requirements. The safety measure was having practically the same end as a special confiscating measure. This measure represents the confiscation of other goods than the ones mentioned in the 112th article, Criminal code – the special confiscation.

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The Gap Between Comfortable Membership and Genuine Discipleship Within the Church

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ABSTRACT: According to the New Testament, the Church of Jesus Christ is a glorious church. Yet the glory of the Church has not always been fully reflected by the local Churches throughout history. Because of this, many churches are harshly criticized, they are considered irrelevant, obsolete, and are coldly rejected by many. Unfortunately, although there is no doubt that the Holy Scripture is essential to spiritual growth, there are many believers who do not know even the most elementary biblical doctrines, although they have been members of the Church for years. There are many believers who are satisfied with a comfortable membership without being authentic disciples. The solution for the outcome of this state consists in a transformation of the Churches without changing the biblical message and without lowering the standards, the ideals, and without losing the purpose which is presented in the Sacred Scripture. To become mature Christians, authentic disciples, believers need biblical teaching to give them theological stability, need profound relationships to be satisfied, and need to see people coming to Christ as a result of a personal testimony.

KEYWORDS: Church, discipleship, membership, Christian, maturity

Feeling disappointed, especially with the continuous numerical increase of his confession on the setting of a poor Christian life, Findley Edge (1994, 9) said:

At present Churches are going through a period of unprecedented popularity and prosperity. Such a situation would normally be the basis of optimism and

joyful enjoyment. It's weird, but things are not like that. Many religious leaders and many mature Christians show a growing feeling of concern and anxiety. In spite of the impressive buildings of the Churches, despite the increasing number of members and despite many activities taking place in the Church, something is wrong with modern Christianity, something is wrong with it. It is in danger of losing its life and dynamism.

God's true knowledge calls for the call to discipline to be taken seriously. The answer to this call is nothing more than an act of obedience. Speaking of this, Dietrich Bonhoeffer (2009, 57) emphasized the following: "Discipleship is an attachment to Christ, and because He exists, there must be discipleship. [...] A Christianity without discipleship is always a Christianity without Jesus Christ. Discipleship without Jesus Christ is the choice of one's own way."

The Bible highlights not only the message of our faith, but also the method by which faith is passed on to future generations. Note that they cannot be disciples through mass production methods, looking for the shortest path to maturity. In this sense, Robert Coleman (1964, 37) indicates, "Every man must decide what results he desires for his work: the transient applause of human recognition, or the transmission of one's own transformation and spiritual maturity into the lives of a few well-chosen people, to carry on the work after we are no longer here."

Believing in God does not mean, therefore, to be careless and wait for the realization of miracles, but to go with him on the path of discipleship. Note that "Discipleship, as an attachment of the Person of Jesus Christ, places the disciple under the law of Christ, that is, under the cross" (Bonhoeffer 2009, 84). At the same time, "Jesus' call to disciples puts the disciple face to face with his own individuality. [...] Christ wants to separate man from the others, he must only see the One who called him" (p. 91).

Disciple training is not happening at random, it is not limited to a period of time and it is not only addressed to a certain category of people. Moreover, Greg Ogden (2012, 11) said, "Books do not form disciples. God works through people who live the life of Christ in order to nurture those who desire maturity." When it comes to the Church, it must be understood that it is not an institution, a building but a living organism, it is the body of Christ. To be in Christ means to be in the Church, and to be in the Church presupposes being in Christ. Therefore, Bonhoeffer (2009, 219) concluded, "No one can become a new man unless he enters the community through the Body of Christ." Whoever seeks to become a new man on his own remains the same: becoming a new man is to come into the community, to become a member of the Body of Christ."

Strengthening a believer means, in the end, to help him stand firm in his faith, to be able to stand alone even when attacked. An authentic disciple is one who puts Christ first in his life, above all other relationships and even his own desires. An authentic disciple is one who has lovingly and fellowship relationships with other believers. This aspect of discipleship is so important that Christ made of it an actual commandment. (Love is the criterion that people around you can figure out whether a particular person is or not Christ's disciple.)

Remember that in Christ we no longer live our own lives, but Christ lives His life in us. Therefore, Dietrich Bonhoeffer (2009, 233-234) said:

In the community, the other is no longer seen as a slave or loose man or woman, but as a member of the Body of Jesus. Of course, this does not mean that the slave is no longer a slave, and the man is no longer a man. On the contrary, from now on, we will no longer address a member of the community in view of his status as a Jew, Greek, free man or slave. Such a thought must cease. We report to each other only from the perspective of our belonging to the Body of Christ, therefore, through the fact that we all became one in Him.

Unfortunately, the lives of many are characterized by sporadic and superficial relationships. The prevailing idea is that of personal fulfillment based on what each thinks is right for him. "Even fellowship opportunities degenerate into social contacts that differ little from world meetings. Fellowship, or *koinonia*, in the biblical sense, is more than coffee and cakes and more than the establishment of purely human relations" (Getz 1992, 232). It is often forgotten that:

The one who belongs to the Body of Christ is freed from the world, called out of it, and must become visible to the world not only by participating in the divine service and the community, but also by the new fellowship of the fraternal life. When the world despises a brother, the Christian loves him and serves him; when the world hits him, the Christian helps and comforts him; when the world dishonors him and insults him, the Christian forsakes his honor in exchange for his brother's shame. When the world is looking for benefits, it gives up, when the world exploits it, it succumbs, when the world is oppressed, goes and raises the oppressed. If the world refuses to do justice, the Christian pursues mercy, if the world is shrouded in lies, he opens his mouth for the mute and confesses the truth. For the sake of his brother, whether he is Jewish or Greek, a slave or a freeman, strong or weak, of a chosen race, the Christian renounces any fellowship with the world, because he serves the fellowship of the Body of Jesus Christ. As part of this fellowship,

he cannot remain hidden from the world, but is called to go out and follow Christ (Bonhoeffer 2009, 234-235).

Formation of disciples is an essential aspect of the Church. "If I say I am a disciple, then I say something about the quality of my life as a follower of Jesus. To be a Christian means to recognize what Christ has done for me, to be a disciple means to recognize what I do for Christ" (Ogden 2012, 7).

Responding to the question: *What is the training of disciples ?*, Greg Ogden (2012, 17) said: "Disciple training is a relationship in which we go along with other disciples in a process in which we encourage, support and encourage each other to grow in maturity in Christ. Also, discipleship training means training to teach others."

In other words, it can be said that apprenticeship training is possible by assuming responsibility, by developing relationships based on trust, by accepting divine guidance and applying the Word to personal life. Disciple training is an expression of the fact that you care about those around you. It is important to note that mass disciples cannot be formed, but only through a personal and intense concern. Therefore, A.B. Bruce (1971, 13), "The careful and sustained education of the disciples made the Teacher's influence upon them permanent and that the Kingdom should be founded on profound and indestructible beliefs in the minds of some people, not on the moving sand of superficial thoughts in the minds of many people".

The focus of the Lord's work on a small group did not limit its influence, on the contrary, it extended it. Robert Coleman (1964, 21) highlights this as follows: "[Jesus] was concerned not with programs by which he could save the crowd, but with people whom the multitude would follow".

When he speaks of what a disciple is, Greg Ogden (2012, 23) emphasized the following: "An disciple is the man who responds by faith and obedience to the call of grace of Jesus Christ. We become disciples through a life-long process and by which we die to ourselves, allowing Jesus Christ to live in us".

Writing from a perspective of a comprehensive understanding of history and culture, Francis Schaeffer (1970, 67) pointed out that: "In a time of rapid change, such as ours, a period of complete overthrowing as ours, making absolutes from non-absolutes guarantees both isolation and the death of the institutionalized organized Church". Discipleship is, after all, one of the most strategic ways of having a continual personal work. It can be made anytime, regardless of age. Discipleship is one of the ways in which the whole Church can be mobilized to engage in ministry. Discipleship will provide the local Church with spiritually mature leadership, in the context of too many

warming the churches of the Churches, contented with a comfortable membership. In this respect, Henrichsen (1992, 58) emphasized that:

Implementing a vision of training, multiplying disciples is the only way to fulfill the command of Christ. Other works and approaches can amplify it, but I cannot replace it. Discipleship is the opportunity we have to reach the endless wealth of God. It is the chance to consecrate our lives to a meaningful goal, not mediocrity.

For the Christian, being an apprentice does not mean to do God a favor, but to enjoy himself of this favor. There are certainly a number of factors that have a negative influence on what we would like to make disciples of. Gene Warr (1978, 90-95) presents some of these factors as follows: the lack of interest in those we disciple; lack of personal contact with those we disciple; lack of obedience to their problems; lack of thinking and planning for them; lack of prayer for them and with them. Making disciples means, in the end, to help one faithful to become a 100% disciple of Christ. In this process of discipleship, the personal relationship with the disciple is thus vital. (In the process of apprenticeship it is necessary to establish that type of relationships in which personal and spiritual issues can be freely discussed. It offers the opportunity to serve the person as a whole.)

In his *Excellence* book, John W. Gardner says:

We often make the mistake of believing that happiness necessarily implies convenience, fun, quietness, a state in which all our desires are satisfied. But most do not find happiness in this state of lightness/ease, but in the effort to achieve a significant goal. A person devoted to a cause never achieves all of the proposed goals. His life is a permanent pursuit of targets, some of which remain untouched. He may often be tense, overwhelmed by thoughts and fatigue. He does not have the so-called “happiness of the stories”, but he has found a more meaningful happiness (Henrichsen 1992, 153).

Making disciples consider man in his totality, not just his spiritual needs. In this way, discipleship is effective. Even though the process of discipleship starts slowly, long-term spiritual multiplication encompasses more people than adding through evangelism in the same timeframe. Another advantage of multiplication of disciples through intensive training is that it provides for the formation of good, mature spiritual believers. It can be said that the formation of disciples begins with evangelism and is concretized in a proper relationship with Jesus Christ. But as Hession remarked, “The winning of souls and their apprenticeship requires a broken heart. Our dry and cold sermons,

beautiful songs and prayers without tears, leave nothing but the soul where we find it" (Hession, 1974, 37).

The one who makes disciples knows that his responsibility continues until his disciple becomes a spiritually mature believer and able to reproduce. The one who makes disciples knows how well he instructed his disciple when he sees the disciples of his disciple by teaching others.

Considering all of this, one may say that one of the most important needs for fulfilling the Great Commission is Christian motivation. If the Christian does not have the necessary motivation, he will not do much. A key way to motivate those involved in discipleship is to be a good listener. Only after you know what their position is, you can plan where to go with them.

"Today, as always," says Walter A. Henrichsen (1992, 74-75), "Jesus needs disciples, not just Christians on Sundays". It means engaging in what the Bible calls "spiritual warfare," is to fight the powers of darkness for the souls of men. So often, however, it is desired to obtain the promised results of God without the manifestation of the willingness to pay the price of the service.

Before anyone could act on the promises of God, Henrichsen said, he must fulfill two conditions: to have conviction and vision. If you find a person who is convinced that they have to make disciples without knowing how, you will finally see that he will find a method. But give the man all the methodology in the world, and if he does not have the conviction, he will eventually stop making disciples, no matter how careful you have taught him. The person who has methods without conviction is like a cut bouquet of flowers: impressive on sight, but it will not last (Henrichsen 1992, 137).

In the work of training the new in the faith, one of the goals should also be to help the disciple to discover and cultivate his gifts and not merely to be content with being members of a Church. It is known that workers are the product of a discipleship that takes place in the Church under the guidance of the Holy Spirit. The test of any discipleship, however, does not consist in what can be seen now or in what the statistics say, but in the efficiency with which the work continues into the next generation. Thus, in order for discipleship to be effective: "The soul must be awake, must have the enlightened mind, the broken self, the purified conscience and the renewed zeal" (Wilkes, 1995).

In order to reduce as much as possible the gap between a comfortable membership and genuine discipleship within a Church, it is very important to take into account the following aspects:

- ✦ As more and more members of the Church are disciples, the spiritual quality of the Church will increase.
- ✦ As more and more members of the Church are disciples, the impact on the world will be greater.
- ✦ As more and more members of the Church are disciples, the unity of the Church will be ever closer.
- ✦ As more and more members of the Church are disciples, believers will be more willing to take responsibility for the fulfillment of the work in the Church.
- ✦ As more and more members of the Church are disciples, the Church will be able to engage in sending workers to other places to fulfill the Great Commission.

Discipleship must therefore be an indispensable component of the Christian ministry so that the Christian is no longer satisfied with a comfortable membership within the Church.

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Luther, the Papacy, and the Quest for the Absolute

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ABSTRACT: Luther's rejection of papal authority was never really about papal authority. Luther's revolutionary theological route was led by another, more important motivation: his fundamental, all-important "quest for the absolute." Luther was animated by an obsessive desire to find a sure, certain, and unending basis for the Christian life — "the absolute." This was his primary spiritual impulse, which he had acquired during his days as an anxious, guilt-ridden monk. Knowing his own sin, Luther despaired of finding an absolute basis for salvation in himself. Likewise, discovering the Church to be "merely human," he found it necessary to untether the Christian life from any reliance upon the institutional Church. It was then only natural for Luther to reject the claims of absolute authority made by that Church's head, the pope. This essay examines Luther's radically changing views on the papacy during the critical period between October 31, 1517 (Luther's publication of the Ninety-Five Theses) and December 10, 1520 (Luther's burning of *Exsurge Domine*—the papal bull of excommunication). This transformation was not so much an evolution into something new, but the unfolding realization of something already present. Luther's ultimate rejection of papal authority was implicated in his restless commitment to finding an absolute basis for the spiritual life and salvation. Historical circumstances merely provided the external occasion for him to flesh out the logic of this internal quest. This paper employs philosophical, theological, psychological, and historical insight to get at this deep, largely ignored component of Luther's attitude towards the papacy.

KEYWORDS: Luther, Reformation, Authority, Anxiety, Philosophy, Theology, Psychology, History

“The papacy is indeed nothing but the kingdom of Babylon and of the true Antichrist.”
Martin Luther, 1520 (Hendrix 1981, 111)

How did Martin Luther, a faithful and devout Catholic monk, become this: “the radical Luther”? The answer is that Luther did not set out to attack the papacy. His road to a radical anti-papalism was more indirect. We might even go so far as to say that Luther’s questioning of papal authority was never really about papal authority. From the original Ninety-Five Theses of 1517 to his eventual excommunication just three years later, Luther’s revolutionary theological route was led by other, more important motivations.

Chief among these influences may have been Luther’s fundamental, all-important “quest for the absolute.” Luther was animated by an obsessive desire to discover a sure, certain, and unfailing basis for the spiritual life- “the absolute.” For this paper’s argument, we can define “the absolute” negatively (almost apophatically) as: that which lays beyond the contingencies, uncertainties, and limitations of man- a finite creature Luther knew to be utterly weak, and an untrustworthy thing upon which to rest our faith. The opposite of “the absolute” is the realm of the “all too human.” Knowing his own sin, Luther despaired of finding an absolute basis for salvation in himself. Likewise, discovering the Church to be “merely human,” he found it necessary to untether the Christian life from all reliance on the institutional Church. It was then only natural for Luther to reject the claims of absolute authority made by that Church’s head, the pope. In this way, Luther’s challenge to the papacy was always “inadvertent.” It was never his primary aim or intention.

My essay examines Luther’s evolving views on the papacy during the critical three-year period between 1517 and 1520. But though this time is my primary focus, to understand this period, we must first understand Luther’s most fundamental spiritual impulse, which was developed during his earlier years as a monk. It is this impulse that would ultimately lead to his radical estrangement from the institutional Catholic Church and his sharp antagonism towards the pope. Oddly then, if we want to best understand Luther’s later beliefs on the papacy, perhaps we must start by looking elsewhere than his explicit ideas about the papacy itself. I will spend an almost inordinate amount of time explaining this early period, because it is critical you understand this deep impulse I am suggesting animated Luther.

1. The Early Luther

The most pivotal point in all of Luther's thought was the question of salvation. Luther's personal spiritual journey in this regard embodied and exposed the weaknesses inherent to late-medieval Catholicism. His internal spiritual wrestling revealed the limits and contradictions within this period's understanding of salvation. The Church of Luther's day largely held to an "extrinsic" conception of sin. Its all-encompassing religious system was built around this understanding, reflected in its distinctive interpretations of mortal sin, the state of grace, penance, absolution, and so on. The Church's understanding of mortal sin and the state of grace often dwelt upon the idea of sin as a definite, easily locatable moral fault that could just as easily be expunged through moral effort and the appropriate sacramental means. This stood in contrast to Luther's more pervasive, holistic, all-encompassing, and (dare I say) insightful sense of "Sin," which did not permit of such an easy solution.

Luther experienced "Sin" as an intrinsic condition that pervades all human existence, not an extrinsic act limited to a definite set of expressions. This is what the psychologist William James, quoted in Erik Erikson's *Young Man Luther*, describes as the Germanic tendency to envision "Sin in the singular, and with a capital S...ineradically ingrained in our natural subjectivity, and never to be removed by any piecemeal operation" (Erikson 1962, 215). It was this discrepancy between Luther's more pervasive sense of "Sin" and the Church's more limited, extrinsic understanding that would be an unending source of anxiety for the young monk. If "Sin" (that which alienates us from God and His salvation) is "*ineradically ingrained in our natural subjectivity*," than the quest to find salvation (overcoming this alienation) involves an impossible battle against the weaknesses and failures inevitable to human existence. Seeking salvation thus becomes a maddening, futile attempt at defying our very condition as human beings. This situation provided the young Luther with a ceaseless source of anxiety and guilt. This was not an *ab-normal* anxiety (i.e., a neurotic anxiety solely reflective of his own personal failures, shortcomings, or weaknesses), it was, to use the phrase of the 20th German theologian Paul Tillich, an *existential* anxiety (i.e., it related to the intrinsic condition of being a finite human creature) (Tillich 2000, 41).

The late-medieval religious system was ill-suited to soothing the conscience of an individual tuned to the depths of their own subjectivity. Luther knew himself (which is to say, the plight of all imperfect finite beings) too well to rest at peace with this salvific system. Whatever prescribed outward actions Luther did, he could always question his inner motives and sincerity. Luther thus continually, obsessively berated himself as a monk: "You didn't do that right. You weren't contrite enough. You left that

out of confession” (Hendrix 1981, 8). The outward religious forms of consolation the late-medieval Catholic system offered him could not correspond to his inward sense of that “Sin” which pervaded his deepest being. This led him to despair of finding salvation in anything “human”: whether his own works or a mere outward fulfillment of the Church’s piety. For the all-important matter of salvation, he could find a reliable hope in the grace of God alone: the only thing Luther could trust as being certain and absolutely dependable. For Luther, this Divine grace must also be unconditional, operating utterly independent of anything “all too human.” It must be a salvation *in* the inherent weaknesses and failures of our humanity (of our sinful subjectivity). Anything short of that was a hopeless effort at defying our human condition.

These early struggles with the question of salvation formed the beginning of Luther’s quest for an *absolute* basis to the Christian life- beyond all the hopeless shortcomings inherent to imperfect finite creatures. However embryonically, in his rejection of a salvation that is in any way dependent on man, we can detect the foundations for Luther’s eventual rejection of the papacy, which he would come to regard as a “merely human,” non-absolute authority that hindered the individual’s full pursuit of salvation. In this early stage, we can see Luther’s strong sense of the need for a Christianity totally grounded in “the absolute”: something rising beyond the hopeless level of the “all too human.”

2. The Revolutionary Period

Central to Luther’s interpretation of Christianity is his basic intuition that believers’ salvation must rest upon something utterly independent of all that is human, contingent, and uncertain. We can see this throughout his critical, three-year revolutionary period. In the Ninety-Five Theses, Luther insists on the believers’ ability to attain remission of guilt “even without indulgence letters” (Luther 1517, Th. 36). Instead, they should simply rely on the forgiveness that is immediately accessible through repentance before God. Luther had little patience for any “human doctrine” that made salvation even the slightest bit dependent upon the uncertain contingencies of the human Church, including that Church’s human pope (Luther 1517, Th. 27). This leads him to claim that “it is vain to trust in salvation by indulgence letters,” though the pope himself were to “offer his soul as security” (Luther 1517, Th. 52). With his relentless disdain for the idea that papal indulgences could forgive sin, even “the very least of venial sins,” Luther is not lofting a frontal attack on the papacy (Luther 1517, Th. 76). Rather, this inadvertent check on papal power merely follows from the unstoppable momentum of his primary concern, which is to lead Christians towards their absolute,

unquestionable source of forgiveness in God. For something as crucially important as salvation, human destiny does not rely upon the whims of the ecclesial authorities.

We can see Luther taking this idea even further in his 1518 sermon on excommunication. In the months following the Ninety-Five Theses, Luther realized that he was facing the very real possibility of excommunication from the Church- an act that was then held to have ultimate, salvific implications. In short, it was believed that to be cast out of the institutional Church was to be cast out of God's salvation. This threat forced Luther to articulate a new theology of excommunication in this sermon. Luther here went even further in freeing Christian salvation from any dependence upon the fickle contingencies of human beings, including those human authorities who determined Church excommunication.

The way Luther accomplished this was by severing the supposedly unbreakable connection between the "spiritual" Church and the "earthly" Church. These were not in fact identical. One's membership in the "spiritual" Catholic Church was determined in relation to the perfect, unquestionable judgement of God, while one's membership (or exclusion) within the "earthly" Catholic Church could be determined by ever-questionable, all too human actors. Excommunication from this "earthly" Church did not necessitate excommunication from the real, "spiritual" Church. As the theologian Herman Amberg Preus rightly suggests, this sermon is "important in the development of [Luther's] doctrine of the Church," for it "reveals the comfort of the doctrine that the Church is not an organization which can condemn your soul to hell, but a spiritual communion of believers, into which only God can bring you and out of which only He can drive you" (Preus 2008, 61). Luther thus liberated the conscience from its dependence upon anything short of God: the only absolute reference point in the Christian hope of salvation. Having fully severed the true "spiritual" Church from the "official" institutional Church, there was now *nothing* preventing Luther from taking the demarcation of these two to the furthest possible extreme. And driven by external factors and historical necessity, this is exactly what we see playing itself out in the following years.

In the Augsburg debate (Fall of 1518), Luther became even further disillusioned with the Church, and his beliefs about the implicit, hypothetical possibility of an opposition between the "official" Church and the true "spiritual" Church started to gain credibility. All the while (in this period of growing disillusionment), Luther had little animus towards Pope Leo himself (the man actually behind the papacy). He even gave the papacy an exalted place within his vision of a reformed Church, but he "could maintain respect for the papacy only at the cost of dissociating the salvation of the people from the question of papal authority" (Hendrix 1981, 78). Luther was

willing to grant high privileges to a “merely human” pope so long as these privileges only touched upon “merely human” matters (such as maintaining temporal church order and unity). But on ultimate questions like salvation or Gospel truth, he thought we must have a more absolute foundation than the feeble level of the “merely human.” As it was, the papacy was attempting to “tyrannically” lord its “merely human” prerogatives over the spiritual life of the faithful, and that is where Luther stood firm in resistance.

In 1519, largely driven by Johann Eck at the Leipzig debate, Luther’s skepticism of the Church and the papacy became even more dramatic. By 1520, Luther had observed the radical failures of the Roman Church and fully understood the implications. These failures included the Church’s suppression of the Gospel (i.e., a salvation by Divine grace independent of human contingencies), as well as its condemnation of “evangelical” preachers of the Gospel like himself and Jan Hus of Bohemia a century before. Thus, consistent with his personal tendency towards extremes and apocalypticism, Luther took the already mentioned theoretical distinction between the “official” Church and the “spiritual” Church to its furthest extreme. Luther believed that in history the “official” Church had become the enemy of the very thing it was called to serve: the Christian Gospel. The institutional Church had become the enemy of the “spiritual” Church. We might thus even call it “the Anti-Church.” From there it only followed that the head of this institutional Church was nothing less than the arch-nemesis of Christ and His Gospel- that is to say, the Anti-Christ.

Starting with the obscure Augustinian monk of Wittenberg, faithful and devout, we have now arrived at “the radical Luther” of 1520. At this point, his anti-papal fervor was unlimited. For the rest of this year, Luther spared none of his characteristically colorful language in trumpeting against the Roman Church and its head, the pope. This culminated in his dramatic burning of the papal bull of excommunication in December of 1520, by which he implicitly claimed that the pope himself was the true heretic. For the remainder of his life, Luther continued to believe he must do all that he could to warn Christians of the great truth: “The papacy is indeed nothing but the kingdom of Babylon and of the true Antichrist.”

Conclusions

As we have established, Luther was animated by the quest for an absolute basis to the spiritual life. This led him to dissociate the individual Christian’s spiritual life from the non-ultimate authority of the all too human Church. The pope was never integral that quest, he was just an annoying, “merely human” hindrance that conflicted with this primary impulse. Through his early experience as an anxiety ridden monk

seeking to attain certain salvation by his own efforts, Luther came face to face with the intrinsic limits that define weak, finite creatures. He simply perceived the plight of being a feeble creature who could by nature never defy the failures and shortcomings inherent to human subjectivity. His theoretical severance from the institutional Church was only the consistent, inevitable outgrowth of this fundamental realization about human existence, although, non-inevitable historical circumstances did encourage him to follow this reasoning to its logical conclusion and champion its most extreme possibility- namely, that the “official” Church had pitted itself against the Gospel in history, and was therefore “the Anti-Church,” and that consequently this Church’s head, the pope, was, at least for Luther, nothing short of the Anti-Christ.

In this way, I hope you have seen the supreme logic behind “the radical Luther,” who should not be dismissed as the product of mere personal exaggeration or fanatical extremism. Instead, the historical equation for creating the radically anti-papal Luther was simply his key insight into the nature of imperfect finite human existence, together with the unique historical circumstances that forced him to realize the full implications of his relentless, all-important “quest for the absolute.” It was ultimately this quest for a certain, unfailing, absolute basis to the spiritual life that created the world-historical figure of Martin Luther: bitter critic of the institutional Catholic Church, and equally, arch-enemy of the pope in Rome.

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Aspects Relating to the Family Status in the Roman Law

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ABSTRACT: The status of the family has evolved over time until it formed what we call today the basic cell of society. It is interesting to observe how in the old Roman law, for the valid start of a marriage it was required the consent of the head of family also known as *pater familias* and not of the future bride and groom. They had no rights of their own, the father even having the right of life and death at first. As Rome moved towards the Imperial Age, marriage also began to take on another form and was transformed from marriage *cum manu* (under the power of *pater familias*) to *sine manu* (where only the consent of future bride and groom was needed).

KEYWORDS: status, family, marriage, Roman law

Introduction

Nowadays the family is thus defined according to DEX (2009): “the basic social form, made by marriage, which unites the spouses (parents) and their descendants (unmarried children)”. Family is the cell of society having a connection with many branches and social domains. Even the Romanian poet Bolintineanu (2004, 5) refers in his works to this basic core, saying: “... *I did not know what happiness tastes the one who has a family...*”

Still, to reach this form, the family and, in particular, its status has undergone numerous changes over the years. In Roman law, the notion of family was much more extensive, including in its very term all persons under one power (*pater familias*) and the goods owned by him. Helped by the branch of law, *status familiae* (the family) has now come to a vast and thorough regulation.

On the other hand, the law is a conglomerate of norms and principles that have the role of impregnating high social and moral conduct in the public mind and conscience. Renowned jurist Ulpian defined the law as follows: "*Turis praecepta sunt haec: honeste vivere, alterum non laedere, suum quique tribuere, meaning the teachings of the Law are these; to live in honor, not to harm another, to give to everyone what is due. Another wording that remains famous since the time of Roman law is IUS EST ARS BONI ET AEQUI. Meaning the Law is the science of what is good and fair*" (Hanga and Bob 2009a,18).

The form of the family in Ancient Rome

Next, we will take a leap in history until Ancient Rome where we will look at and analyze more closely the form of the family at that time. The most important role in society and in the family was this *PATER FAMILIAS* that I mentioned in the previous paragraphs. This term is related to power and not to procreation, Ulpian states that *Patres familiarum are, qui sunt suae potestatis sive puberes sive impubere*, meaning the family bosses are the ones under their own power, be they *puberi* or *impuberi*. (*Digestele 1.6.4*) *Pater Familias* had his wife, children (*aliens iuris*) and slaves (*res*) in his possession, this power over them was generically named *MANUS*. In time, however, instead of this single term of *manus* designating the general power over all the people under his rule, *patria potestas* (power over children), *dominica potestas* (power over the slaves), *dominium* (the power over things) appear, and *manus* remains to designate only power over the woman.

The most important prerogatives that the *pater familias* had on those under his power ranged even to the right to life and death (*ius vitae necisque*). He was also the sole owner of the family heritage, and the others were only entitled to increase it, but in no way diminish the value by the acts they would have concluded. *Patria potestas* in Ancient Rome was unlimited. The father could drive out his children from the house, sell, punish, or even kill them. Regardless of the age of the male descendants or whatever high rank that they would have occupied in society, they could not get away from their parental power or acquire any of their own patrimony, so there was no such thing as coming of age (Hanga and Bob 2009a,140-142).

This unlimited power was facilitated by the fact that Rome was a fortress with an agricultural structure, and such a structure allowed the total independence of a single head of household. With time however the development of commerce is beginning to take the place of agriculture more and more and with this phenomenon come into force new laws and decrees that considerably weaken the power of *pater familias*. In Athens, a greater freedom of family members, required by the conditions of the new society, makes its presence felt much earlier, as opposed to Rome, which begins to see some restrictions only towards the end of the Republic, being thoroughly regulated only in the Imperial age. Until Emperor Constantine who puts an end to the parent's life and death right over the child, it was adopted in year 18 A.D. *LEX IULIA DE ADULTERIIS* which allowed the parent to kill his daughter caught in adultery but only if he applied the same treatment to the one the daughter was committing adultery with, in order to guarantee the fairness of the act and his decision (Hanga and Bob 2009a, 140-142).

The personal freedoms of the descendants of *pater familias* are slowly joined by some patrimonial independence, the child beginning to be regarded as a juridical personality distinct from that of his father. It is even possible during Emperor Constantine to regulate a mass of distinct goods of the child, the patrimonial mass made up of goods acquired by the mother's devolution. Although this *bona adventicia* was the property of the child, still the father kept his right to use and administer the goods throughout his life (Hanga and Bob 2009a, 140-142).

However, Rome knows its greatest changes with the arrival of the Emperor Justinian to the throne, also called the "man of the great restorations" (Hanga and Bob 2009b, 7). Justinian dreamed of a political and religious unity for his vast empire, being aware that this can be accomplished and can only be maintained by a legislative unit, thus making a new codification. Justinian's new legislation is made up of four parts: the *Code*, *Digeste*, *Institutions* and *Novelle*, and gets the name *CORPUS IURIS CIVILIS* (*Civil Law Collection*) (Hanga and Bob 2009b, 10) in the Middle Ages. *Institutions* are particularly concerned with the legal regulation of the family and the power of the *pater familias*, which is significantly diminished with the weakening of the agnatic system. The first signs in achieving total children's independence arise in banning marriage against their will, as well as prohibiting the father from selling the children, with only renting out for work being allowed. An element of absolute novelty arises when *pater familias*' former discretionary power is joined by some obligations, among which we name the food obligation to those under his power, the obligation to endow the daughters in marriage, etc (Hanga and Bob 2009a, 142-145).

An interesting aspect to analyze is the institution of marriage with all the changes it suffers from the earliest times of the Roman age to the present day. The Roman legal counsel, Modestius, defined marriage as follows: “*coniunctio maris et feminae, conscientium omnis vitae divini et humani iuris communicat*, that is, the union of the man with the woman, a community for the whole life, the sharing of divine and human cult” (*Digeste* 23.2.1). Emperor Justinian also does not leave this important juridical and religious construction unfinished, defining it in his *Institutions*: “the union of the man with the woman, which is a unit of life, inseparable” (*Institutions* 1.9.1).

In the early epoch of Rome, marriage was preceded by a *sponsalia*, meaning engagement. *Sponsalia* had impregnated a strong moral character, and it did not produce any legal consequences until Emperor Constantine came to the throne, thus transforming *sponsalia* into a relationship with legal consequences and giving the future spouses the right to personally express their consent to its conclusion, and not through family bosses. Once an engagement was completed, certain conditions would be met in order for a marriage to be validly concluded. Interesting to note is that over the years these conditions remained essentially the same, suffering only small changes. Thus, the background conditions were as follows: consensus, age and *conubium* (Hanga and Bob 2009a, 142-145).

In the beginning, the consent totally belonged to *pater familias*, even if it was against the will of those who married. But as the rigidity of the Roman system began to weaken, alongside the *pater familias*, it was also necessary for the future husband. It even begins to be assumed that if *pater familias* does not oppose marriage directly or does not express its consent at all, he agrees with the conclusion. The imperial age is bringing more and more changes in this area, with the edict of the *IULIA* law during Emperor Augustus, which allows future spouses to address justice if *pater familias* opposed unjustifiably to their marriage. The next essential condition was the age, which was considered to be fulfilled when the boy was a *puber* and the woman was nubile. The boy was considered to be a *puber* at the age of fourteen and the girl at the age of twelve (Hanga and Bob 2009a, 145).

However, the most interesting and complex condition to be fulfilled was *conubium*, namely the right to get married, both subjectively and objectively. In ancient Rome, only Roman citizens could validly get married, so that in objective terms in order to benefit from the *conubium*, you would have to be either *prisci Latini* (ie old Latins) or those of whom Rome granted this favor. A marriage done without respecting this first condition was not recognized (Hanga and Bob 2009a, 145).

But subjectively however, *conubium* knows a number of conditions that needed to be met cumulatively. First of all, the future spouses were not allowed to be relatives between them in a straight line to infinity and in collateral line to a certain degree. Because the degree of kinship from which marriage was permitted varied, Emperor Justinian also offers some clarifications in this regard in his *Institutions*: “*The marriage to the brother or sister’s daughter is not allowed as well as that of his brother or sister’s niece, for if one is not allowed to marry someone’s daughter, he is not allowed to marry the niece either. Nor is anyone allowed to marry his father’s sister, even if she is a sister through adoption, nor his mother’s sister because these people are considered to be relatives. For the same reason the marriage to the grandfather or grandmother’s sister is forbidden. The children of two brothers or two sisters or of a brother and a sister can however marry between them*” (Hanga and Bob 2009b, 51).

Future spouses were not even allowed to have affinity between them. *Adfinitas* (affinity) is the kinship created by the marriage between one of the spouses and the relatives of the other. It was also forbidden for the spouses to be married, bigamy or polygamy being forbidden in Rome. Another interesting condition was the case of the widow. She was not allowed to remarry until after a period of time has passed (first 10 months, then one year). Although this interdiction was based on moral grounds (pain and mourning after *de cuius*), its true reason however was to avoid uncertainty about a future child’s fatherhood. The last condition imposed by *conubium* was the social condition. So until the *Canuleia* law was enacted, the marriage between *the plebs* and *the patricians* was forbidden, and the marriage between the free-born citizens (*ingenui*) and former slaves was forbidden until the time of Emperor Augustus (Hanga and Bob 2009a, 146).

Marriage in the new Romanian Civil Code

A particularly important aspect worth paying attention to is the fact that some of these background conditions regarding marriage have survived for so many centuries, reaching us today, in Romanian society, almost unchanged. Going forward we will briefly present them according to the existing model in the Romanian law. Firstly, in order to have a valid marriage, the new Romanian Civil Code regulates the consent of the future spouses, stating in art. 271: “*Marriage in between man and woman through their personal and free consent*”. We note that the efforts of Rome’s Imperial epoch to remove the consent of *pater familias* or any other person in order to get married were successful; today this institution depends exclusively on the free and unquenchable will of the two parties.

The next condition under Roman law was age. At present the matrimonial age is 18, according to art. 272 of the New Civil Code: “*Marriage can be done if the prospective spouses are 18 years old.*” However, the Code also admits an exception to this rule: “*For well-founded reasons, a minor who has reached the age of 16 may be married on the basis of a medical opinion, with the consent of his parents or, where appropriate, of the guardian and with the approval of the guardianship court in which district the minor resides. If one of the parents refuses to approve the marriage, the guardianship court also decides on this divergence, given the child’s best interest*”. Analyzing the age from the time of the Roman law with the one nowadays we observe a significant increase of the moment when a marriage can be started. Because in our time only the consent of the future spouses is needed without the approval of any other person, it is imperative that the future partners are mature enough to understand the importance of this institution and the responsibilities that come with it. That is why we are explaining the significant change in age that took place over time.

If we take a step further, we will notice that the following two conditions have remained unchanged. Thus, in art. 273 of the New Civil Code bigamy is forbidden: “*It is forbidden to start a new marriage by the person who is married.*” And in art. 274 marriages between relatives are forbidden: “*It is forbidden to marry between relatives in a straight line, as well as between those in collateral line up to and including the fourth degree.*”

Analyzing more thoroughly some of these important conditions for starting a valid marriage in our days, we conclude that the norms enacted in the New Romanian Civil Code owe much to the Roman law.

An interesting aspect of the Rome era is the forms of marriage. In the course of time, Rome knows two forms of marriage, namely *cum manu* and *sine manu*. The *cum manu* marriage is the oldest form of Roman marriage, and it lasts up until somewhere at the end of the Republic. It meant that the future wife was totally under the power of *pater familias* from the man’s family. The woman broke any connection with her family of origin and got the status of a daughter in the man’s family, meaning that the *pater familias* had at that time full power over her. This form of marriage could begin in three ways: by *confarreatio*, a procedure that only the Patricians enjoyed which meant speaking some sacramental formulas in the presence of Jupiter’s priest and 10 witnesses, through *coemptio*, the procedure reserved for plebeians, representing the fictitious sale of the wife by *pater familias* to her future husband. One thing worth noting is the far inferior position of the woman at that time, because her fictitious selling was done in the same way as selling a piece of land, only the words spoken differed. And the last procedure used for making a *cum manu* marriage was *usus*, which simply means

cohabitation for 1 year, after which the woman enters the man's family (Hanga and Bob 2009a, 146).

But once with the development and flourishing of trade, the freedom of family members began to emerge more and more so that women were becoming more free and more independent and *cum manu* marriage gets to be considered obsolete, making room for the new form of marriage that better suited the needs of the time, namely the *sine manu*. In *sine manu* marriage, the woman no longer enters the man's family and no longer falls under the power of the head of the family. Thus, for its existence, only two elements were required: " *affectio maritalis si honor matrimonii*. By *affectio maritalis* it is understood the mutual intention of the future spouses to establish a common life, to behave as a husband and wife, and by *honor matrimonii* - material cohabitation as such" (Hanga and Bob 2009a, 147).

Regarding the patrimonial relations in these two forms of marriage, we mention that in the *cum manu* marriage the woman's whole fortune was transferred into the property of the man's family and in the *sine manu*, the woman could benefit and keep the *dota* if it were opened the husband's succession, which was sort of a dowry given to the husband at the beginning of the marriage to provide and sustain the material needs inherent in family life (Hanga and Bob 2009a, 147).

A last aspect regarding the status of the family in the old Roman law is the dissolution of marriage. The ancient age of Rome was impregnated by high moral values, so the possibility of dissolution of a family was regarded very cautiously, and rarely happening. First of all there were two ways of ending a marriage, a forced dissolution, and a voluntary one. A forced dissolution of marriage occurred when there were events that could not be controlled by the spouses, such as death or loss of the freedom of one of the spouses, thus becoming a slave or loss of his liberty, thus becoming a peregrine. It was necessary to abolish marriage in such cases because between a Roman citizen and a slave or peregrine there could not be a marriage recognized by the Roman state (*justae nuptiae*). As far as the voluntary ending of marriage is concerned, a distinction must be made again between the *cum manu* and *sine manu* marriage. Thus, if the *cum manu* marriage was concluded in the presence of witnesses and the priest by speaking the sacramental formulas specific to the solemn marriage framework, it now unfolds through solemn formulas that would release the spouses of one another in the same solemn frame. But if it had concluded by the other two processes, the dissolution was made simpler by *remancipatio*, which meant that the woman was transferred into the power of another man who then released her (Hanga and Bob 2009a, 148-152).

Conclusion

With the affluence of wealth that Rome has come to enjoy after conquests and the Punic wars, the moral values start to decline more and more, so divorce becomes almost a “monden” thing. Although the Emperors of the time tried to stop and restrain the unmotivated separations through norms and edicts, the results were of little significance. *Sine manu* marriage is now allowed to end once one of its two elements ceases to exist, without the need for any other formality. Although Emperor Justinian punishes the divorces unmotivated by the fault of one of the spouses, that marriage still remained ended (Hanga and Bob 2009a, 148-152).

In conclusion, we believe it is vitally important to know the evolution and legal status of the family over the centuries, as George Santayana (1905, 284), who was a philosopher, essayist and 20th century writer, said, “*Those who forget the past are condemned to repeat it.*”

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Opportunistic Migration: A Collateral Promise for Development in Seasonal Migration of Southwest Coastal Bangladesh

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ABSTRACT: Aligning with the broader discussion of migration, seasonal migration also resembled a multifold phenomenon ranging from reasons of temporal movement to the settling down process at the place of destination. In this paper, seasonal migration was portrayed in between the 'alarmists' view and 'skeptical' view of migration, holding a new position called 'opportunistic migration' that seemed to offer benefits to the seasonal migrants characterizing by gaining social knowledge and earning money from the place of destination. The empirical data, face-to-face in-depth interviews, showed that both social and economic aspects of seasonal migration were dominated by the pull factors, and environmental aspects were linked with the push factors. This paper also highlighted that social networks played an active role for seasonal migrants, in particular, the workers who seasonally migrated into the brickfields of southwest coastal Bangladesh. While migrating

from the rural to the urban context, two-tier verbal agreements took place in between the brickfield owners with the contractors, and the contractors with the brickfield workers. Though those verbal agreements seemed to contain some extent of the failure of expectations by the above-mentioned actors related to seasonal migration, it also held optimism of development for every actor. Finally, this paper reused the term 'collateral promise' with a slighter social tone to understand the informal interactions among the employers, contractors, and the seasonal migrants. **KEYWORDS:** Seasonal migration, social networks, collateral promise, and qualitative method.

1. Introduction: From Interests to Ideas

There is always an on-going debate between 'alarmists' and 'skeptical' view of migration. An alarmists or maximalists position holds the idea that environment can be a distinct factor that forces people to leave their homes (Laczko 2010; Suhrke 1994). Simply positioning the opposite side, the skeptic or minimalists argue that environment plays a nominal role in migration decisions, and that 'pull factors' in the destination are often more important than 'push factors' (Martin 2010; Morrissey 2009). Considering the alarmists position, the deadliest cyclone 'Sidr' in 2007, cyclone 'Aila' in 2009, and cyclone 'Mahasen' in 2013 severely affected the lives of the southwest coastal people resulting both temporal and permanent migration to nearby cities (Etzold and Mallick 2015; Gray and Mueller 2012; International Organization for Migration 2010).

Push factor of seasonal migration exists in Khulna, the third largest city (in terms of area and population) in Bangladesh comprising more than 1.5 million inhabitants (Bangladesh Bureau of Statistics 2011), because more severe and irreversible environmental degradation may necessitate the temporal and permanent relocation of affected populations to safer places (Boncour and Burson 2010). In contrast to the push migration, seasonal migration characterized by pull factor is a common phenomenon in Khulna because of its better connectivity with other regional cities and satellite towns, mostly due to strategic location and economic dominance (Haider 2010). In both cases, the internally displaced people, either temporarily or permanently, tend to move only within a short distance because of lack resources to move to distant places (Piguet et al. 2010). Docherty and Giannini (2009) suggested nine components, broadly classified into three different categories such as guarantees of assistance, shared responsibility, and administration as guiding instrument to address the macro context of migration. This research contextualizes the macro components of migration into micro aspects, particularly in the context of internal migration due to its similarity in functions-economic betterment and opportunities in the place of destination.

At the place of destination, migrants tend to make an adjustment with their occupation, quality of life, and even their social values. Both push and pull factors play consequential role to migrants when it comes to choose the potential destinations. The push factors of migration are mostly connected to on-set of climatic disasters. In contrast, the pull factors of migration are predominantly associated with direct economic and social benefits. Now, the question arises to what extent they have to make adjustment linked with economic, social, and environmental aspects of migration. In answering this question, brickfield workers of southwest coastal Bangladesh, generally who migrate for certain period of time from their place of origin, have been considered as the prime interest group. It is anticipated that seasonal migration in brickfields is a continuing process for certain people located in certain geographic settings who have food and livelihood produced in locally, but they are prone to migrate in adjacent cities to strengthen their household capital and savings when the regular employment opportunities are not locally available. This research recognizes the different typologies of migration where the issues of seasonal migration, particularly the verbal agreement among the three actors namely seasonal migrants, contractors, and brickfield owners differ from other types of migration. This paper intends to create an in-depth understanding about seasonal migration addressing the aspects of seasonal migration of brickfield workers, driving forces of seasonal migration, settling down process, and level of agreement among different actors related to seasonal migration.

2. Theorizing Seasonal Migration: Complexities in Conceptualizing

Migration indicates the shifting of permanent residence (Weeks 1989; Newman et al. 1984; Trewartha 1969). However, seasonal migration represents the transient relocation for a certain time of the year, with or without family members. Migration means a permanent or at least for a considerable period of time, departure for a place which is not just nearby (Srivastava 1983; United Nations 1970). In contrast, seasonal migration occupies temporal dimension, containing any movement for 3-4 months, which does not fit into the very notion of migration. Considering the geographic mobility, both permanent migration and seasonal migration involve a change of usual residence between the defined political or statistical areas (Ross 1982). In case of seasonal migration, the geographic mobility often takes place from the disadvantaged rural areas during the lean period (Islam 2015).

Migration also holds multifaceted understanding and pledges multiple levels of analysis, in addressing fundamental questions such as origin and destination of migration, directionality and continuity of migrant flows, utilization of labor, and socio-cultural adaptation of migrants (Portes 1997). Theories regarding migration mostly targeted and revolved around a single issue- changes in residency; thus it failed

to address the aforementioned four issues holistically (Massey 1999; Arango 2000). At present, a variety of theoretical models or perspectives exists in migration research that employs changeable concepts, assumptions, frames and levels of analysis (Arango 2000). As the majority of these theoretical models were developed from definite empirical observations, they often grew in isolation and separated by the disciplinary boundaries (Castles 2008; Arango 2000). But the modern migration literature (Todaro and Smith 2006; Faist 2000; Portes 1997; Massey et al. 1993) argues that although these theoretical approaches offer different hypotheses, they need not be considered as mutually exclusive, but rather as complementary.

To investigate the dynamics of seasonal migration, this research successively considers four macro-theories namely neoclassical theory, new economics theory, dual labor market theory, and social network theory. The neoclassical theory recognizes migration to be driven by differences in returns to labor across markets (Todaro and Smith 2006; Todaro 1969; Lewis 1954). According to the new economic theory, migration decisions are not based purely on individual utility-maximizing calculations but are rather a household response to both income risks and to the disappointments of a variety of markets, i.e., labor, and credit (Stark 2003; Taylor 1999; Massey et al. 1993; Stark 1991). The dual labor market theory (Piore 1979) explains migration as the result of a temporary pull factor, namely strong structural labor demand (Zanker 2010; Breman 1994; Lucas 1985). Social network theory understands migration as a portal between individual and their peer groups, i.e., households, friends, colleagues weaved by social threads (Faist 1997). In addition, due to the lack of conceptual clarity and consensus, a large number of seasonal migrants are left unprotected by international law. To work on conceptualizing seasonal migration, this can become extremely challenging for the national government, and international organizations working in developing countries where the aspects of migration are not clearly understood. Contextualizing the above-mentioned dimensions in relation to seasonal migration, this research exemplifies the existing complexities in conceptualizing seasonal migration.

Considering the complexities in understanding and explaining the seasonal migration, this research has adopted four independent but interrelated hypotheses of social network theory. Out of the four hypotheses, the information hypothesis suggests that any information regarding job opportunities, living conditions increases the propensity to migrate (Ritchey 1976; Tilly and Brown 1967). Encouraging hypothesis asserts active encouragement from peer group that might have snowball effects on the potential migrants (Hugo 1981). Conflict/disastrous hypothesis states that conflict between human and environment motivates to migrate (Hugo 1981). Affinity hypothesis argues that social and economic capital commensurate with the probability of migration (Haug 2008; Ritchey 1976). Figure 1 shows the interrelation of the components of social network theory with the aspects of seasonal migration.

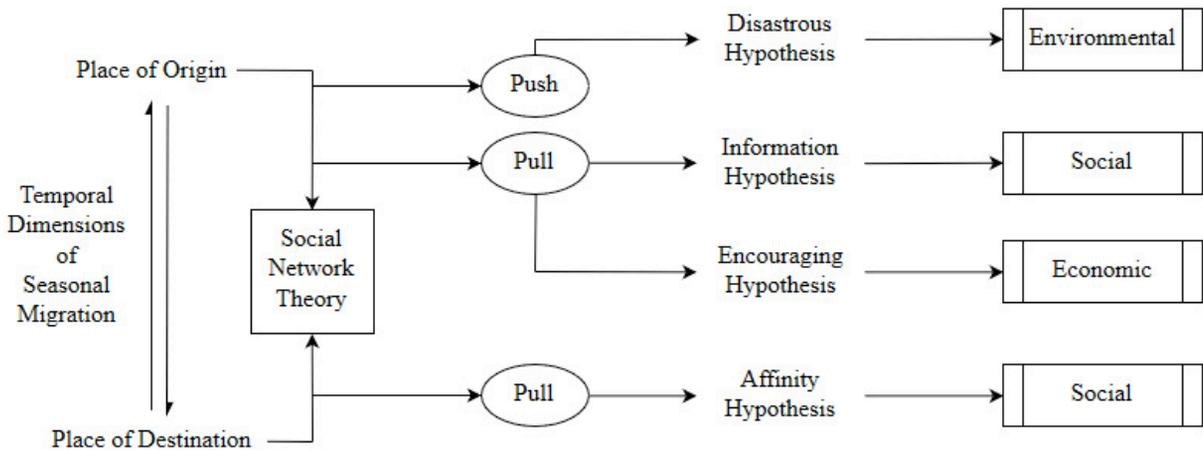


Figure 1. Interrelating components in conceptualizing seasonal migration

In seasonal migration, the connectivity in-between place of origin and place of destination hold relatively a strong network. On top, due to insufficient resources and support, seasonal migrants tend to move only within a short distance. Therefore, the seasonal migration is highly dominated by the horizontal social mobility (movement within the similar society or social class) instead of vertical social mobility for seasonal migrants because they use the same level of their social network. Linking the four hypotheses with the two broad factors of seasonal migration namely the push factor and the pull factor, the conceptual understanding of seasonal migration indicates that the three aspects of migration namely economic, social, and environmental are certainly connected with those four hypotheses along with the factors of migration, but their interconnectedness is not one-dimensional. To portray the dominance of each aspect in relation to the hypotheses of social network theory, the relations are shown as one-dimensional. The analysis of the interconnectivity among the three aspects along with the four hypotheses is beyond scope of this research. This research establishes a connection in between the decisions to migrate seasonally with the aspects of migration.

3. Approaching the Seasonal Migrants: Our Methodological Procedure

Fieldwork experiences can influence a researcher's epistemological premises, including value, attitude, and belief systems, if he or she is open to discovery and change (Saldana 2011). Understanding that, we allowed our respondents to talk freely so that they could share their experiences of migration through their stories. This research is grounded in Rupsha Upazila under Khulna District (Upazila is second administrative tier that

performs as sub-units of districts and maintains communication between District level and Union level). Out of 86 brick kiln factories in Khulna District, Rupsha Upazila occupies around 50 percent brick kiln factories, which is the highest in contrast with the other Upazilas of Khulna District (Bangladesh Bureau of Statistics 2013). Therefore, we anticipated huge inflows of seasonal migrants in Rupsha Upazila who migrated from other southwestern coastal parts of Bangladesh. Due to the similar functions and characteristics of brickfields, we chose 4 brickfields on the basis of four criteria namely i) getting easy access to seasonal migrants for conducting the in-depth interviews, ii) number of seasonal migrants, iii) years of operation, and iv) on-site accommodation facilities for seasonal migrants. After the site selection, we conducted in-depth interviews with 20 seasonal migrants, 5 seasonal brickfield workers from each selected site.

This research focuses on the making sense of underlying issues related to seasonal migration, and in doing so, we have carefully selected a small number of sample size from each site. We adopted a three-stage reconnaissance visit model to collect information from the respondents. In the first stage of reconnaissance visit, we familiarized ourselves with the brickfield workers through making casual discussions in the informal locations such as tea stall, and restaurants. Surprisingly, local people, contractors of brickfields, and many other migrant workers actively participated in the casual discussions to enlighten us about the real scenarios of seasonal migration. Through the discussions, we preliminary selected our initial respondents, and we came in contact with our respondents for the first time.

During the second stage of reconnaissance visit, we collected the socio-demographic information of the respondents from on sites. In the third stage of reconnaissance visit, we asked focused questions related to seasonal migration containing the social, economic, and environmental aspects. The in-depth interviews had been conducted in two phases namely phase-1 (March to May) and phase-2 (September to October). Due to the seasonal variation followed by the availability of migrants, we collected data in two seasons namely before the start of rainy season and after the rainy season. We divided the working intensity and calculated the level of engagement in two seasons, and based on that we proportionately distributed the number of interviews in seasons. In phase-1, we interviewed 15 brickfield workers from the different working backgrounds such as masonry worker/brick arranger, brick cutter, raw brick carrier/transporter, fire thrower, rubbish gather, brick wall maker, and broken brick collector. In the phase-2, we carried out 5 more interviews with soil diggers, and soil preparatory workers because these types of works were not available during phase-1.

We have adopted a qualitative perspective of data analysis that is not concerned with statistical representativeness, but rather with a selection of units of investigation that can generate some theory (Kardorff 2004). Many researchers (Blaikie 2009;

Creswell 2007) have also highlighted that data collection and data analysis need to be informed by research paradigm. While analyzing the data, firstly, we transcribed and translated the data through identifying the important sections that came from our informed data collection and data analysis relationship. Secondly, due to high flexibility feature in thematic analysis, we adopted thematic analysis to identify and analyze the patterns (themes) within data (Bazeley 2013). From the thematic analysis, several themes related to seasonal migration such as status and identity of migrants, issues of migration, patterns of payment, and collateral agreement.

4. Understanding the Seasonal Migration: Explaining the Data

Our empirical evidence shows that the brickfield workers tend to migration both with families and without families. The male young seasonal migrants tend to migrate without family, and the relatively older male seasonal migrants prefer to migrate with family. During the data collection, we did not find any female migrant who seasonally migrated without family or family members. The male workers who migrate without family members usually leave their place of origin with a group of people coming from the same village or same geographic settings. This happens due to having a collective nature of migration related to the sense of belongingness. However, both types of migrants have to come through a contractor who may not have the same place of origin. The initial socio-demographic findings of seasonal migrants demonstrate the association of age structure of the migrants with their movement pattern.

4.1 Period of migration offers opportunities

A seasonal migrant is unable to stay at his/her destination site (in this case, brickfield areas) all the year. He/she tends to come for a fixed period of time when there are not enough working opportunities available in the local environment. This research shows that two third of the seasonal migrants tend to come in-between September and November and stay on the construction sites for the next five to seven months. As the works of seasonal migration are linked with seasonality, mostly based on weather and climatic conditions, the period of migration also contain flexibility. Considering the time, the seasonal migration takes place just before winter season or sometimes after the harvesting season, directly linked with the agricultural production system. This is because it is hard to find diversified working opportunities in the agriculture sector. Therefore, people are confined with limited works and earning opportunities all the year. On top, the brickfield factories start their operations after the rainy season, and the seasonal migrants who are usually landless labors seem to find better working opportunities in the brickfield factories of adjacent urban areas in comparison to the agriculture sector in rural areas.

4.2 Kinship relationship offers opportunities

Kinship relationship helps to find jobs and the initial settle-down process. Our 9 seasonal migrants mentioned that they migrated with their families. They responded that the flow of information about the working opportunities of the family members in the brickfield sites came through their neighbors and in-laws who previously worked in the brickfield sites. The seasonal migrants mentioned that the availability of information plays a crucial role in decision making while migrating to brickfield sites with or without family members because, in many situations, the other working members of the family do not directly receive money for their works. For example, the workers who carry the raw bricks from the production sites to brick kiln areas require support during the activities. In that case, family members can assist them in carrying raw bricks and get paid for the whole activities. The decision-making along with its interconnectedness to availability of information is reflected in the voice of one of the migrants (Firoz, Male, 36):

“I have been working in the ‘Zhinuk’ brickfield for the last eight seasons. But I also worked in other brickfields of Khulna District because some of my relatives used to work those brickfields. I collect information through my relatives before getting an employment in a brickfield. This helps me a lot to earn more money with greater flexibility.”

The interview data showed that the migrants who came without a family tended to form small groups and shared the group activities among their group mates interchangeably. The number of family members held a strong connection with the earnings of the family. However, the single migrants (migrants without families) can also earn more than those who migrate with families because the single migrants do not have to share their income with the family members at their place of destination.

4.3 Payment structure offer opportunities

The thematic analysis of interviews shows that three types of payment structure such as fixed, flexible, and the mixture of fixed and flexible exist in seasonal migration in brickfield sites. The fixed payment is entirely contractual based on the agreement between the migrant worker and the contractor. The flexible payment works based on production, which is the most preferred one to the seasonal migrant workers. The last one is the mixture of fixed payment and flexible payment that depends on the contractors’ decision. Including all types of payment structure, 16 out of 20 seasonal migrants responded that they took advanced money for their works from the contractors. After arriving at the brickfield sites, their advanced payments were deducted through their regular earnings. Although there exists a potential risk of slavery due to the advanced payment system in seasonal migration, both the migrants

and the contractors undertake similar works symbolizing maximum flexibility in decision making. In fact, both the pull and push factors of seasonal migration influence the payment structure. These two factors-push and pull factors of seasonal migration in relation to payment structure are reflected in the voices of two migrants respectively (Sharwarar, Male, 45- push factor; and Kabir, Male, 30- pull factor):

“I receive money for my work on daily basis. I migrated to this brickfield site to work and earn money that I could not earn from my place of living (village). It is totally impossible for me to save some money during the non-working season because life is very difficult in our village.” - ‘Difficulty to save money at the place of origin’ (thematic code related to push migration)

Again,

“At the end of every season, I am able to earn a big amount of money from my work. Besides, after the completion of each season, I can increase the amount of advanced payment for the next season. This is what I can do, and I know, my payment will be more in the next season.” - ‘Smooth payment and easy earnings for future’ (thematic code related to pull migration)

Table 1 explains the structure of payment according to different activities performed by the seasonal migrants in brickfield sites.

Table 1. Types of engagement according to payment structure

Structure of payment	Types of engagement in brickfield
Fixed payment	Arrangement of raw bricks for drying
	Bring coal to construction sites
	Arrangement fire to brick kilns
	Make brick walls for production
	Clean broken bricks from construction sites
Flexible payment	Carry raw brick carrying for firing
	Prepare and cut brick according to size
Both fixed and flexible payment	Collect and prepare soil for building bricks
	Carry soil for making bricks

Source: Field data, 2018

Carrying the raw bricks into production sites for firing requires the assistance of other seasonal migrants; therefore, this activity contains flexible payment structure. This is further reflected in the voice of one of the migrants (Yousuf, Male, 52):

“I am used to carrying/transporting raw bricks, and sometimes my wife helps me to carry bricks into production sites. Being a male, I drive the van (manual tri-cycle) and my wife pushes the van from behind because the van sometimes gets heavier with raw bricks. In this activity, my wife is a non-paid worker as I am supposed to do that by myself.”

Fixed structure of payment is conventional and easily accepted by the migrants; therefore, most activities in brickfields hold fixed payment structure. When the seasonal migrants make the verbal contract with the contractor, they take advance money from the contractors. As mentioned earlier, once the migrants start working in the brickfields, the contractors deduct money from the weekly or monthly payment of the migrants. This represents only the limited pictures about the income of seasonal migrants. During the thematic analysis, four categories related to earnings were emerged. The first category was the ‘productionist view’ of earnings that reflected through the fixed rate of earnings. The second category was the ‘rewarding view’ of earnings that incorporated the aspects of extra work with extra earnings. The third category was the ‘encouraging view’ of earnings that included the working opportunities of the other family members. The fourth was the ‘hierarchical view’ of earnings that reflected through the hierarchy of works in brickfield sites linked with the hierarchy of payment structure. Table 2 exemplifies how the seasonal migrants discussed their payment structure under different themes.

Table 2. Thematic illustration of payment structure in seasonal migration

Coded category	Reflection through empirical data
‘Productionist view’ of earnings	<i>I earn around 1200-1500 BDT weekly. Thus I monthly earning is roughly 6000 BDT. I receive 140 BDT daily for carrying 1000 bricks (Yasin, Male, 50).</i>
‘Rewarding view’ of earnings	<i>Within my regular schedule, I can earn 40 BDT in an hour. If I work after hours, I can earn 10 BDT for every trip which is not possible within my regular schedule (Ashraf, Male, 35).</i>
‘Encouraging view’ of earnings	<i>I earn 130 BDT daily through my activities. So, I can earn 900 BDT per week. My husband also works here and earns around 1500 BDT per week. My father-in-law gets 1000 BDT per week. Their works are different from mine; therefore, we hold different earnings (Jahanara, Female, 30).</i>
‘Hierarchical view’ of earnings	<i>I am a contractor, and I am responsible for the overall supervision of the activities of the workers. For this, I receive 25000 BDT per month (Khalilur, Male, 45).</i>

Source: Field data, 2018

4.4 Collateral promise: Working procedure in seasonal migration

During the data analysis, we observed a tri-party agreement to construct the opportunistic migration. However, unlike the collateral promise which is substantiated through written documents, the tri-party agreement in opportunistic migration is formed by the mutual trust and the verbal agreement. In stage one, brick-kiln owner hires contractor to ensure consistent supply of cheap labors. During that stage, the contractors make the verbal agreement with the seasonal migrants. Due to illiteracy and fear about the bindings in the written agreement, seasonal migrants only prefer verbal agreement. Though it seems very risky because anything can happen if it is not written anywhere, it is working perfectly for every actor in the seasonal migration activities. Through this agreement, seasonal migrants hope to get persistent working opportunities for the next 5-8 months, and contractors hope to manage the number of working migrants for their assigned works.

In stage two, contractors enlist the migrants to work in brickfield sites. Within the agreement, most of the seasonal migrants receive advanced payment from the contractors. The migrants choose from whom they would like to take that advanced payment. In contrast, the contractors consider the working abilities of the migrants. As the agreement holds flexibility and subjectivity, the migrants make their own decisions. Our field data shows that the contractors make an advanced payment of 15000 BDT on an average. However, the amount of payment changes as the number of workers within the family increase.

In stage three, migrants appear to the brickfield sites and start working there. It is the task of a contractor to mediate between owner and migrants and to be answered by both parties. If a contractor deviates from agreement, migrant workers continue to work for their employer till the end of original agreement. Here, the collateral promise works as a failsafe tool to secure supply-chain for brickfield migrants. Figure 2 shows the conceptual understanding of the tri-party agreement to construct the opportunistic migration in brickfield sites.

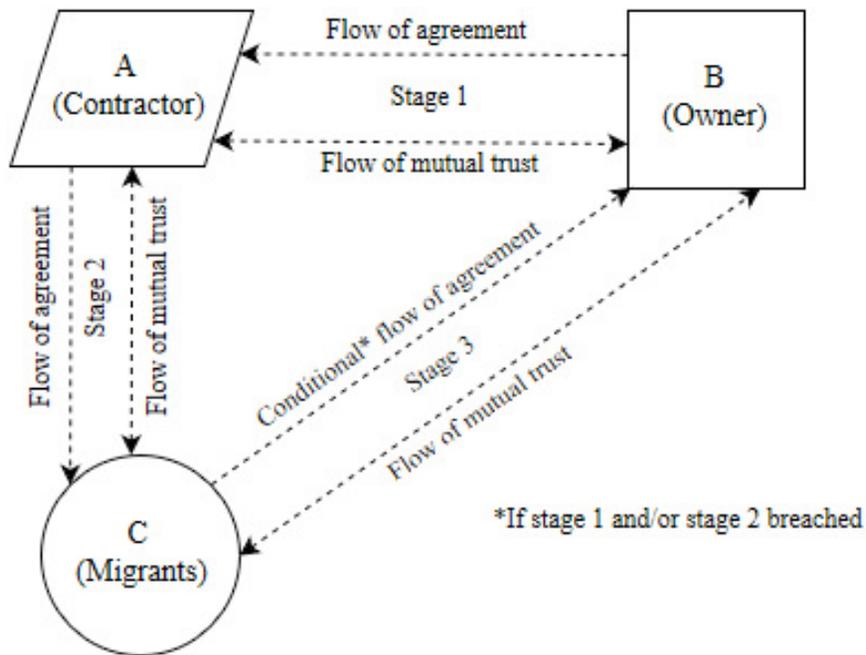


Figure 2. Triangle of collateral promise in constructing opportunistic migration

The agreement between either brickfield owners and contractors, or contractors and seasonal migrants works on the collateral basis. For example, making the advanced payment to the seasonal migrants, the contractors secure the working obligations in a particular brickfield site. The empirical evidence shows that the advanced payment system is a strategy to involve workers in the brickfields, different from bondage labor because the migrants can leave their works if they are able to return that advanced payment to the contractors. The brickfield owners also make advanced payment to the contractors hoping that the contractors would be able to collect the workers for the upcoming brick production. Knowing that there are risks of uncertainty in the agreement, the main deposit of the agreement is the 'mutual trust.' Surprisingly, the mutual trust has gained the momentum of belongingness that has made the collateral agreement effective. The format of the agreement is verbal and flexible which also indicates the effectiveness of mutual trust among the actors of seasonal migration. Though there arise some issues like the conflict with locals, substandard living conditions, and overall safety issues, which may be hard to accept, these challenges are promptly discussed by the seasonal migrants. Due to lack of proper communication and profit-centric approach taken by the higher actors, the seasonal migrants sometimes experience deprivation resulting frustration. This terrifying perception can

undermine the positive effects of collateral working approach to seasonal migration. Therefore, the persistent interpersonal relationship is crucial for the sustainability of collateral promise, seasonal migration in general.

Conclusion

This research explores the existence of the collateral agreement in seasonal migration. This is a new exploration in overall migration research particularly referring to create opportunities through the informal and verbal agreements coupled with mutual trusts among three actors of seasonal migration namely brick-kiln owners, contractors, and migrant workers. This research also establishes that social network holding the peer-trust can become a dominant proponent in the local labor market. It is to claim that, the social class contains an immense effect on the collateral agreements. Migrants from marginalized and lower income group are more accommodating towards verbal collateral agreements. Nonetheless, formal education is also influential when agreements placed between employer and employee. This study suggests that people with higher education outreach tend to put themselves more into formal and written agreements when it comes to employability. This paper reused the term 'collateral promise' in with a slighter social tone to understand the informal interaction between employer and seasonal migrants. This study discloses that seasonal migrants adopt the positive life events during their stay at job-place and carry and transfer their social and technological skills to their places of origin. Because of the nature and types of the benefits received by the seasonal migrants, this research has envisioned seasonal migration as 'opportunistic migration.' Considering that we have concluded that 'opportunistic migration' is a positive phenomenon linked with socio-economic development, especially from the viewpoints of seasonal migrants.

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