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“We want to learn about it”. High School Learners’ Attitudes and Experiences on the Teaching and Learning of Gender and Sexuality Diversity in Schools

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Abstract

The South African Constitution and its Bill of Rights affirm sexual orientation and gender as grounds for non-discrimination on equality, thereby providing a national imperative for the respect of related human rights (Republic of South Africa, 1996). Yet, even with these progressive policies and legislations, South African schools remain heteronormative and heterosexist. I report on learners’ attitudes and experiences towards the teaching of lesbian, gay, bisexual and transgender (LGBT) issues. Using a case study methodology, semi-structured interviews were conducted with eleven high school learners. Findings reveal that sexual and gender diversity is not taught in schools due to a lack of knowledge, ignorance and stereotyping of gender and sexuality by the school and the teachers. This study concludes that learners are willing to learn about sexual and gender diversity and that the educators seem to be the barriers to this teaching. More research will, however, have to look at in- and pre-service teacher education specifically in this regard.

Keywords: Heteronormativity; Hetero-sexism; LGBT; Gender and Sexual Diversity; High School Learners.

Introduction

This paper addresses a key question – what are the attitudes and experiences of high school learners on the teaching and learning of gender and sexuality diversity? This article works from the premise that hetero-sexism and heteronormativity are pervasive in the South African society where many lesbians, gay, bisexual and transgender (LGBT) youth face several challenges in South African schools. Young people who express their same-sex sexualities in-and-around South African schools experience hurtful name-calling, are ignored, vilified and discriminated against which often develops into physical forms violence (Butler, Alpaslan, Astbury and Kingdom, 2003; Butler and Astbury, 2005; Francis, 2017; Kowen and Davis, 2006; Msibi, 2012; Wells and Polders, 2006). Research findings from existing studies suggest that, while the South African Constitution protects the rights of every individual, regardless of sexual orientation, such protections have not been extended to schools Gender and sexual diversity education is mandated by the Constitution of the Republic of South Africa, Act 108 of 1996 (DoJ, 1996), the South African Schools Act, No. 84 of 1996 (DoJ, 1996) (SASA), and the Curriculum Assessment Policy Statement (CAPS) (DBE, 2011).. This emphasizes the importance of developing an understanding of what contributes towards a hostile school environment, hetero-sexism, heteronormativity and their negative effects on both the psychological and educational well-being of the learner. Apart from Rothman and Simmonds (2015) and Johnson (2014) whose work focuses on student teachers’ perceptions of the

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teaching and learning of sexual and gender diversity, there is a general lack of research on school learners' views about sexual diversity education schools in South Africa. The central question of this study is to examine high school learners' (of all sexualities) attitudes towards, and experiences of the teaching and learning of sexual and gender diversity. I demonstrate the tensions and opportunities that exist with learners in South African High Schools who are caught up between social dissonance towards homosexuality and positive experiences with same-sex sexuality youth at school.

Methodology

I selected a qualitative research strategy for this exploratory study. An instrumental case study was employed to capture a true understanding of the learners' behaviour and the social context in which this took place. This study was carried out at a high school in the Gauteng province of South Africa. Purposive, random sampling was used in that the learners had to adhere to the criteria of being a Grade 10 learner at the participating high school. The school selected was diverse in their home language, race, country of birth and gender. There were semi-structured interviews conducted with 11 (five males and six females) Grade 10 learners. The participants were between the ages of 16 and 18 years. Full ethical clearance was obtained from the University of the Free State's Faculty of Education and the Gauteng Department of Education. Permission was granted and consent forms were signed by parents/legal guardians, learners (participants) and the principal on behalf of the school. Working with Braun and Clarke's (2006) model of thematic analysis, the data were analysed using a step-by-step procedure, which began by seeking, through the interviews conducted with all the learners, repeated patterns of meaning in their description and understanding of social justice, sexuality, LGBT and the teaching thereof. In the second part of the analysis, codes were produced to highlight patterns. I used pseudonyms for each of the participants in the data analysis.

Rational of Study

South Africa's repressive past, deep racial inequalities, and cultural heteronormativity together with its progressive constitutional and legislative shifts make schools a curious space especially as it relates to how young queer youth conceptualize race and sexuality (Francis, 2019). Why is it important to focus on how high school learners experience and feel about the teaching and learning of gender and sexual diversity in schools? Based on the research conducted by Francis (2019), there seems to be an unstated agreement that schools are normative spaces that regulate and reinforce normative expressions of gender and sexual diversity. There is a growing body of research literature on the victimization and exclusion of school attending queer youth (Francis 2017; Msibi 2012; McArthur 2015; Kowen and Davis 2006). The research literature reveals that South African schools are heterosexist environments that privilege heterosexuality and heteronormativity and thus positioning queer youth as excluded and vulnerable (Francis 2019). Schools and classrooms are spaces where compulsory heteronormative and gender-normative behaviour are tolerated and even promoted. This creates and maintains a school culture of silence where what is and what is not an appropriate sexual and gender behaviour. It is in these 'safe' and 'inclusive' school spaces that the LGBT minority youth encounters physical and emotional harassment daily, with over 10 percent of both Black and White South African young people experiencing same-sex attraction (Francis 2012). To reduce the sources of risk for LGBT learners,

the youth needs to be allowed to critically discuss and be provided with the necessary knowledge and platform employing both the formal and the hidden curriculum and textbooks (Wilmot and Naidoo 2014). These will better equip them in promoting tolerance of all sexualities to the idea of creating a school climate free of heterosexism and heteronormativity. As highlighted by Francis (2016), a school environment can be created where sexuality is openly discussed, through dialogue, and explored rather than simply presumed. A space for critical discourse is only possible if LGBT and sexuality, in general, are fully and accurately addressed by the teacher and included in the curriculum (Potgieter and Reygan 2012; Wilmot and Naidoo 2014). This is, however, not the case, as South African teachers are reluctant to teach about sexuality and gender for several reasons even included in the Life Orientation (LO) subject (Francis and Msibi 2011; DePalma and Francis 2014). There is a need to deepen our understanding of schooling, especially as it pertains to making critical connections among anti-heterosexism, teaching, learning, and learner support (Francis, 2017).

Findings & Discussion

From this study, I identified three themes that frame this study. The themes are Heteronormativity and hetero-sexism: Stigma and lack of knowledge; Teaching and learning of sexual and gender diversity and lastly Silent school cultures normalizing heterosexuality.

Heteronormativity and heterosexism: Stigma and lack of knowledge

According to the narratives of my participants, a stigma is attached to sexuality and gender and the performance of the allocated gender. Ignorance, the gender binary and stereotyping were all too obvious. This was explicitly mentioned by the majority of the learners interviewed. Expressions of normative sexuality, such as a socially labelled expression from boys and for girls are often tolerated in schooling contexts, whereas behaviour from a homosexual expression is viewed as confused or deviant (Bhana 2014). In a heteronormative school context, same-sex attracted youth may be stigmatized, as their feelings conflict with the strongly held and widely dispelled normative expectations of appropriate gendered sexuality (Francis, 2016). In this study, derogatory language, verbal harassment, and exclusion were prevalent and consistent with published research, both in South Africa and elsewhere, suggesting that verbal harassment is common in the school context and that homophobic attitudes remain strong in schools (Bhana 2014). It was evident that there is thus a deep-rooted culture of heteronormativity and heterosexism which is normalized by the negative attitudes of the learners and the school.

This study nevertheless flags a surprising phenomenon from what is portrayed in the literature (Msibi, 2012; McArthur, 2015; Francis, 2016), that express school peers as predominantly homophobic. When I asked how the learners react around and towards people of same-sex sexualities, there were more positive responses. All eleven of the participants mentioned that they have a 'gay' friend or family member and reported how they disapprove of how their friends or family members are treated. Thabo's disapproval of homosexual dissonance can be sensed when he speaks about a relative who was treated with disdain.

Thabo (Male): "I have a gay cousin. At family meetings they insult him like saying why to do you like men and why do you want that if you could have this and they will insult him. They didn't

want to pay for his university fees because he is gay ... they don't want to pay for his University fees because he is gay and wants to become a chef."

Regardless of the personal ambivalences, the participants still advocate for the humane treatment towards people with same-sex sexualities.

Dyllan (Male): "I feel ok with them. It's their choice or whatever. If they want to be gay, they can be gay but as long as they don't try to make a move on me then it's fine."

Linda shared similar sentiments as Dyllan.

Linda (Female): "I do believe that all people are human beings and should not be treated like animals. They have the same feelings that we do."

The majority of the learners stated that they do not treat people with same-sex sexualities differently and view them as 'normal'. I point out how personal experiences with people with same-sex identities create opportunities to debunk the vilified images that have been socially coerced upon these young people. Similar to Bhana's (2014) findings, participants in this high school are not only well versed in the language of human rights, but they are also supportive of the democratic ideals of equality and freedom. Regardless of the perpetuated heteronormative culture prevalent in this school, I found that learners' perceptions of gender and sexual constructions are not acutely conservative and rigid. I argue that their willingness to speak in support of people with same-sex sexualities could be an indication of a favourable environment to formally introduce teachings on gender and sexual diversity. While acknowledging the heteronormativity and hetero-sexism in schools, literature overlooks the teaching and learning of counter-normative sexualities and how the anti-discriminatory and inclusive educational policies and legislation in South Africa are ignored (Francis, 2018). What distinguishes this study from others is that it takes into consideration the policy and legislature components.

Teaching and learning of sexual and gender diversity

In many previous studies on the teaching and learning of gender and sexuality diversity education in schools, findings suggest that teachers are not willing to teach about gender and sexual diversity (DePalma and Francis; Francis, 2012). The learners interviewed supported the teaching and learning of sexual and gender diversity, indicating that they are against the discrimination of homosexuals. These young people are receptive to learning about sexuality and gender and understand the need for support mechanisms.

Kate (Female): "I would like to learn about different types of genders and how other people feel about it and how they became gays. I just love experiencing it."

Nomsa (Female): "It will be good sir because you know some people don't understand, like why they become gay and lesbians so it will be insightful those that do not understand that and don't have gay or lesbian friends."

Britney reported her experience. This suggests that learners are starting to think deeper and critically question sexuality and gender discrimination. This was a discussion between her and her gay friend: provided examples ...

Britney (Female): "It is like the other day when my friend and I – he is gay – sat in the English class and there was this picture of a brain illustrating all of the things that people think of. There was a part where the book indicated an attraction to the opposite sex and he felt discriminated against because he does not have any attraction towards the opposite sex."

Researchers: "How did you feel about it?"

Britney (Female): "I agree with him because there are many people that are sensitive towards the subject."

Researchers: "How did your friend show that he wasn't happy about this?"

Britney (Female): "He just asked me if I saw that. I did not know what he was talking about. I only realized what he spoke about when he showed me. For me, it is so normal but for him, it wasn't right. He then said that it will be better if they said attraction to other people. They should have used a different vocabulary."

They do believe that their family upbringing played a role in their knowledge and perception of LGBT. Learners also spoke of a broader social shift and growing acceptance of homosexuality among the youth. The learners' exposure to discrimination and victimization of a person close to them makes the learners want to learn more about sexuality and gender.

The learners showed their willingness and eagerness towards the teaching and learning of gender and sexuality diversity and are in the process of developing a critical consciousness concerning sexuality and gender issues.

Silent school cultures normalizing heterosexuality

Bhana (2014) and Msibi (2012) highlight how schools are often complicit in reinforcing silence on the matter of gender and sexual diversity further marginalizing LGBT learners from their peers. Schools are important socializing institutions, in which learners find it difficult to define themselves concerning others and, in particular, their peers. Because sexuality and gender become increasingly central to the identity and social relationships as far as the youth is concerned, schools are critical social contexts in which dominant beliefs about sexuality are played out. Learners suggested that they perceive their school to be heteronormative and heterosexist. When asked why they view their school as such, their reason was that nobody talks about it. There was thus a general silence around issues of gender and sexual diversity. I mention some examples of such narratives:

Kate (Female): "Yes definitely because learners will immediately feel disgusted about such people. I see the people in the school also as homophobic. People don't talk about it. When it comes to this topic people are very touchy and everyone tries to refrain from the topic as if it is a disease."

Britney (Female): “There will be one or two of the boys that if they see two boys holding hands or something, will bully them or so. But I can’t say that it is the norm of the school. Most of the teachers do not even know about different sexualities. The learners aren’t comfortable sharing this information because they believe they will be judged.”

None of the learners could say whether anything would be done if a learner should report an incident of harassment and/or discrimination due to his/her sexuality or gender but they were aware that the bullying did take place. Britney refers to the school’s strict gender regime. Valentine balls in South African schools are usually associated with heterosexual partnerships. She reported that the school promoted a culture of heteronormativity and heterosexuality, discriminating against non-heterosexual couples:

Britney (Female): “Twice a year we have school balls. Once Valentine’s ball and then a masked ball. Then you get a single or a double ticket. Single tickets are for people that go alone and double tickets for couples. The problem is that when you have double tickets you need to go with a person of the opposite sex. We are told that that is the rule. For example, once I and a friend wanted to buy double tickets as if we were each other’s dates because it is cheaper. We were told it is not allowed because we are from the same sex. I don’t think that is nice because what if there are two people from the same sex that are in love and want to go to Valentine’s ball together then they must buy single tickets. Nobody ever complains about it because they are scared and don’t want to talk to the teachers or say something.”

Ten out of the 11 learners suggested that the teaching and learning of sexual and gender diversity would make a difference in how learners perceive non-heterosexuality. Only one learner believed that teaching about sexual and gender diversity would not help, but he still wanted to learn and know more:

Thabo (Male): “I want to know more about how to help them. Why did they choose that instead of that? Maybe not in front of people, because see, people will start asking why is he gay because why is he asking about it or is he looking for a partner or stuff like that. But alone yes.”

This insight provided by the learners furthers my understanding of how schools reinforce strongly embedded heteronormative patterns that marginalize individuals who deviate from hegemonic forms of sexuality. Heterosexual privilege, the social construction of gender differences, and gender inequality are interwoven and intersecting phenomena (Stein, 2005). According to Bhana (2014), schools are highly charged sexual arenas, in which a hierarchy of domination is played out. Exclusion of the ‘other’ is a significant point when considering cultures of discrimination in schools. One way of understanding school-based homophobia may, therefore, be constant pressure on male learners to make visible their normative masculinity.

Some learners noted that no action will be taken if people report homophobic attacks. No action is taken to make or rather assist teachers, especially LO teachers, in teaching and discussing sexual diversity in classrooms. From the above narrative, the school also promotes heteronormativity and heterosexism in the sense of not allowing learners of the same sex to go to a school event such as Valentine’s ball. When the school itself organizes activities and rituals that promote heteronormativity, such as Valentine’s ball, heteronormativity may be institutionally legitimate

and enforced. The role the school plays in this process of change should also be noted. The other point was that the learners perceived their school as being homophobic. Learners mentioned that the reason for this is since there is a silence and that sexuality is being silenced. These ‘silent’ classrooms create places that place tight constraints on gender and sexual hierarchies.

Learners contribute actively to sustain these discriminatory environments by reproducing notions of heterosexual domination. Some learners reported severe harassment towards learners who are or are perceived to be LGBT. Also, the learners did not view the use of language and derogatory name-calling as being homophobic. Heterosexist jokes and name-calling create a powerful hetero-regulatory device in silencing normalization and marginalization. The role of both the school and the teachers is to act as agents towards change against oppression against the “other”, or against those who are perceived as not being ‘normal’. They do, however, need to realize and fulfil this role. They also need to recognize their importance in combatting heteronormative and heterosexist bullying and discrimination and realize their privileged position in advocating the change. They need to realize the consequences of the ‘silence’ they are creating by not addressing or ignoring teaching and facilitating dialogue on sexual diversity.

Conclusion

My study has provided a context in which to explore the attitudes and the experiences of the high school learners towards the teaching and learning of LGBT content in schools. Through the findings, the omission of the teaching and learning in schools has been evident, even though prescribed in Educational Legislation and Policies. Despite the heteronormative and heterosexist school and society, the learners still wanted to learn about gender and sexual diversity. From the narratives of the participants, it was suggested that, due to a lack of knowledge regarding sexuality and gender, there were certain stereotyping and stigmas about people from different sexuality as the ‘norm’ or majority. The findings indicate that there is a school culture of heteronormativity and hetero-sexism, due to a general silence and ignorance as far as sexual and gender issues are concerned. However, given the heteronormative and heterosexist attitudes and experiences of the learners interviewed, in conjunction with the silent school culture, it was noted that there is strong evidence of advocacy for equality and social justice. Critical consciousness of gender and sexuality is present and developed among the high school learners interviewed. Learners are asking questions and are inquisitive about sexual and gender diversity. Learners showed sincere empathy towards family members and friends who are LGBT and strongly disapprove of how this minority group is treated. I am of the view that positive responses to sexual diverse attitudes create a positive atmosphere for the teaching and learning of gender and sexual diversity. The real barriers to the teaching and sexual diversity don’t seem to be the learners but the teachers and the school in general. I, therefore, propose a closer look at in and pre-service teaching education to undo the discomfort that teachers have with the teaching on aspects of sexualities. I suggest this as this study showed that young people in schools are more progressive and ready to learn about sexual diversity. Secondly, spaces should be created where learners can critically discuss and engage on issues of gender and sexuality diversity.

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The world in my pocket

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“The texts look simple but it incredibly complex”

Laurie Lutman.

Keywords: Cyberspace, digital age, cognitive revolution, smartphone, software

Abstract

Faces focused on the mobile device, this man smiles at a joke read on Facebook, that man looks at the argument topped in the site of Twitter, and another, read a message that had reached him through WhatsApp, the driver began swaying his car on the road, having left everything, when he concentrated on a short video that had reached him through Instagram.

People from the Far East to the Far West fall in the trap of mobile smartphones, who affected their forms and how they deal with reality.

Everything changes in the world, the reactions and the way of receiving the other, greetings, and the way of looking at the area surrounding us. The world has become dependent on the mobile phone screen, starting with the world leaders who come to the most important and most accurate meetings that determine the fate of the world as they carry a smartphone, they believe it is no harm from taking a selfie taken at the end of a meeting. Managers and heads of large institutions and school students, who are prevented by the rigidity of the school system from using mobile phones and waiting for the first moment to get out of school to take their devices out and start to swim in this virtual space. A citizen under the digital revolution has become a Netizen, social morality and higher taste declined after Phubbing became the master of the position, don't be upset when you are ignored, you are the victim of the mobile, at the end of the session you will be compensated with a photo. The mobile screen that changed the style of people walking in the streets, sitting at home, in the coffee shop, driving, greeting, or talking with a friend or family member, you will, in most cases, face phubbing.

Introduction

On the way to your job and even job search at the heart of personal events, you find the groom or bride trying to steal moments, check their emails or chat with friends. site. even mourner, who is in the darkest hours of his grief, does not hesitate to check the phone screen. To make sure that the mourners continue to contact him, or even post a funeral ceremony on Facebook, it is the age of smartphone fever, which has threatened human intelligence in essence... After humanity relied on Mr. Google for remembering, the current man is lazy to remember phone numbers so that no one remembers his phone number any more. The world has lost its focus in the real world, while the virtual world has become a supporter of everything, Even the current world is living a crisis of meaning! Conditions that reflect the formulation of new questions not previously thought of. While the confusion and overlap become very strong and present in reality, we live on the feasibility, value, and importance of technology. Is it an end, or a means? While the current world is experiencing an explosive competition between Android and iPhone.

The race is at the top of everything and has become a priority until it has become a clear burden on the family budget. As it is becoming a matter of catching up with the new model, it is essential and indispensable, Where the most significant presence of consumer culture, the value of technology, is essential, and its real and true function has been forgotten, as evidence, the fact that the rate of use of the functions of the mobile device, especially the generation of smartphones does not exceed 10% in the best conditions. The vast majority of consumers do not know much of the benefits of the smartphone, and real use does not exceed 2%. The collective awareness that spread in the world, the time scale is based on the efficiency of charge, and the capacity of the battery of the device for holding longer. Moreover, search for companies that provide the fastest Internet connection, and busy and hysterical concern to protect the mobile screen and rapid response of the device, in order to avoid the boredom that may leak in the consumer, after a touch . If the response is delayed, the anger will be reflected on the poor machine, and it may be thrown into the trash. Without the consumer feeling any remorse.

Hypothesis of Reading

Between elite and popular, advancement and rudeness, sober and consumer, high and low, precious and cheap. Culture remained in a spiral of opposite duality. Where the direct and substantive link with objective reality. Those who do not receive a high culture cannot produce great judgments, says Pierre Bourdieu (Silva,2010). Since culture is the system of the historical accumulation of ideas and signs, the context in which the values and cultural structures are represented is interwoven. Thus, the cultural expression of a particular historical stage, or social space, is evident. Interference conditions are represented when they represent a Western pattern and an attempt to mix it in an Arab context, for example. Alternatively, the conditions of confusion when the high compliance with the format of ancient times, and work to activate it in the current context, with all its complexities, conditions, challenges and wills

The cultural system is a comprehensive pattern of relationships, visions, perceptions, beliefs, signs, and codes that distinguish a historical stage or a social space. (Saxe, 2015) But some leaks remain in this system. This comprehensive format does not mean that it is a very cohesive mass with no flexibility. Perhaps the most frequent examples of this flexibility are present in the constant conflict between traditional and modern cultures. Where

the generational conflict and the changing conditions of the prevailing paradigms are caused by the transformation of relations and the emergence of new situations that create a new pattern of response to the evolving reality. Moreover, so, the stages of history came with the cultural system that distinguishes them.

However, this system carried within its levels of change, which served as a direct indicator of an adequate response, to the overall relationship maintained by the growth and continuation. while the moment of emergence of a new historical era has a direct impact on the displacement of the old model, but this does not mean the demolition or elimination. Yes, it is very clear of the new era. However, the accumulation of ideas and signs remains a total of relationships. So new ones. It is the historical deposition in the social mind (collectively and individually). Moreover, if Karl Marx's inquiries were launched from communism, grazing, agriculture, and industrial society (Kjeldsen-Kragh, 2007)

This does not mean the extinction of pastoral culture or even communism? Alvin Toffler's observations were based on the three waves of civilization (Didsbury, 2004), and the wave of the digital and information age began in the mid-1950s. This does not mean the end of the effects of the agricultural or industrial era and even pastoral. These are conditions of representation of reality, resources, availability and prevailing, where the present world has not been put out of modeling; digital agriculture and digital irrigation in countries that have not been put on the map of luxury or technical progress?

Denmark's experience was to build a prosperous economy based on the harmonization of the simple production pattern and the reliable and efficient investment of the elements of the industrial production pattern. Moreover, the deep assimilation of the information revolution in the management of resources and production, even presented to the world model (digital grazing), which is based on the slogan, "Spoil your cow," where the conditions of active culture. This slogan evokes more satirical reactions in societies, which no longer defines the road compass or even the trend, nor pastoral or even agricultural.

Issues of Reading

What happens to the life we live? What is going on around us? How can we live amid this exhaustion of the acceleration that is affecting the way of life? The most important

questions are those relating to the way digital technology is dealt with, and what it has added to social practice. Everyone has heard about the virtual office and low-cost management, empowerment, governance and good governance. However, reality shows the pattern of stagnant relations, especially in receiving communities, which are remote from production efficiency, and are overshadowed by excessive consumption of digital technology, making it a marathon in wasting time and entertainment. The royal communities have failed to achieve productive relations, which can rise to the level produced by the digital forces of production. Indeed, the superstructure (legal and political) continues to suffer from isolation and indifference, as a whole of the transformations generated by the digital age, (Pavlik, 2012) this is revealed by the way to deal with the problems and complications that emerged from the reality of dealing with social networking programs. Where the chaos hit with its whims, especially at the level of libel and slander that users are exercising against each other.

Alternatively, intellectual theft crimes that are manifested in software piracy and assault on the literature and research produced by thinkers, researchers, and innovators. As the gap between consciousness and the prevailing forms of social relations widens, Especially in terms of dealing with digital technology, not as a means that can be adapted to various uses and saturation, but the focus has become on the entertainment side, Which was published by his resignation and his dominance and domination over the whole of social relations, which began to affect the structure of family relations and even the way the individual takes with the society in which he lives.

The most prominent issue here is that (digital entertainment) has become the most influential and most important in shaping the awareness of individuals and groups within consumer communities. As social presence became a mere extension of all this acceleration, which imposed its strength on the whole of relations, To the extent that it formed an isolated wall, that became the most important and most prominent function which is based on the siege of awareness and not giving him an opportunity to draw a breath or even think about all this accumulation of information,

Which comes in the form of tsunamis, resulting in a flood of information that is difficult to control, which has become an obstacle to digestion, assimilation and represent ideas. The physical forces of production on which the digital mode of production is based have

become overwhelmingly dominated by the relationships of social production (Smelser, 1973), and if digital technology has been a catalyst for progress and transformation in productive and active societies, Driven by consumer behavior and the prevalence of passive acceptance, rent societies have made this relationship a means of isolation, restriction, and constriction. If the culture of the previous historical periods has been distinguished by criteria that distinguish between the elite and the public, the culture of the present and the conditions of availability and readiness of information and service is based on (incomplete deduction).

It is easier to recall the information and to employ it in a field. YouTube educational lessons are ready and present, the ones that begin from teaching the ideal way to mix your egg, to finally explaining the most complex and challenging scientific issues. However, this employment continues to suffer from unemployment and a severe shortfall in representation. To be realistic and have been overwhelmed by overlapping in meaning.

Problems of Reading

How is the meaning formed? This is the permanently present question, while the social structure remains receptive to further changes. Changes continue to interact because of the communication that is the origin of the social practice. Continues to occur in the context of the value and cultural context. However, the degree of discrimination is manifested in the emergence of the media institution, which has taken its place and distinctive since the beginning of early human civilization, Especially in the way of communicating through the invention of writing, which adopted cuneiform writing in 5000 BC, and cylindrical seals in 3500 BC. To communicate through China's invention of movable characters in 1046, and to expand the use of icons and image that adopted fixed wooden templates in the printing of images of religious symbols since 1423, Where the image of St. Christopher was traded. The invention of printing came in 1440 by the German Gothenburg, (Smith, 2014) To begin the stage of popular media and cultural communication, and to be a prelude to focus the foundations of the media organization in its current known, Starting with the printing of the Bible in 1456, which had an impact on the end of the hegemony of religious leaders on religious knowledge, and the active and individual contribution to the growing popularity of culture and facilitate the access of information to the public, After it was the preserve of the masters and the wealthy, the era of the newspaper dates

back to the sixteenth century, which Hegel describes as the new morning prayer. (Keane, 2013) Where the world is presented to the ordinary reader with an almost free service.

Communication media known to humans after the invention of printing formed a major knowledge revolution, which contributed to the transfer of humanity to another level of relations and formations of consciousness. The twentieth century, which shortened the history of humanity, with its remarkable scientific achievements, even exceeded the earth to reach the sky, where the culmination of its work and achievements is landing on the moon. Moreover, planted the sky of the earth with hundreds of satellites. As far back as the middle of the 20th century began the emergence of the age of information workers Cognitivist and the beginning of the end of the Proletarian Age (Toffler, 1984). However, this long-lasting change from the world's joints has prompted an impact on the core of man's being and his way of interacting with the real world (Marcuse, 2002).

Even the blatant intrusion of materialism was at the heart of social relations, as opposed to the retreat of spiritual values. If some link the resurgence of fundamentalism and spiritual life. The conditions of material representation cover the manifestations of expression of these movements, As evidenced by their direct tendency towards terrorism, atonement and intimidation, and passion for power, so that spiritual values have been transformed by these movements into material means of destruction and attempts to destroy total values of tolerance, coexistence, and dialogue.

The flood of information produced by the digital age machine, making the individual live alienation and loss of purpose and compass. Information enters into the individual's horrors in vast quantities of knowledge, but the ambiguous knowledge, which stands helpless against the face of reality. From this overlap in the data, the individual has been victimized by the pattern imposed by the forces controlling the means of direction and control. Data of a considerable size seems to be at the disposal of the average consumer, even to think that the magic lantern is not going out and he calls; (Magic Lamp Server at your service). The reality of these events is based on those controlled by major software companies. Those whose primary purpose is to make the world more monopolized by the consumer mold that is making more fantastic profits, whose budget exceeds a group of the nations of the United Nations, and more control and domination.

It is the aspiration to cuddle people's desires and tendencies and control their feelings and focus on addressing their instincts and emotions until the transfer of playrooms and entertainment to the bedrooms and living rooms. The individual became passionate about the flood of games that controlled his senses until the world became a playground for young people and adults through the smartphone, which has become the abbreviation of all devices in the world. It is a computer, telephone, iPad, recording device, writing pad, digital camera, VCR, clock, alarm clock, calendar, calculator and compass.

Methodology of reading

The world of the present lives in very complex situations, where the person who has lived the conditions of a lost will, having been placed in the circle of the virtual world. A world where it is no longer easy to distinguish delusion and fantasy from reality and reality. Software companies have been able to make ordinary people switch to Superman. The gaming programs have made him a pilot, sailor, driver of a speeding vehicle, a motorcycle, and a high-quality football scorer who competes with Messi and Ronaldinho. While competing for social networking programs, even brought him distances, and made the world in his hands, He can complete free conversations, and meet with image and sound with individuals living on the continents of the world. As search engines provide him with detailed answers, about the preparation of food recipes, It makes it easy to travel around the world and provide travel services, travel, and hotel reservations, and provide detailed information about the cities he wishes to visit. They are completing school assignments and lectures, visiting libraries and museums, attending major events and events in the world.

Given this free or low-cost generosity, the question is focused on purpose and feasibility? Is it based on profitability and commercial competitiveness, or is there a conflict of another kind going on all of this? Moreover, if success has highlighted a particular trend in all this momentum of relations. The analysis of forces must be present, especially as the rapid changes in the world are based on mechanisms stimulated by forces that rely on (control and guidance).

Reading attempts to exploit the cultural analysis of the issue of approaching the understanding of reality, and looking to determine the general course of the nature of relations. Moreover, the tendency to distinguish cultural components by trying to monitor the conditions of changes in the reality and adaptations emanating from society, And response methods issued by

the distinctive identity of the community. It is an attempt to sort out the cultural elements that characterize a particular society, the interactions within the cultural and cultural field, and the quest for an analysis of the elements of that culture, mood, and desires, Continuity and interruption, seriousness and laziness, enthusiasm and coolness. It is a tendency to read the culture and work on its interpretation (Rabate , 2012) Rather than a long pause in culture as a practice that calls for discontent, resentment, and satire. The approach to scientific criticism is more useful than political satire (Chalcraft, 1997)

The analysis here is directed at trying to monitor the class distinctions of those immersed in entertainment technology by investing the theoretical arguments presented by Louis Althusser on the quest of the dominant class to spread awareness of false consciousness, In order to complete its domination and control over society. Thus strengthening its position and ensuring its interests. (Sim, 2010) And to try to make use of Foucault's (knowledge and power relations in a particular historical context), And the researcher's impossible place to be away from the effects of time and place in reading and interpreting the cultural phenomenon. (Szakolczai, 2009) It is not just to monitor the phenomenon and indulge in the description, as far as the conditions of leakage effects of the phenomenon in the consciousness of the researcher and the student.

Reading seeks to invest Yuri Lutman's ideas in the poetry of everyday life (Ciardha, 2015) where the tendency to read the composition of the culture of ordinary and rolling and not private. Especially that the phenomenon under study does not constitute an elite dimension, as much as they are based on daily detail, which touches and directly the entire society. With the use of Clifford Geertz in the thick description (Clark, 2009), which is based on linking the phenomenon to its original social context.

Carry your mobile and follow me?

Forgetting or leaving the smartphone can no longer pass without consequences. This device has become the seventh sense of the man. Especially after the institutions and departments tend to replace the paper correspondence with e-mail and generalizations that are sent by administrations through text messages and through various programs, especially WhatsApp, for example, Which has become the primary means on which the secretaries of the departments depend on the organization of appointments of staff, and to inform them of the latest guidance issued by the Department. Moreover, did not miss the benefit of more professors in the collection

of students per class in a group through which to open dialogues about the curriculum, And exchange views on exam dates and study projects. Has become an essential program for parents to follow up their child's education, whether at the level of direct contact with the teacher or in an exchange with other parents.

Moreover, this became very careful to acquire mobile specifications to ensure the efficiency of performance as it became careful to inspect the device and follow the signals and alerts issued by him. The smartphone is no longer a luxury or accessory that is admirable and ostentatious, as it becomes a fundamental need to join the normal life cycle and everyday practice. One can not communicate with the work environment, complete the details of his or her life, identify bills, withdraw money, or even communicate with family and friends. Only through this device, which tomorrow the gate of man to enter normal life.

If the mobile has seen the early consumption, looking for some to make it a means of class differentiation, by focusing on the high price or the addition of expensive accessories and precious, however, the acceleration in software development, and the special additions that have been introduced to capacity, speed, responsiveness and efficiency, and in a competitive manner among companies, have made this phenomenon of class differentiation wither under the hammer of daily life. Where the daily details are touching directly the public life and not the elites.

The overwhelming and dominant presence of the mobile device makes it a significant sign of the present stage of the human age but is the text of the world. In the sense that if I want to understand the world and search for the meaning inherent in it. The path passes through the direction (towards the interpretation of this text). Does this count that he carries (meaning) to the moment we live? As the current world is read with moments and seconds! In the shadow of the wild and frightening jumps, which are achieved by the laboratories of the Alliance of companies specializing in digital, software and information.

The meaning of the present world focuses on this (mobile) after it becomes a significant element in the social action system. It has become the source for the production of the verb in many relationships and practices. However, the intensity of attendance made him the producer of more signs and symbols, which began to be woven intellectual and value in the context of the social context.

Mobile is no longer just a machine or a device to be carried, as it has become the basis of the prevailing culture, through which the reading and interpretation of the world. (Jayne, 2006) Roland Barthes also goes in to describe the culture. While the momentum of information continues to contribute to the convergence of different cultures and the increasing interdependence between them. The conditions of awareness of difference are the most common and discussed, while the interrelationships dissolve between different societies and cultures.

Practice and Meaning

The spread of mobile and the increasing reliance on it in facilitating the totality of the details that are full of life. Made it (a standard text), produced cultural representations, Has had a prominent role in the distribution of relations, and even contributed directly to the re-formulation of cultural practices. Hence the importance of the endeavor to understand the structure of this culture, which is driven by a portable device that does not exceed the size of the palm.

It is based on research into the essence of the phenomenon, in an attempt to analyze the social and cultural context, which is dependent on this mobile. While the meanings that have become the most popular and famous in the world today are becoming more and more cultural symbols such as globalization, global warming, environment, human rights, international legitimacy. Immigration issues and the North and South conflict, and the Clasico news between Barcelona and Real Madrid, as the most important event and the president.

It is the discourse that reshapes the human mind about severe and trivial issues, and the work on mixing meanings, until the world appears and has mixed balances, to lead the world scene, which was considered secondary and trivial, In the face of the whirlwind and emptiness of everything that was considered valuable and important and expensive. It is redefining the precious and the precious and the important, in light of the leakage of the riches, the secondary and the cheap, and made it negotiable and attendance, And thus acceptance as a common and recognized. How can we interpret the world's most famous fashion houses by offering torn pants, crumpled shirts, and color-stained shoes, and presenting them as fashionable? This, for example, a few. Also, how he has not got a beautiful voice, to become the most important star in the list of sales in the world, while he does not have the presence or charisma. And how an unknown singer in South Korea became the most famous man in the world, After the introduction of the song "Gangnam Style" on YouTube, which has not only been received by young people worldwide, but has become

the focus of world leaders, including Prime Minister David Cameron, United States President Barack Obama and Ban Ki-moon, the UN Secretary-General. , So they did not hesitate to imitate the movements of the singer. Moreover, how to aspire to make it a message to spread peace, love, and tolerance among the peoples of the world.

Thus, the presence of political content is at the heart of social practice, while the world is in dire need of monitoring the status of domination and control through the gate of perseverance, vigilance, and scrutiny of social structure, and the importance of aspiring to read cultural practice as the origin of the global system. The latter, which is manifested through the ports of knowledge and power and wealth, but this manifestation still needs to escape the constraints of prescriptions and to stereotype, and this is the trend towards dealing with the world realism and flexibility. It is the practice of Praxis, defined by the Italian philosopher Antonio Gramsci, through the connection between which the class is oriented, political, social or cultural, between "interests and destiny". (Leonardo, 2013)

In the reworking of life

The impact of the mobile device in facilitating contemporary life cannot be overlooked. Moreover, the many areas that have been associated with it, especially in terms of stimulating the spirit of innovation of the young generation, and the creation of a communicative atmosphere, contributed to a great extent in changing the way of looking at life and the world. However, this positive impact is still accompanied by the production of practices with a direct impact on social imagination. Also, the impact that it can have on the way they deal with lifestyles and the new standards that new practices require. It is not based on conflict situations between old and new, but rather on the progress of the marginal practice and its production of the social scene, and its production of a meaningless exercise, primarily as the conditions of acceleration that have dominated the relationship. Make the popular human consciousness live in a real crisis, about human existence and the future of humanity. In light of the shift that has taken place in the social centers and the distribution of power. Moreover, if the world has stopped at the central statements, the relations of the present has been looking and all the strength to look at the margins, after the fact that based on the reality of technological relations, those that have allocated the maximum area and the largest, where the efforts focused on the entertainment side, After the technology

provided a wide range of options for dealing with the human community, and its requirements and immediate needs.

Symbolic and reality

The mobile device has been associated with a range of behavioral actions, which have become a comparable area between the recent past behavior and the current behaviors, which have become pervasive. So that the reality became a scene full of the enormous number of symbols related to technology, in the presence of the device, the master culture of entertainment. The most prominent of all this is that the symbolism has infiltrated into real direct. Even as it can be said that the values in the current world are embodied and directly by looking at (mobile device). Where the call conditions for the models directly, Mobile phones are a way of interacting within the prevailing value system. It is the gateway and the key to communication with the community and is how the orbit of the relationship with the environment and the reality of the pension is organized by seeking to simplify the details of life. It is how the spirit of the times is expressed, which is the present expression of the meaning of the digital age, and the apparent invocation of the human activity associated with digitalism and informatics. It is the idea of technology with its direct value and representation of the whole of the relationships associated with the pensioner. Thus, the presence of the method of selection of the device, some shortened in the selection of a particular brand, while others look to search for the device that meets the needs and requirements. While another goes to mobilize many devices and load it more than it holds, even to make it like a race. While the absence of the subject of the original idea of (technology), its relationship in the production of the topic are negotiable, use and consumption.

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A Study of Implementation and Impact Digital Payment System on Rural Economy: An Overview

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Abstract

The Prime Minister of India, Mr. Narendra Modi made an announcement of demonetization of high denomination currency note and after the declaration demonetization, hard cash problems had been raised to resolve this problem, Mr. Modi made an another announcement to make India cashless through Digital Payment System and with the help of this creating cashless society as well as cashless economy. The result being Government of India, RBI, Commercial Banks, NBFI and telecom companies have been actively engaged in motivating general public for this technological revolution, major portion of Indian urban population has been easily accepted the technological changes, but especially in rural part of India, there are many restrictions to adopt to accept these revolutionary changes, Because one fact cannot be ignored that, India, which is Agro-based country, has many heterogeneous groups of people dwelling and transacting in many sphere. This fact makes us difficult to cope with Digital Payment and cashless living in the country. This study mainly focuses on implementation of digital payment system to promote cashless transaction to create cashless society and challenges faced by this system in Jalgaon district for effective implementation and also suggest remedial measures.

Key words: Cash base Society, e-Banking, Digital payment Cashless, Cashless Society, online banking, etc.

Introduction

In consonance with the Government of India's Mission "Digital India" for promoting digitalization, the Digital Payment System has been introduced to promote cashless transactions to create a cashless society, post-demonetization. The result being Government of India, RBI, Commercial Banks, NBFI and telecom companies have been actively engaged in motivating general public for this technological revolution. One fact cannot be ignored that India, which is Agro-based country, has many heterogeneous groups of people dwelling and transacting in many spheres. This fact makes us difficult to cope with Digital Payment and cashless living in the country. This study mainly focuses on implementation of digital payment system to promote

cashless transaction to create cashless society and challenges faced by this system for effective implementation and also suggest remedial measures.

Importance

After the demonetization, Government of India announced and introduced “Digital Payment System”, to facing problem of scarcity of cash and to create cashless Society as well as Cashless Economy with various aims and objectives. But one fact cannot be ignored that India, which is Agro-based country, has many heterogeneous groups of people dwelling and transacting in many sphere. This fact makes us difficult to cope with Digital Payment and cashless living in the country. This study mainly focuses on implementation of digital payment system to promote cashless transaction to create cashless society and challenges faced by this system for effective implementation and also suggest remedial measures.

Objectives

- To know the concept of cashless or digital payment system
- To know the digital gadgets available for cashless transaction
- To study the cashless transaction in India
- To make study of opportunities available
- To know the challenges for digital payment system in Jalgaon District
- To suggest remedial measures for digital payment system

Hypothesis

Null Hypothesis

1. **H₀**: People of rural area not much aware about use of digital gadgets or apps for financial transaction.

Alternate Hypothesis

1. **H₁**: People of rural area are much aware about use of digital gadgets apps for financial transaction

Methodology

Research Methodology:

The data is classified into two types A) primary data and B) Secondary data.

Primary Data

Field Visits, Interview, Discussion, Questionnaire method and Observations.

Secondary Data

Data collected from Govt. authorities, Reference Books, Periodicals, Reports, News-papers.

Limitations

- The study only deals with **select performance criteria** and limited respondent's i. e. households and students only.

- As the study requires data from households all over the Jalgaon District area, the **cost and time constraints** have put certain limitations including sample size. But every attempt is made to keep spirit of the objectives and research methodology.
- The reliability of the study may depend on knowledge and authenticity of the data supplied by the respondents.

Modes of Digital Payment

- Banking Cards: ATM Cards, Debit Cards, Credit Cards, Cash Cards, Travel Cards, etc.
- USSD: Unstructured Supplementary Service Data
- AEPS: Aadhar Enabled Payment System
- UPI: Unified Payment Interface
- Mobile Wallets: Paytm, Mobikwik, Pockets, BHIM App, etc.
- Bank Prepaid Cards: Wallets or Mobile Wallets, etc
- PoS: Point of Sale (EFTPOS)
- Internet Banking, Online Banking, etc.
- Mobile Banking, SMS Banking, etc.
- Micro ATM's: It is device used by millions of BC's (Business Correspondents) to deliver basic banking services to customer.

Data Analysis:

The researcher collected primary data through simple random sampling method with structured questionnaire prepared on google form and distributed to respondents of Jalgaon District through Whatsapp link and researcher selected and considered 100 well filled questionnaires for study of this topic. The analysis of this questionnaire has been presented in findings.

Discussion and Findings

To making this study useful, the researcher setting sample size with 100 respondents from the total populations of research area, and circulated well structure and design questionnaire link through, Whatsapp, email, etc. and collected data from the respondents from different strata of the district and heterogeneous group of people on the basis of using random sampling. After collection, classification and analysis of data, the researcher trying to find out following findings and problems:

Figure Details	Graph	Findings
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Figure 1 Residential Area	<p>Series1, Semi Urban, 25.70%, 26%</p> <p>Series1, Urban, 8.60%, 8%</p> <p>Series1, Rural, 65.70%, 66%</p>	<p>From this graph it is find that 65.70% respondents belongs to rural area and 25.70% are from semi-urban area</p>
Figure 2 Qualification of Respondent	<p>Series1 Ph. D 6.10% 6%</p> <p>Series1 Post Graduation 21.20%...</p> <p>Series1 Graduate 60.60%</p> <p>Series1 Other 6.10% 6%</p>	<p>60.60% respondents are Graduate and 21.20% respondents are post graduate</p>
Figure 3 Profession of Respondent	<p>Series1 Business Person 5.60% 6%</p> <p>Series1 Service Person 44.40% 44%</p> <p>Series1 Students 30.60% 30%</p> <p>Series1 House Maker 8.30% 8%</p> <p>Series1 Farmer 5.60% 6%</p>	<p>From this tables it is found that 44.40% of respondents doing service means they are employed and 30.60% respondents are students with this remaining are house maker, farmers, business person, etc.</p>
Figure 4 Mobile User	<p>Yes 100%</p> <p>No 0%</p>	<p>100% respondents are using mobile phones</p>

Figure 5 Types of Phone/Mobile	<table><tr><th>Phone Type</th><th>Percentage</th></tr><tr><td>Smart Phone 4G</td><td>58.30%</td></tr><tr><td>Smart Phone 3G</td><td>19.40%</td></tr><tr><td>Simple</td><td>16.70%</td></tr><tr><td>Multimedia</td><td>5.60%</td></tr><tr><td>Smart</td><td>5.60%</td></tr></table>	Phone Type	Percentage	Smart Phone 4G	58.30%	Smart Phone 3G	19.40%	Simple	16.70%	Multimedia	5.60%	Smart	5.60%	It is found that, about 58.30% respondents are using 4G phones, 19.40% using 3G phones and 16.70% using simple phones.
Phone Type	Percentage													
Smart Phone 4G	58.30%													
Smart Phone 3G	19.40%													
Simple	16.70%													
Multimedia	5.60%													
Smart	5.60%													
Figure 6 Internet User	<table><tr><th>Usage</th><th>Percentage</th></tr><tr><td>Yes</td><td>80%</td></tr><tr><td>No</td><td>20%</td></tr></table>	Usage	Percentage	Yes	80%	No	20%	Around 80% of respondent using internet for various purpose						
Usage	Percentage													
Yes	80%													
No	20%													
Figure 7 Availability of Connectivity in Area of Respondent	<table><tr><th>Connectivity</th><th>Percentage</th></tr><tr><td>Yes</td><td>85.70%</td></tr><tr><td>No</td><td>5.70%</td></tr></table>	Connectivity	Percentage	Yes	85.70%	No	5.70%	85.70% respondents said internet connectivity is available in our area						
Connectivity	Percentage													
Yes	85.70%													
No	5.70%													
Figure 8 Knowledge of Cashless Transaction	<table><tr><th>Knowledge</th><th>Percentage</th></tr><tr><td>Yes</td><td>85.70%</td></tr><tr><td>No</td><td>5.70%</td></tr></table>	Knowledge	Percentage	Yes	85.70%	No	5.70%	Again 85.70% respondents having knowledge of cashless transactions						
Knowledge	Percentage													
Yes	85.70%													
No	5.70%													

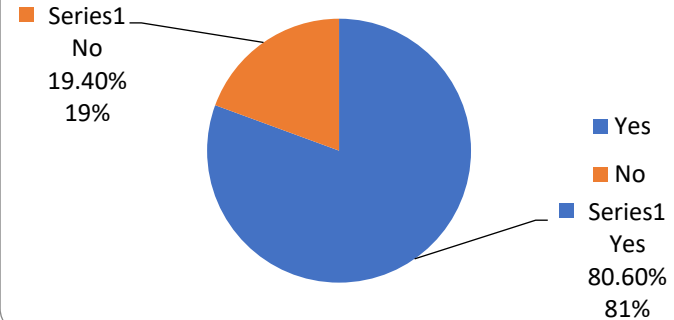
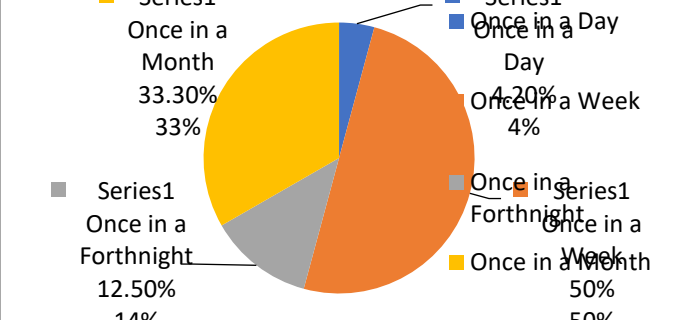
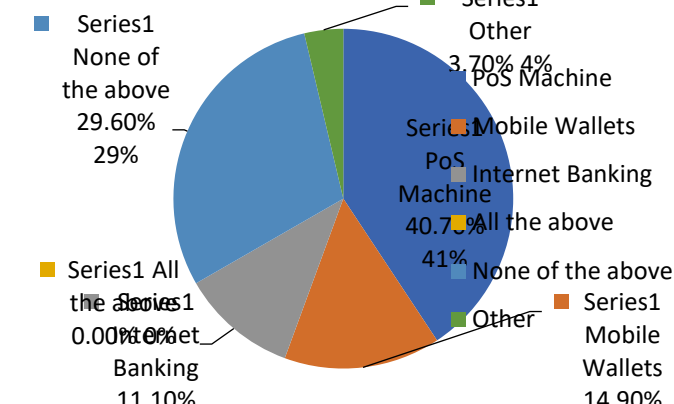
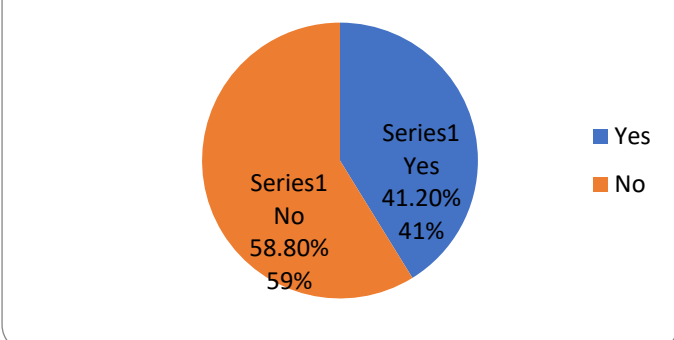
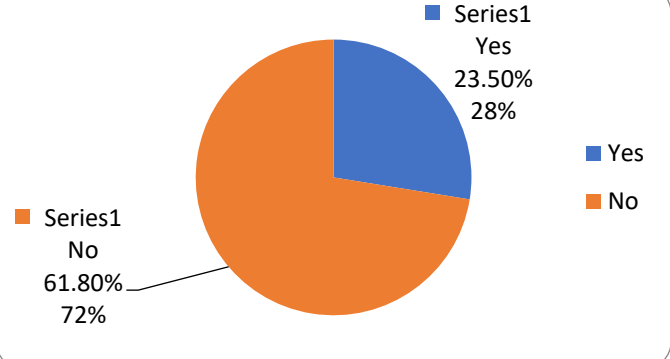
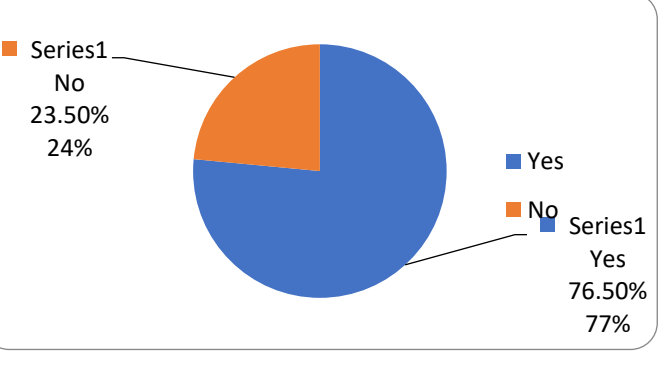
<p>Figure 9 Using ATM Card for Transaction</p>	 <p>Series1 No 19.40% 19%</p> <p>Series1 Yes 80.60% 81%</p>	<p>80.60% respondents are using ATM card to perform banking transactions</p>
<p>Figure 10 Frequency of Cashless Transaction doing</p>	 <p>Series1 Once in a Month 33.30% 33%</p> <p>Series1 Once in a Fortnight 12.50% 14%</p> <p>Series1 Once in a Day 4.20% 4%</p> <p>Series1 Once in a Week 50% 50%</p>	<p>From this graph, it is found that 50% of respondents performing cashless transactions once in a week, 33.30% respondents performing cashless transactions in a month and only 4.20% respondents performing cashless transactions in a day.</p>
<p>Figure 11 Modes of Cashless Transaction Using</p>	 <p>Series1 None of the above 29.60% 29%</p> <p>Series1 PoS Machine 40.70% 41%</p> <p>Series1 Mobile Wallets 14.90% 15%</p> <p>Series1 Internet Banking 11.10% 11%</p> <p>Series1 Other 3.70% 4%</p>	<p>40.70% respondents are using PoS Machines for performing digital payment or cashless transactions and 29.60% respondents not performing any cashless transactions yet.</p>
<p>Figure 12 Traders/Businessmen Promote Cashless Transactions</p>	 <p>Series1 Yes 41.20% 41%</p> <p>Series1 No 58.80% 59%</p>	<p>58.80% respondents said traders/businessmen still not promoting cashless transaction.</p>

Figure 13 Problem faced by customer while using digital mode	 <p>Series1 Yes 23.50%</p> <p>Series1 No 61.80%</p> <p>■ Yes ■ No</p>	61.80% respondents said we are not facing any problem while performing cashless transactions but still 23.50% respondents said we are facing problems while performing cashless transactions.
Figure 14 Customers want to learn about digital transaction	 <p>Series1 No 23.50%</p> <p>Series1 Yes 76.50%</p> <p>■ Yes ■ No</p>	From this graph, it is found that, 76.50% respondents are ready to learn more about cashless transactions but, 23.50% respondents are not ready to learn about cashless transactions.

Other Findings

- 97 % of respondents have their bank accounts
- 88% of respondents have basic knowledge of banking transactions
- Only 42 % of respondent have knowledge of internet banking
- Only 38 % of respondents know one or two transactions on mobile. Mobile recharge is one of the activity done by respondent
- Most of the respondents are using mobile phones and internet on mobile phones for using social networking sites like, whatsapp, facebook, etc. but they don't using for cashless transactions.

Testing of Hypothesis

Hypothesis has been tested with simple statistical tools

Null Hypothesis

1. H_0 : People of rural area not much aware about use of digital gadgets or apps for financial transaction.

H_0 : Hypothesis tested and Rejected, because, people of rural area are not much aware about digital gadgets or apps for financial transactions.

Alternate Hypothesis

1. **H₁:** People of rural area are much aware about use of digital gadgets or apps for financial transaction

H₁: Hypothesis tested and Accepted, because, people of rural area are not much aware about digital gadgets or apps for financial transactions.

Problems

- **Habits Of Cash Transactions:** Still most of the people using hard cash to perform financial transactions.
- **Lack of Banks Knowledge:** Most of the respondents having bank accounts but they don't have knowledge of banking transactions
- **Low Rate of Higher Education:** 70% of population dwelling in rural area and with compare to urban area rate of higher education is very poor in rural area.
- **Financial Literacy:** Many households and people having bank accounts, but they don't have knowledge financial transactions other than deposit and withdrawals.
- **Lack of Knowledge of Mobile Banking:** almost all the people using mobile phones for communication and also using mobile phone for internet, but they don't have knowledge of mobile banking.
- **Lack of Knowledge of Internet Banking:** most of the people using internet on their mobile phone for social networking sites, but they are not using internet banking for financial transactions due lack of knowledge.
- **Retailers Approach:** Most of the retailers still not ready to promote cashless transactions and in rural part of the research area most of the businessmen not using any digital gadgets to perform cashless transaction.
- **General Public Approach:** Maximum number of people still using hard cash to perform financial transaction. They are feeling very secure with hard cash with compare to using cashless transactions.
- **Poor Infrastructure:** Most of the villages of Jalgaon District facing problem of network connectivity.
- **Mobile Internet Users**
 - Cyber Security problem
 - Retain The Customers
 - Use of ATM: 92% (approx) of debit card holder using ATM Card to withdraw cash from machines only.
 - Poor Internet Connectivity
 - Low Usage Of Pos Machine
 - Fear Of Tax
 - Fear if Service Tax
 - Lack Of Knowledge About Card Utility
 - Educated People also not ready to perform this type of transactions.

Remedial Measure

- Need To Change Mindset Of People
- Increase No. Of Bank Accounts
- Need to increase financial literacy with help of digital gadgets and apps.
- Need to change Retailers Approach towards acceptance of digital cash

- Improve Infrastructure to solve connective problems.
- Create Awareness In Mobile Users to use mobile banking, internet banking, m cash, etc.
- To improve cyber security to control digital payment or cashless transactions frauds.
- Assured Customer Refund after failure of transactions
- Need to improve utility of ATM Cards for multiple use.
- Improve Internet Connectivity: need to improve Internet infrastructure especially in rural area.
- Installation Of Pos Machine: a need to make compulsory to every businessman to use of PoS Machine. Paytm, etc. for promoting cashless or digital transactions.
- Elimination Of Fear Of Tax: Many peoples are ready to use debit card for performing cashless transactions, but many times trader or businessmen are charging extra 1 or 2 % for card payment as service tax, due to this extra cost or tax, peoples are avoiding to use card payment.
- Make Compulsion to Educated People to perform cashless transaction.
- Need To Cash Crunch again to improve rate of cashless transaction in rural area.
- Continuous Awareness Campaign: Government of India and Reserve Bank of India needs to implementation of continuous awareness campaign to promote cashless transaction.
- Increase Value Of Incentive for cashless transaction, it will be help to improve number of cashless transaction.
- Cash Back Instead Of Reward Points: while using digital payment options like card payment, PoS machine, etc. in that case bank should give cash back rather than reward points like Google Pay, etc.
- Cash Discount: The Government should be insist to traders or businessmen to give direct cash discount for cashless transactions instead of charging 1 or 2% extra service tax.

Future opportunities or applications

- Cashless Society will be come in existence after implementation of digital payment system.
- Financial Literacy will increase after strict implementation of cashless transactions
- Cost Reduction
- Reduction In Inflation Rate
- Stopping Corruption
- Stopping Black Money
- Tax Collection
- Revenue Generation
- Increase Employment
- Development of Telecommunication Sector
- Service Tax collection will be increase.
- Develop Accounting Culture
- Better Job Opportunities for Commerce Students
- Better Implementation Of GST
- 24x7 facility available
- Easy and anywhere banking will be available.
- Fast, Secured and time saving transaction
- Bank in Pocket or at home
- Easy return
- Fast refund

- Cost saving

Conclusion

In short basically India is the agro-based country and heterogeneous group of people dwells in various parts of India like rural and urban. So, in this situation it is hard to push cashless transactions in India especially in rural part of India, in the way of implementation and promoting cashless transaction or digital payment system, there are various types of hurdles in promoting digital payment system to create cashless society like rural area, poor infrastructure of banks, poor connectivity, illiteracy rate, financial illiteracy, fear of tax, burden of tax, fear of transaction failure and finally mentality of Indian people is the main obstacle in the way of implementing digital payment system or cashless transaction. But promoting digital payment system in India it is the long term process and it requires time to settle this system in India.

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Achievement and Retention of British-Pakistani Students in UK Higher Education: Using Hofstede's Cultural Dimensions to Ask All the Right Questions

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Abstract

The theories on student retention and academic attainment have been in use since the early 1970s, gradually developing over time to accommodate the shifts in high education dynamics and landscapes. Although the theories grow to accommodate the alterations in the higher education systems being used, they have not been altered to understand the change in higher education demographics which occurred due to the introduction of the Widening Participation Agenda. As British-Pakistanis are the second largest minority in the UK, making up approximately 2% of the entire population (1.17 million people), it is imperative to understand why students from this community have a higher drop-out rate than their White counterparts when they enter higher education with the same qualifications and grades. This paper theorizes this issue by using Hofstede's Cultural Dimensions to explain the cultural confusion experienced by British-Pakistani students in UK's higher education, and provides insight into the research being undertaken to further understand what role ethnicity and culture plays in their decision to drop out of higher education.

Introduction

Wæraas & Solbakk (2009) explained that higher education is the continuation of a formal learning process after the age of 18; its essence being that it allows the students to specialise in their subject(s) of choice, while boosting their career and earning prospects. In their report for UNESCO World Conference on Higher Education, Altbach, Reisberg, & Rumbley (2009) wrote that higher education is one of the most dynamic industries in the world and it is becoming increasingly global every day. Altbach, Reisberg, & Rumbley (2009) also emphasised that the dynamisms of higher education mean that it is prone to robust changes in the contexts of teaching, learning, and research.

Background of the HE Landscape in UK

Over the past decades, there has been a significant shift in the trends, target market, and environment of United Kingdom's higher education industry. The higher education systems have gone from being elite to mostly mass and universal; the student demographics have shifted from being traditional to a large proportion being non-traditional; and all this, in turn, leading to lower student retention and academic attainment. The literature on student retention and attainment, however, has not as aptly adapted to the shift in the nature of UK's higher education industry. It is understood that there is much to be done about the noteworthy gaps in the research that is done on the retention and attainment of students in higher education, in particular on students belonging to specific non-traditional groups, such as ethnic minorities.

Higher education is elaborately divided into three systems: elite, mass, and universal. In United Kingdom, the most prevailing system in the past was the elite higher education system. Elite higher education system is a term defined by Doherty & Pozzi (2017) as a system that uses the logic of "social selectivity by dint of high fees or academic selectivity, by dint of enrolments conditional on academic excellence" (p. 4). According to Espenshade & Chung (2005), the student recruitment process in elite universities can be subjective to the legacy the student may bring with them; this may result in a homogenous student population being created. Boliver (2015) noted that elite universities are more likely to attract and have students from "more advantaged social class backgrounds and private schools" (p. 614), making the population in these universities less diverse than the other higher education systems.

Trow (2007) defined mass higher education systems as a structure concocted to allow for the transmission of skills that prepares the students for a broader range of elite roles in the technical and economical fields. Mass higher education system differs from the elite system in the institutional characteristics it displays, with the mass system being slightly more diverse than the homogenous elite system. Mass higher education system also grants admission to students with delayed entry, unlike the elite system that flourishes on uninterrupted education until the degree is obtained. Scott (2016) also highlighted that the concept of mass higher education is what allowed for social forces to push for expansion of higher education to include a more diverse student body.

The third type of higher education system from Trow's typology (1970) is the universal higher education system. Trow (2007) explained the universal higher education system as university education being accessible by the whole population while adapting to intense social and economic changes. Pliner & Johnson (2004) noted that the use of a universal higher education system has further diversified the student body and has given individuals the social acceptability to delay higher education after finishing secondary school, a concept that was not entirely acceptable in the mass higher education system. Pliner & Johnson highlighted that a universal higher education system was deemed more desirable "from an ethic of inclusion", making the student body less homogenous (like that of the elite higher education system). It is often assumed that the universal higher education system's popularity is largely due to the agenda of widening participation (Hubble & Connell-Smith, 2018), especially in the United Kingdom.

UK's higher education participation trends have seen a significant change over the decades. Chowdry, Crawford, Dearden, Goodman, & Vignoles (2010) reported that higher education

participation in UK in 1960 was approximately 5%; whereas, in the academic year 2016/17, UK's higher education reached 49.8% participation with their being a steady rise in trend since the academic year 2006/07 (Ford, 2018).

Widening Participation and Traditional/Non-Traditional Students

As United Kingdom made the transition from having only elite higher education systems to mass and universal becoming the dominant ones, the Widening Participation agenda was implemented by the government in 1999 (Hubble & Connell-Smith, 2018). The agenda sought to have an increase of non-traditional student in UK's higher education institutes, such as those from ethnic minorities, disadvantaged, and low-income backgrounds. Osho (2018) highlighted that widening participation also encompasses students who identify as "care leavers, living with a disability, from families where there is no previous history of parental higher education, from under-represented groups (e.g. black and minority ethnic students), returning to learning as mature students, and from low participation in higher education neighbourhoods" (p. 1). Osho also advised that individuals who identify with one or more of the categories mentioned above as "statistically less likely to go on to higher education" (p. 1). Hubble & Connell-Smith (2018) noted that the purpose behind the widening participation agenda was to remove barriers, and to educate individuals so that they can progress further and have better graduate outcomes as well as employability.

The definition of a traditional student provided by Dill & Henley (1998) asserts that a traditional student may be described as an individual who did not have a gap year before starting university and does not have multiple roles, i.e. they are only a student and have not been allotted additional roles such as parent or employee. Bye, Pushkar & Conway (2007) described traditional students as being 21 years of age or younger, who have followed "an unbroken linear path" (p. 141); also, they are mostly expected to be living in student accommodation instead of the family home. In literature published and researched in the United Kingdom, there is an additional factor to consider when it comes to traditional students: did their parents' attend university as well? Holton (2018) noted in his research that having parents that have attended university is a factor almost unique to the research done in United Kingdom, as compared to the research done on the subject in other countries, such as USA, Australia, and Canada. Chung, Turnbull & Chur-Hansen (2017) noted that the special attention on the students' university heritage may be due to the importance given to the "cultural resources passed down by parents who have been university educated" (p. 78), a nod towards Bourdieu's theory of cultural capital and cultural deprivation (Lenoir, 2006) (Wagner & McLaughlin, 2015).

Schuetze & Slowey (2002) explained that under the context of equality of opportunity in the higher education industry, non-traditional students can be described as those belonging to ethnic minorities, working class backgrounds, immigrants and, in some particular cases, women. Schuetze & Slowey (2002) noted that "for a complex range of social, economic, and cultural reasons" (p. 327), these groups were previously discounted and often underrepresented in higher education. Research studies conducted in Australia by James (2000) defined non-traditional as being from indigenous background, non-English speaking background, rural background, isolated background, or lower socio-economic status. Gilardi & Guglielmetti (2011) addressed the variations in the definitions for non-traditional students by dividing it into three different

approaches: the first approach focuses on the age of the student; the second approach focuses on the background of the student, and the third approach emphasises the risk factors associated with dropping out. The third approach is by far only evident in literature from USA, as the authors highlighting it are associated with The Ohio State University. The risk factors of dropping out defining non-traditional students include part-time work, full-time work, delaying entry in higher education, financial independence, and presence of a spouse, as well as the lack of a high school diploma. Connor (2008) stated that non-traditional students have been required to integrate themselves into a traditional higher education environment that is unfamiliar to them. Connor also added that non-traditional students may feel excluded from their academic environment as it may be problematic and hostile for them, especially due to added responsibilities, difference in ethnicity and culture from traditional students, or because of having a non-continuous education path.

The Problem

The problem explored in this article is to highlight that although there has been a significant change in UK's higher education landscape, there has been little to none research on specific groups within the widely talked about non-traditional students, neither have there been any significant measures taken by higher education institutes to manage the low retention and attainment rates amongst specific groups of non-traditional students. The institutions further fail to understand that every set of students hailing from a non-traditional background have to deal with unique sets of societal pressures, expectations, and aspirations that lead to significant differences in their retention and attainment.

Literature Review

Differential Performance

In the context of this article, differential performance refers to the use of different measures used to evaluate student performance and institutional success, namely by using student retention and student attainment (Fig. 1). Research on differential performance primarily focuses on student retention rates and the factors affecting them, followed by research on student attainment gap as well as the variables that affect the students' performance. The Higher Education Academy (HEA) highlighted the need for the research on differential performance by stating that these are some of the components of student success and engagement (2017).

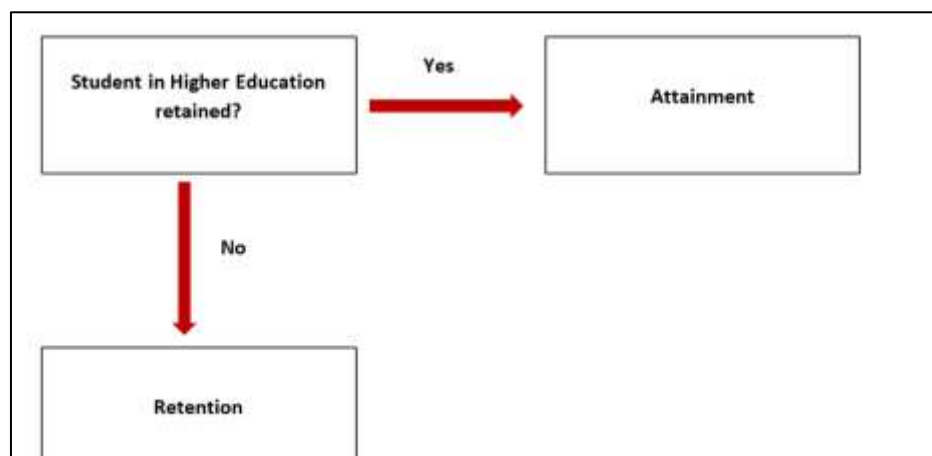


Figure 15: The two elements of differential performance: retention and attainment.

The Higher Education Academy defines student retention as the process of students remaining in one higher education institute and completing a programme of study to obtain a degree or a diploma (2017). Ashby (2004) noted that the term student retention is often used interchangeably in the literature with student progress, but is differentiated from student performance as the latter refers to the grades that are achieved by student when progressing into the next year of their degree or when completing their degree; the author argues that student retention should be the only term used for the discussion of students completing their degree or exiting higher education as that labels the research as more relevant of the concept of retention. Although it can be difficult to define student retention, York & Longden (2004) explained that it is the first element of success for an institution; student retention is often used as a measure for the success of higher education institutes, and therefore is considered an institutional priority (Moller-Wong & Eide, 1997).

Similarly, student attainment is often quoted in the literature as educational attainment or academic attainment; the Organisation for Economic Co-operation and Development (OECD) (2003) defined educational or academic attainment as “the highest grade completed within the most advanced level attended in the educational system of the country where the education was received” (p. 1). The Higher Education Academy (2017) further stated that academic attainment is the performance of students at degree level, often measured as a comparison between traditional students and non-traditional students.

The concept of differential performance is also often related to students’ motivation to study in the existing literature. In a learning context, motivation is defined as the cognitive, situational, and contextual determinants of achievement in an individual (Salili, Chiu, & Hong, 2012). Assiter & Gibbs (2007) research on student retention and attainment was based on the understanding that motivation is an integral dimension of student retention. Tinto’s (1975) theory on student retention also noted that motivation is as important as any other element when studying student retention. It is important to highlight that just like the differences in students’ reasons to drop out, there are variances as to what motivates students.

A Brief History of Student Retention Theories

In 1975, Tinto published the Longitudinal Model of Institutional Departure (Tinto, 1975) (Fig. 2). Tinto's model explained that student attrition was dependent on academic integration as well as social integration. Tinto further explained that successful students may feel more motivated to complete their degree and have more adamant career goals, expanding that the students' decision to dropping out of university happens over a period of time in which they process and determine how committed they are to the institute (academic integration), to their career goals, and their current social lifestyle (social integration). Tinto's model also elaborates on three pre-entry attributes that determine the student's academic and social integration: pre-university schooling, family background, and individual attributes. Roberts (2012) explained that these pre-entry attributes from Tinto's model highlight that students enter higher education with major variances in intentions and commitments, skill and abilities, schooling, and background. When revising the model in 1987 and 1993, Tinto emphasized that the pre-entry attributes play a significant role in

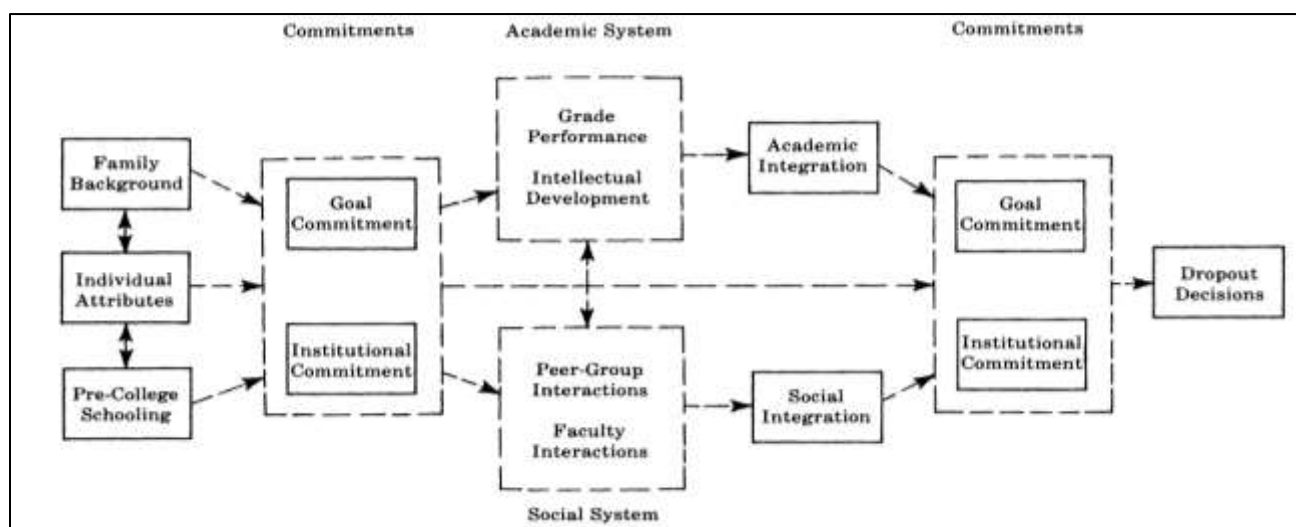
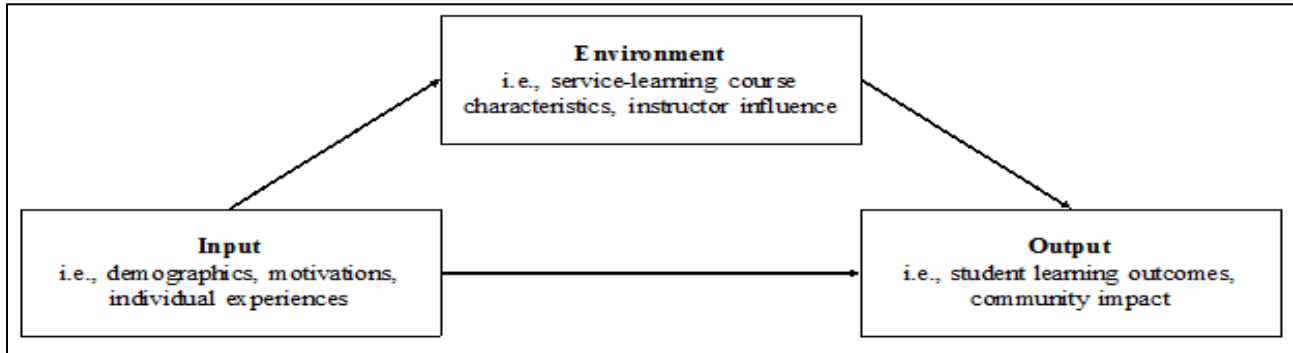


Figure 16: Tinto's Longitudinal Model of Institutional Departure (Tinto, 1975).

establishing a student's institutional commitment, almost as significant as the role of academic and social integration that occurs after admission (Tinto, 1987) (Tinto, 1993).

Berger and Lyon (2005) explained that the 1980s saw a rise in the use of enrolment management as the figures of students enrolling in higher education started to decline. Enrolment management was a strategic planning technique that focused on student recruitment and marketing by collaboration across academic and administrative faculties of an institution (Hossler, 1984). Most of literature on student retention produced in the 1980s focused on enrolment management as a part of a higher education institute's strategic planning process. One of the most prominent theories on student retention was published by Bean in 1980. Bean's (1980) theory stressed importance on several factors such as student satisfaction, background characteristics, pre-university academic performance, living away from home and socioeconomic class/status, as playing a substantial role in a students' decision to drop-out. Bean's study also establishes that there is a significant difference in the reasons male students might drop-out of university and the reasons female students might drop-out of university.

Another prominent theory on student retention, established in the 1990s, was Astin's I-E-O Model (Roos, 2012) (Fig. 3). The I-E-O Model refers to Input, Environment, and Outcomes as the broad factors that can affect a student's decision to drop-out of higher education; Astin referred to the student's characteristics as Input, the institution's facets such as programs, peers, staff, as the Environment, and the student's characteristics and behaviour post-exposure to those facets as the



Outcome (Roos, 2012).

Astin's model led to other researchers focusing on a more holistic approach when investigating student retention (Habley, 2004). In 2002, the Psychological Model of Student Retention (Fig. 4) was published by Bean and Eaton (2002) that highlighted how important it is for students to have self-efficacy when they enter higher education as that is what enables the students to believe that they have what is needed to be academically great. Although the psychological model provides an in-depth approach to student retention, Bean (2003) noted that it is still not a complete guide to the

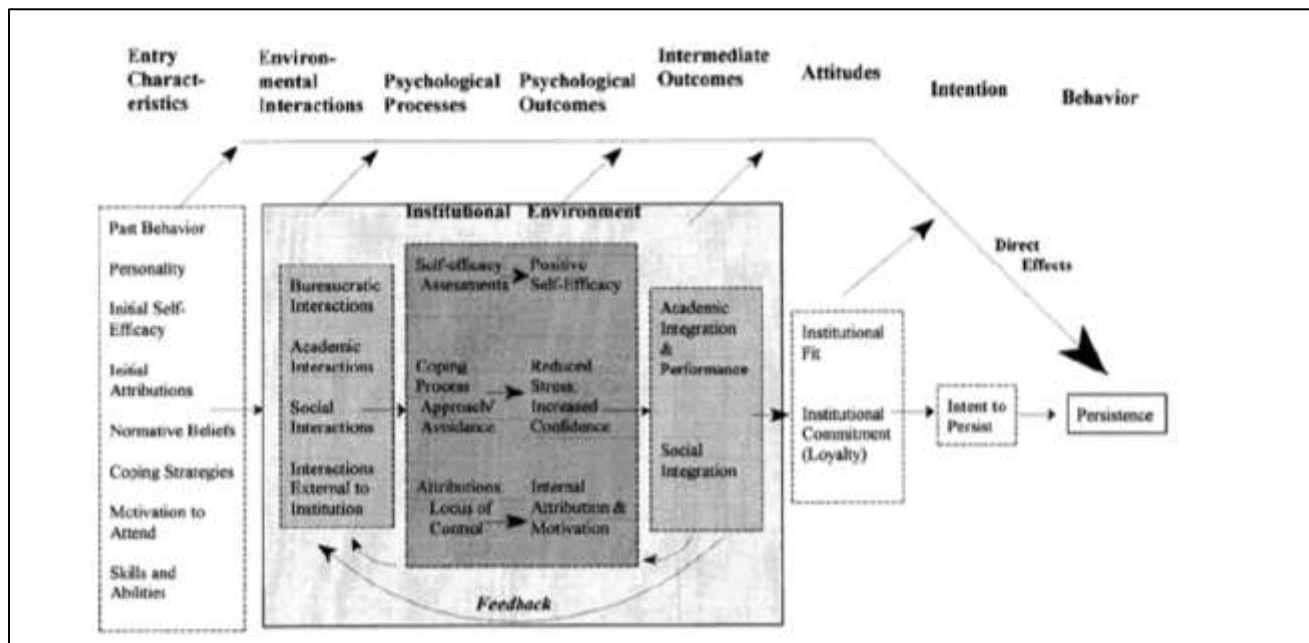


Figure 18: Bean & Eaton's (2002) Psychological Model of Student Retention.

factors affecting students' decision to drop-out of university.

However, the review of the literature on student retention sheds light on the purpose of this research: lack of research on the retention of students belonging to specific non-traditional groups, such as British-Pakistani students. Tinto (2017) (2006) and Xu and Webber (2016) explicitly highlight that any number of models and theories presented over the past decades have not taken into account the culture factor when aiming to explain why student drop-out of higher education. The existing theories only provide an outline and a good starting point for when studying why students from Black and Minority Ethnic (BME) backgrounds have a higher chance of dropping out of higher education than White students.

Differential Attainment Trends in Higher Education

Differential academic attainment in higher education can be studied across the different non-traditional student groups, including ethnic minority students and first-generation students, to highlight the existence of the phenomenon known as the attainment gap. The literature boasts of research on lower attainment for several student groups, but there is rarely ever a study done on the root causes behind specific non-traditional groups, especially when they have significantly lower attainment rates in higher education.

For the academic year 2015-16, it was reported that the attainment in England's higher education showed a 15.6 percentage point gap in between the White students and BME students, with 78.8% of White students receiving a first/2:1 degree as compared to 63.2% BME students (AdvanceHE, 2017). Richardson (2008) stated that studies in the higher education academic attainment have signified the persistent attainment gap between White students and BME students. Richardson went on to note that the literature highlights the structural inequalities in the higher education systems and in society that "reduce both the achievement and the aspirations of children from ethnic minorities" (p. 36). Reitz, Zhang, & Hawkins (2011) explained that similar trends are seen in USA and Canada where BME students also have a more difficult time gaining educational success in higher education as compared to White students. Reitz et al. identified that there are several ethnic minority groups that have significantly lower attainment rates than White students; specifically, Latin American and Afro-Caribbean students show a prominent attainment gap as compared to White students in America, whereas in Canada and Australia there is a significant gap between White students and those of Arab, North African, and Middle-Eastern descent.

Apart from immigration-related ethnic minorities, there is further research done on the indigenous populations of America, Canada, and Australia to examine their education attainment rates in higher education as compared to White students. Gordon and White (2014) explained that indigenous peoples (including First Nations, Inuit, Non-Status Indians, and Métis) have historically had lower attainment rates in higher education due to socio-economic, status, ethnicity, geography, and parental educational attainment, with some studies showing that lower attainment rates in indigenous people is actually due to colonialism in their regions (Miller, 1996). Similarly, in Australia, the indigenous students (including Aboriginals, Tiwi Islanders, and Native Tasmanians) usually hold an attainment gap of 16-27 percentage points when compared to White students in Australia (Leigh & Gong, 2009).

McCarron & Inkelas (2006) explored the role of being a first-generation university student and academic attainment, noting that first-generation do not receive adequate support from their

institutional environments to gain a higher grade in their degree level. McCarron & Inkelas further stated that first-generation students also do not receive clear expectations and demands of higher education when they are in secondary education, which leads to them not being prepared to face the higher education environment. The literature shows a convergence of non-traditional groups as Choy (2001) and Horn & Nunez (2000) stated that first-generation students are most likely to be from ethnic minority backgrounds, which further complicates their high education experience.

Ethnicity and Culture

Out of the different non-traditional student groups introduced into the higher education of United Kingdom through Widening Participation agenda, this paper focuses on the retention and attainment of ethnic minority students and, in particular, British-Pakistani students.

It is imperative to accurately define what the terms ethnic minority and British-Pakistani refer to. Guliyeva (2010) stated that a minority is group of well-established individuals in an EU member state who are different from the main population of that state or region based in their “language, religion, common culture, history and/or geographic origin” (p. 22). Shaw (1994) defined British-Pakistani as a term used for individuals of Pakistani descent, who are citizens of the United Kingdom, and acquired British nationality because they were either born in the United Kingdom or they migrated to the United Kingdom. Data released by the Office of National Statistics (2018) demonstrated that the British-Pakistani ethnicity made up 2% (1.17 million) of UK’s entire population, making it the second largest ethnic minority in the United Kingdom.

Conor, Tyres, Modood, & Hillage (2004) presented a detailed report that views higher education from a minority ethnic student’s perspective; Conor et al. explained that family and parental influence is a major factor in a minority ethnic student’s higher education journey. The authors noted that minority ethnic students are under immense pressure from their parents and families to enter higher education and to achieve top results, which often means they may attain lower grades due to pressure and re-sit exams. Conor et al. pointed out that British-Pakistani students are more likely, than other ethnic minorities to have to deal with family expectations and pressures when it comes to higher education.

The report further highlighted that a vast majority of the British-Pakistani students who enrol in higher education are their family’s first generation to attend university, with intense pressure on them to choose ‘traditional’ fields such as pharmacy/medicine or engineering. This also means that these students have limited role-models in their families that they can look up to for career aspirations. However, as there is very little research on the matter, it is not possible to determine exactly what role ethnicity and culture play in a British-Pakistani student’s decision to drop out of university. Much of the literature argues that the British-Pakistani students are more likely to achieve lesser results in their higher education degree or drop-out of university as compared to their White counterparts mainly because they enter higher education with lesser grades or with a history of poor academic performance. Richardson (2015) stated that “it has been known for more than 16 years that students from ethnic minorities in the UK are less likely to obtain good degrees than are White students” (p. 280). Similar findings were published by Sanders, Mair, and James (2016), highlighting that the students from BME backgrounds tend to receive lower class grades.

Clash of Cultures

To understand the role that culture and ethnicity play in British-Pakistani students having a higher drop-out rates and lower attainment rates in UK's higher education, it is important to understand how the cultures that a British-Pakistani student has been brought up in may have a clash.

Hofstede (1980) explained cultural dimensions can be used to understand different cultures by measuring how people cope with their culture's basic problems. Hofstede empirically identified five cultural dimensions in 1980, stating that each country can be placed on the scale in each dimension to measure how they cope in that aspect. The first dimension identified was *Power Distance*; this referred to the inequality that is present and accepted between people who have power and people who do not. The second dimension is *Uncertainty Avoidance*, that looks at how people deal with anxiety and plan for an unknown future. The third dimension identified by Hofstede is *Masculinity versus Femininity* that looks at the division of emotional roles between the women and men in a culture. The fourth dimension Hofstede noted is *Long-term vs Short Term Orientation*; this dimension analyses whether the people of that particular culture focus more on long term goals or on short term, noting if they tend to look towards the future or the past. In 1980, Hofstede's final dimension was *Individualism versus Collectivism*; this dimension referred to the ties people might feel towards their community or family, and how strongly can these bonds influence their decisions.

To evaluate the cognitive process of British-Pakistani students and what leads them to drop out of university, the dimension of *Individualism versus Collectivism* is key. Hofstede (1997) explained that majority of people in the world belong to societies in which a group's interest supersedes that of an individual; these societies are known as *collectivist*. On the contrary, there is a minority of people who belong to societies in which the individual's interest supersedes the group's interest, known as *individualist* societies. Hofstede wrote that the "at the root of the difference between these cultures is a fundamental issue in human societies: the role of the individual versus the role of the group" (p. 50). Hofstede further added that individuals who belong to collectivist societies are "integrated into strong cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty" (p. 51).

Looking at *Individualism versus Collectivism* from the perspective of student retention, it can be analysed how much of an influence can the family have on a student's decision to attend university, choice of course, and dropping out of university. British-Pakistani students grow up in a culture that is fusion of British and Pakistani; at home they experience the Pakistani culture, whereas at school they observe the British culture from their peers. From Hofstede's (2009) measurement of *Individualism* in national cultures, Pakistan scored 14 points in individuality, whereas as United Kingdom scored 89 point. This clearly indicates the vast difference in the priorities of the cultures. This ultimately means that British-Pakistani students, due to low *individuality*, may choose courses in university that they have little to no interest in due to family influence, and then are more likely to drop out as they have no interest in the course. Dropping out is also likely because of British-Pakistani students having very few role-models in immediate family who have attended university, and due to high collectivism in the Pakistani culture, the students can be easily influenced to leave university and pursue other career options that are more common in the family. This further related

back to Conor et al.'s (2004) report which stated that students from ethnic minorities, especially British-Pakistani students, are more likely to be influenced by their families as compared to their White counterparts.

Research Objectives

- To define what role ethnicity and culture play in British-Pakistani students' motivation to attend university.
- To define what role ethnicity and culture play in British-Pakistani students' decision to drop-out of university.
- To define what role ethnicity and culture play in British-Pakistani students' academic attainment in university.

Research Design

Phase I

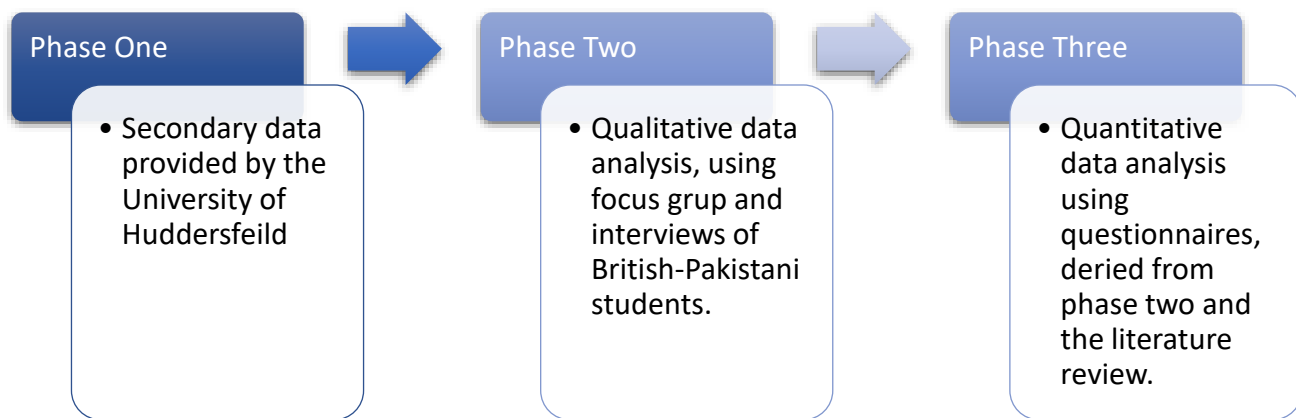
The first phase of Sequential Exploratory Design aims to analyse the secondary data provided by the University of Huddersfield on student retention and performance, ranging from 2002 till 2018, across twenty undergraduate courses. The purpose of Phase One is to determine the exact trends on how many students drop out, what is their ethnicity, do they live at home or in accommodation, and if what were entry tariff points when they started university. The main focus in this data set would be to compare the living circumstances and academic achievements of the British-Pakistani students and White students.

Phase II

The second phase is of Sequential Exploratory Design is the qualitative study; the purpose of this phase is to gain an in-depth knowledge of what motivates the British Pakistani students to attend university and then, subsequently, what may deter their motivation and steer them towards dropping out. This phase of the study will aim to carry out interviews and focus groups, conducting a thematic analysis on the responses collected. The questions in the interviews/focus groups will stem from the existing literature and the analysis of phase. The target population for this group will be British-Pakistani students doing their undergraduate degree from the University of Huddersfield or any other university in access.

Phase III

The third and final phase of the Sequential Exploratory Design will be the quantitative study; this will take the shape of a questionnaire that will be given to British-Pakistani students and White students. The questionnaire will have questions from the thematic analysis of phase two of the Sequential Exploratory Design, the purpose being to confirm the findings of phase two. The questionnaire will be distributed nationally with the aim being to collect as many responses as possible in order to make the results reliable and verifiable.



Results & Discussion from Phase One

As mentioned before, this paper is derived from a project that is current a work-in-progress. Currently, we are at the completion of Phase One of the project, and those are results that will be discussed in this section.

Results and Discussion on Retention

Phase One of the research being conducted focuses on the secondary data provided by the University of Huddersfield when analysing the retention rates. Out of that data, which ranges from 2002 till 2018 (across twenty flagship courses), we have selected to focus on the data from four schools (out of the seven in the University) that had the largest sample size: Business School (BS), School of Computing and Engineering (SCE), School of Human and Health Sciences (HHS), and School of Applied Sciences (APPS). The results compare the retention rates of British-Pakistani students and White students, controlled for A-levels and commuting. Chi-Square testing was conducting on the results in order to determine the reliability and significance of the trends noted. Table 1 displays the results as well as the Chi-Square test significance for the data on retention collated from Phase One.

All controlled for Commuting, A-Level Qualification

<i>Progressed</i>	<i>Not Progressed</i>	<i>Chi-Square</i>

<i>School</i>	BP	White	BP	White	
BS	76.4%	79.8%	23.6%	20.2%	**
SCE	68.5%	75.5%	31.5%	24.5%	*
HHS	88.3%	75.0%	11.7%	25.0%	***
APPS	82.8%	81.7%	17.2%	18.3%	0.66

*P<0.1, **p<0.05, ***p<0.001

Table 1: Retention trends from Phase One

The results showed a significant set of data from the BS and SCE, with the BS retaining 3.4% more White students than British-Pakistani students and the SCE retaining 7% more White students than British-Pakistani students. The results from BS showed a significance of <0.01, whereas the SCE showed <0.1, making the trends in the retention rates in these two schools valid and significant. Interestingly, a reverse trend was seen in HHS and APPS, where British-Pakistani students were retained better than White students; this will be significant part of the Phase Two of our research, investigating how this may be culturally influenced as British-Pakistani families perhaps view the courses in those two schools as being more ‘traditional’ and ‘successful’ as well as ‘serious’.

Results and Discussion on Attainment

The data set was also used to acquire the trends on attainments, with the data divided by entry tariff points rather than by schools. For this analysis, all schools in the University were included. Similar to the retention data, the results were controlled for commuting students and A-levels students. The degree classes in Table 2 are noted as First (1ST), Upper Second (2:1), Lower Second (2:2), Third (3RD), and Ordinary Award (ORD).

All controlled for Commuting, A-Level Qualification

<i>110-130 pts</i>						
	1ST	2:1	2:2	3RD	ORD	Chi-Square
BP	0%	13%	58%	29%	0%	***
White	13%	36%	36%	8%	7%	
<i>210-230 pts</i>						
	1ST	2:1	2:2	3RD	ORD	Chi-Square
BP	8%	28%	47%	14%	3%	***
White	12%	48%	35%	2%	4%	

310-330 pts						
	1ST	2:1	2:2	3RD	ORD	Chi-Square
BP	15%	46%	36%	2%	1%	***
White	28%	49%	22%	1%	0%	

*P<0.1, **p<0.05, ***p<0.001

Table 2: Attainment trends from Phase One

It can be noted that there is a 13-percentage point gap in British-Pakistani students and White students, who enter the University with 110-130 tariff points, with 0% of British-Pakistani students gaining a first-class degree. A similar trend is seen in the data set for 210-230 tariff points where there is a 4-percentage point gap between British-Pakistani students and White students attaining First Class degrees, as well as in 310-330 entry points that holds a 13-percentage point gap. The significance of this result is evaluated using the Chi-Square test, and the results for each of the three categories verify the significance of the trends in attainment between British-Pakistani and White students with <0.01 achieved for all categories. This poses some interesting questions, including one that explores why there is an attainment gap when both, the White students and the British-Pakistani students, are hailing from the same group i.e. commuters and A-levels. This is where the importance of culture and ethnicity can be identified and studied.

Going Forward

The paper explored the role culture and ethnicity have on British-Pakistani students' retention and attainment, mainly looking at the first phase of a longitudinal research project. The trends from Phase One identified the attainment and retention issue with British-Pakistani students as well as highlight that there is massive gap in the literature as there is no study or research on the matter from culture and ethnicity perspective. We will be using the trends established in Phase One to derive interview questions for Phase Two and then, subsequently, questions for the survey Phase Three to complete the research in full circle and answer the puzzle of how culture and ethnicity affect attainment and retention in higher education students. The research is expected to be completed in the beginning 2021, at which point we will be looking at further publishing the final results achieved.

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THE INTEGRATIVE ROLE OF STREET ART AND ITS IMPACT ON ENHANCING THE EFFECTIVENESS OF AWARENESS CAMPAIGNS (STUDY ON THE EGYPTIAN SOCIETY)

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Abstract:

Street art is visual art created in public places, it's considered as a way to add beauty to the venues, it is a form of artwork that is displayed in a community on its streets and surrounding buildings, it usually includes images or illustrations that are meant to convey certain messages.

In most of the Egyptian streets we noticed that there is a lack of appropriate applying of street art in a way that can add some kind of beauty or deliver positive messages to the people.

Hence the aim of this research is to use a new visualized of street arts to deliver positive messages to Egyptian society in poor places by making the integrative relation between the awareness advertising campaigns and street art as a new other media to enhance the messages of those campaigns.

Introduction

Street Art considers as one of the most powerful tools to visualize ideas and to express feelings, it encompasses a lot of visual elements and techniques to add aesthetical function to the streets.

Street art can be a very strong tool to convey messages to the different audiences in streets in different places with different cultures and life styles, these messages can be for awareness purposes to aware people about some issues in the society or to change their believes in something or to motivate them to do some positive actions toward some issues in the society.

The aims of most awareness campaigns that are displayed in TVs and outdoors are to enhance the positive feelings toward audiences by using different means to encourage them to make positive actions and to change their behaviors.

In Egypt Street arts when having awareness messages can be very effective when applying in poor places where the streets are too crowd with no sense of art.

Research Problem:

The statement of the problem of the research can be summarized in the following questions:

- 1- How street art can be used integrally with awareness campaigns to influence on the receivers of C class in the Egyptian society?
- 2- Does Street Art add aesthetical and functional impact on the Egyptian receivers?

Research Aims:

- 1- Getting the benefits from street art to design awareness messages integrated with awareness campaigns to influence on the people of C class in the Egyptian society.

- 2- Create aesthetical, functional and positive purposes to street art in Egyptian streets.

Research Importance:

- 1- Access to a new ideational and creative vision for designing awareness messages using Street Art and adding aesthetical, functional and positive purposes to it.
- 2- Influence on the Egyptian receivers through designing Street art integrally with awareness campaigns.

Hypotheses:

- 1- Design awareness messages using Street Art could achieve the functional and aesthetical purposes to it.
- 2- Egyptian receivers could be more influenced by Street Art when it integrates with the Egyptian awareness campaigns.

Methodologies:

- The researches are following
- 1- Inductive methods through assembling information about Street Art in Egypt.
- 2- Empirical study through designing a samples of street art by extracting their ideas from contemporary awareness advertising campaigns that is designed to be directed to the receivers in the poor places in Egypt.
- 3- Qualitative approach through measuring the impact of the designed Street Arts on the receivers in the poor places in Egypt through a questionnaire.

STREET ART DEFINITION

According to Quick Adsense (2018).Street Art is a significant part of contemporary art, it includes any art developed in public places, as shown in figure (1) which the researches shot from Feisal Street In Egypt ,The term refers to “graffiti” and some other artistic expression forms in the street. It can be found all over the world, especially in London, Barcelona, Berlin, São Paulo and Toronto.

Street art can be used to spread awareness, to advertise or just for some aesthetical purposes, and it is intended to surprise the receivers in crowded public places, so it usually has a powerful message that criticizes the society with irony and invites to social fight or political criticism.

Street arts divers from its type and its techniques in the diagram (1) below the researchers classify the most common types of



Figure (1) A significant part of contemporary art developed in public streets, Egypt

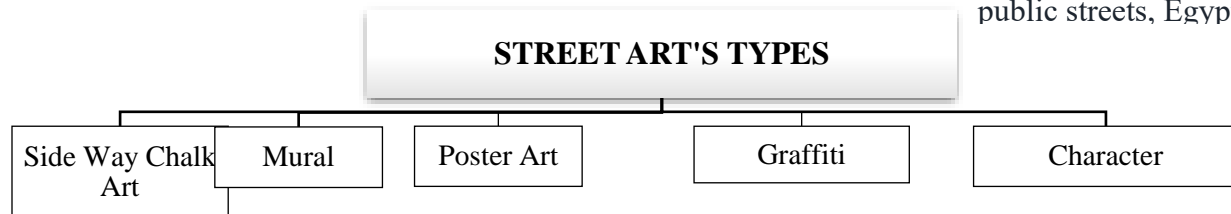


Diagram (1) Classification of the types of Street Arts.

Side Way Chalk Art: According to Monika Satote (2019) It's the usage of large and thick sticks of chalk with different colors to draw on pavement or concrete sidewalks usually to trick the eyes, one great example of this art is using fake potholes and speed breakers on roads to make people slow down their speed as we can see in figure (2) created by Vegamálun, an Icelandic firm

Mural: according to Jessica Allen (2013) mural is paintings made directly on building walls,

ceilings, and on a permanent surface, it involves paint, or mixed media it usually deal with abstract ideas, which make the walls more look attractive. Some artists are so good at paintings that they make it look like real life objects, this kind of art appeared unprecedented vitality in Egypt at 2011 since revolution through embodied the political situation and to express the Egyptian feelings toward it as shown in figure (3) where Daniel Finnan had documented this mural art from Egypt.



Figure (2) Side Way Chalk Art ,Iceland,2017



Figure (3) visualizing a live portraits of famous political persons in Egypt, (Tahrir Square, Egypt,2011)

Poster Art:

Posters are a media that is used to convey a certain messages to specific group of people ,this messages can be for commercial or awareness purposes, wherever we go on the streets, we see various posters. Some of them are about some notices, others are artistic They can be on walls or fences as shown in figure (4) it's a Painted poster on fence to express the suffering of the poor Egyptians this artwork was made during the Egyptian revolution 2011 as mentioned in Alex King's article,2014



Figure (4) Poster Art, Egypt

Graffiti:

According to Nour Salah (2018) graffiti are one of the oldest art presentations which exist from ancient Egypt and Greece, It implies casual drawing of painting on public or private structures often without permission it can provide either a secure message or sometimes give some trendy view as it shown in figure (5) It is a Graffiti painting combining with Arabic calligraphy in the background to express belly dancer as a part from the Egyptian Folklore as mentioned by Noura Salah (2018)



Figure (5) Graffiti , Egypt

3D Wall Graffiti: 3D wall graffiti gives a feel of something coming on you out of the wall, but actually, it is painted on a plane surface, this art form on the streets is fascinating as shown in figure (6), 3D wall Graffiti is a game of shadows and colors to make paintings look real or may be relatable.



Figure (6) 3D wall graffiti

Character: a character serves as a signature or visual shorthand. Some artists take their characters from comic books or television, but many create them. As mentioned by Nora Salah (2018) there is an Egyptian graffiti artist called “Ahmed Noufal”. He created cartoonish Egyptian characters inspired by the Egyptian culture and history in a very trendy and contemporary way, and he made wonderful artworks that added aesthetic aspects to the local Egyptian streets as



Figure (7) Cartoonish Egyptian Characters made by “Ahmed Noufal”, They were applied in local places in Egypt

shown in figure (7)

AWARNESS CAMPAIGNS

According to Nour Dafa Allah Ahmed (2005) Awareness campaigns are a marketing effort to build public recognition of a problem through different media and contemporary communication tools. These campaigns target a large number of receivers over a specific period of time to try and generate specific outcomes or achieve pre-determined goals.

Awareness campaigns are important because they can be used to contribute to policy changing by putting pressure on policy-makers and encourage the community to take actions, these campaigns can inform the community about a current problem by highlighting and drawing attention to it to motivate the audience to aware the receivers about current issues to change their thoughts and behaviors positively. In diagram (2) the researches classified the types of awareness campaign

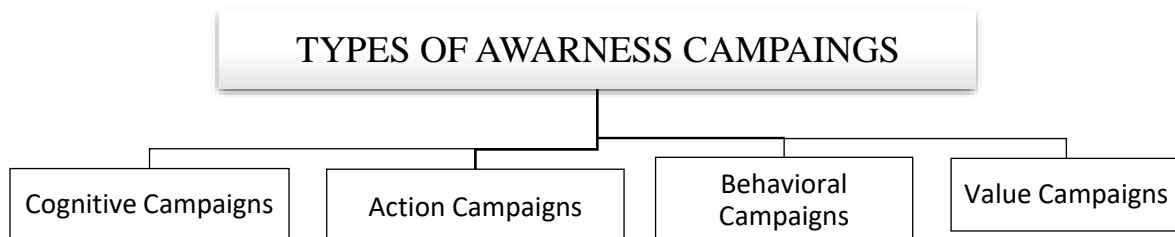


Diagram (2) Classification of the types of Awareness Campaigns

Cognitive Campaigns: These campaigns aim to raise public awareness of an issue in order to modify knowledge, such as raising public awareness of the importance of nutrition.

Action Campaigns: These campaigns aim to persuade audiences to do specific work within a specific time, such as the campaigns which aim to convince audiences to be vaccinated to prevent certain diseases, or to urge mothers to vaccinate children. These campaigns don't only aim to give the audiences information but also urging them to act.

Behavioral Campaigns: They are a type of campaign that aims to motivate the audience to change behavior, such as urge individuals to stop smoking or reduce consumption.

Value Campaigns: These Campaigns aim to change values and beliefs, Such as family planning campaigns. Responsible who wish to change use laws and regulations that require audiences to change their values and beliefs.

ADVERTISING AWARENESS CAMPAIGNS OBJECTIVES

According to Gamal Saleh (2014) the objectives of awareness campaigns are

- 1- Advocating for an idea, philosophy, or providing audiences with information related to recent issues in their lives.
- 2- Embodiment a positive image for the campaigns by influencing the attitudes and trends of the audiences towards specific or public issues.
- 3- Creating the interaction between the audiences and the institutions by persuading the audiences by making gradual adjustments in their attitudes toward political, economic or social objectives.
- 4- Creating the positive impact on the audiences to modify the target audiences behavioral.

MAIN ASPECTS OF ADVERTISING AWARENESS CAMPAIGNS

According to Gatto (1987) There are three main aspects related to design awareness advertising campaigns each aspect related to achieve a specific objective to guarantee the success of these campaigns those aspects are as follows:

Semiotic: is concerned with the study of signs, symbols and significance it uses in awareness campaigns and advertising to create visual metaphor through making relationships between two elements have something in common to embody the ideas of the Ads creatively and effectively.

Aesthetic: Form and content are the main two elements that cannot be separated from each other, Beauty can be achieved through achieving the adaptation between the form and the function.

In awareness advertising campaigns designers can add aesthetical aspects through applying the design principles appropriately to make the designs visually appealing to the audiences.

Function: Awareness advertising campaigns should achieve function from several aspects, it should achieve the Aesthetical function through making the audiences feel pleasant while seeing the Ad or to leave a positive impact on them.

SAMPL OF AWARENESS CAMPAIGNS IN EGYPT

Researchers begun to assemble TV awareness campaigns in Egypt with different topics to see their aims and issues and to use them as a reference when designing the street arts to make the appropriate integrative roles between the whole awareness campaigns and street art

Analysis	
Ad's Aim	Is to motivate the students in classes and children in general to stop bullying, and stop to tell each other harmful words, It's also included a message to the parents to raise their children with the right values, choosing the positive words to tell their children, and considered as a message to the society to get rid of the influence of the bad and harmful words on the personality in the future.
The Semantic, Functional and Aesthetical Aspects of advertising	Semantic: The Advertiser used harmful words as a significance of the bullying.
	Functional: The Ad has a very clear message to children and parents through elaborating the harmful impact of bullying on students in schools.
	Aesthetical: The general mood is serious, and the scenic design of the Ad is simple, and the close up shots on the actors enhanced the message.



METHODOLOGY (APPLIED STUDY)

From the previous Inductive methods that the researchers have followed to assemble information about street arts and awareness campaigns in Egypt , The researchers went through Empirical study through designing a several designs extracted from the three previous awareness campaigns and apply them in different areas in poor places in Egypt, and through qualitative approach the researchers measured the impact of the designed street arts and its role to enhance the awareness campaigns as a new media in the poor places in Egypt through a questionnaire.

Sample 1:



Description	
Sample 1 (a)	
Type:	Ad
Idea of Implementation	Concentrating on the boy's face that full of injuries to express how hard the words on him are.
Slogan	"No Bullying" and there are some harmful words written in the background like "Weak , Stupid, Loser"
Target Audience	B and C classes
Sample 1(b)	
Type:	Graffiti
Idea of Implementation	Combining between colored Arabic words that express the harmful words to make them more attractive and express the harmful impact of those word on the boy through writing them as injuries on his face.
Slogan	"No Bullying"
Target Audience	B and C classes

Sample (2):



<i>Description</i>				
	Sample (2) a	Sample (2) b	Sample (2) c	Sample (2) d
Type	Poster	Poster & Mural	Character	Mural
Idea of Implementation	Embodied the suffering that can be happened when driving with influence by drugs.	Visualize an accident that happens in a school bus to display the suffering and the sudden impact of driving with influence by drugs.	Visualize the driver when taking drugs.	Embodied the psychological suffering of the teacher after accident to transfer her feeling to the audiences to enhance the message of the Ad
Slogan	"Report and save them"			
Target Audience	C class because drivers in Egypt mostly from class C ,They aren't well educated , so They usually work as drivers			

	Sample (3)
Type:	3D Wall Graffiti
Idea of Implementation	Concentrating on the tomato and make it as a focal point in the design to grab the audience's attention directly toward it in addition to enhance the main message in the T.V Ad which aware people to keep the food and don't throw it away.
Slogan	"Don't throw me away" and it's repeated to add repetition in the design throw reading the slogan many times to enhance the impact of the message on the target audiences.
Target Audience	A and B classes from the Egyptian society.



Sample (3)

FINDINGS (ANALYSIS OF HYPOTHESIS)

After designing the three samples of street art, the researchers designed a questionnaire form and distributed it to 20 persons from the poor places in Egypt to know their opinion about samples of street arts extracted from contemporary awareness campaigns in Egypt

The Purpose of the questionnaire is to measure the follows:

- The impact of using street art on grabbing the attention of the target audiences and motivate them to see the beauty around them.
- The role of the street art in enhancing the effectiveness of the awareness campaigns as an integrative media to leave a positive impact on the target audiences.

The characteristics of the chosen specimen:

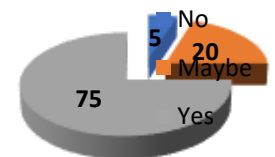
- The average age of the specimen is from 20 to 60 years old, the social level is from C and D Classes, The educational level of the specimen is low educated.

Results:

Q1: Did you feel pleasure while seeing this art in the streets? Answers are shown in Table (1) and diagram (3) shows the Frequencies and Percentage

	Frequencies	Percent	Cumulative Percent	Mean	ST.D
No	1	5.0	5.0	2.70	.571
Maybe	4	20.0	25.0		
Yes	15	75.0	100.0		
Total	20	100.0			

Table (1)



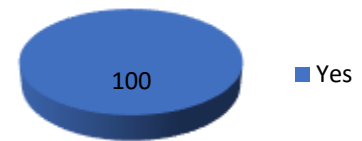
Dig. (3) Frequencies and Percentage

- The total answers which with "No" was only one sample with 5% and who answered with "Maybe" were 4 samples with 20% and who answered with "Yes" were 15 samples with 75%.
- The average of the question Q1 was 2.7 with ST. Deviation 0.571

Q2- Did the colors attract your attention and give you a feeling of warmth in the street? Diagram (4) and table (2) show the results of Q2

		Frequency	Percent	Cumulative Percent
Vali	Yes	20	100.0	100.0

Table (2)



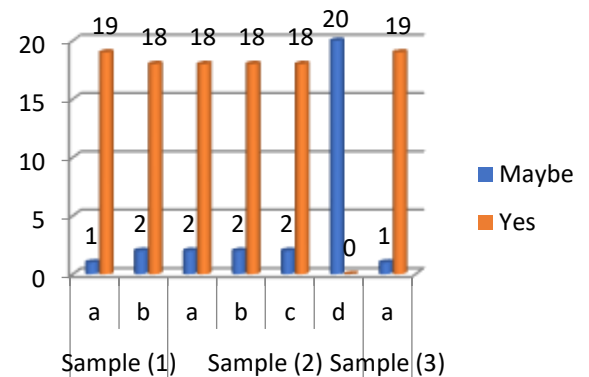
Dig. (4) Frequencies of Q2

The total specimen responded with “Yes” were 20 with 100%.

Q3- Did the design of street art attract your attention and motivate you to see it a bit longer?

Diagram (5) and table (3) show the results of Q3

	Label	Frequency	Percent
Sample (1) Model (a)	No	1	5.0
	Yes	19	95.0
Sample (1) Model (b)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (a)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (b)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (c)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (d)	No	0	0
	Yes	20	100.0
Sample (3) Model (a)	No	1	5.0
	Yes	19	95.0



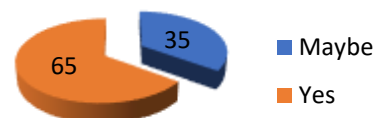
Dig (5) Frequencies of Q3

Table (3)

- Sample 2 (d) comes in the first rank as the answers “Yes” were 20.
- Sample 1 (a) and “Sample 3 (a) comes in the second rank as the answers “Yes” were 19 and “No” was 1.
- There were 4 samples which Sample (1) Model (b), Sample (2) Model (a), Sample (2) Model (b) and Sample (2) Model (c) had Answer “No” twice.

Q4- Did you understand the message included in the street art? Diagram (6) and table (4) show the results of Q4

		Frequency	Percent	Cumulative Percent
	Maybe	7	35.0	35.0
	Yes	13	65.0	100.0
	Total	20	100.0	



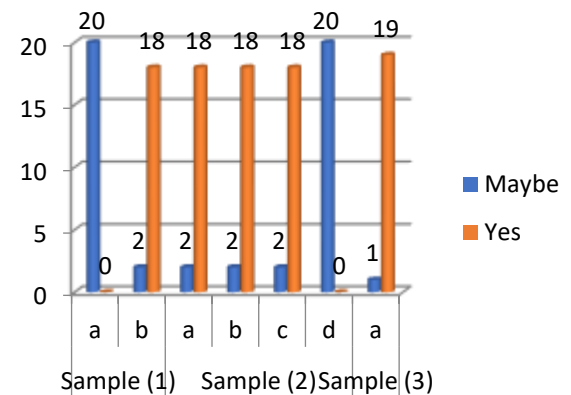
Dig (6) Frequencies of Q4

Table (4)

The total answers with “Yes” were 13 and “Maybe” were 7

Q5- Do you think this Ad as a street art will have an impact on you? Diagram (7) and table (5) show the results of Q4

	Label	Frequency	Percent
Sample (1) Model (a)	No	0	0
	Yes	20	100.0
Sample (1) Model (b)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (a)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (b)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (c)	No	2	10.0
	Yes	18	90.0
Sample (2) Model (d)	No	0	0
	Yes	20	100.0
Sample (3) Model (a)	No	1	5.0
	Yes	19	95.0



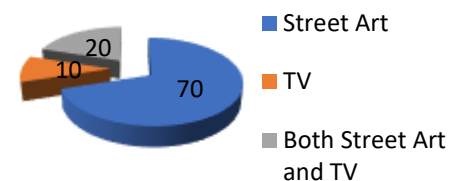
Dig. (7) Frequencies of Q5

Table (5)

- Sample 1 (a) and Sample 2 (d) comes in the first rank as the answers “Yes” were 20 with 100%
- Sample 3 (a) comes in the second rank as the answers “ Yes” were 19 while answers “No” was only one .
- Sample 1 (b), Sample 2 (a) and Sample 2 (c) come in the second rank as the answers ”Yes” were 18 and answers “No” were 2.

Q6- Do you think this Ad integrated positively with other media of this campaign? Diagram (8) and table (6) show the results of Q4

	Frequency	Percent	Cumulative Percent
Street Art	14	70.0	70.0
TV	2	10.0	80.0
Both	4	20.0	100.0
Total	20	100.0	

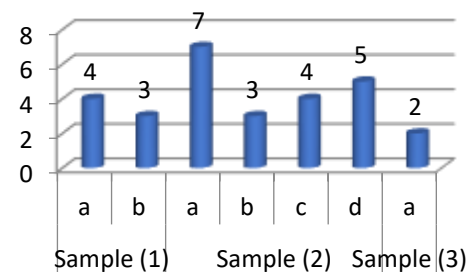


Dig (8) Frequencies of Q6

- The total number of people who chose Street Art were 14 who chose TV were 2 who chose both Street Art and TV were 4.

Q7- Which type is the most one you preferred? Diagram (9) and table (7) show the results of Q7

	Label	Frequency	Percent
Sample (1) Model (a)	Yes	4	20.0
Sample (1) Model (b)	Yes	3	15.0
Sample (2) Model (a)	Yes	7	35.0
Sample (2) Model (b)	Yes	3	15.0
Sample (2) Model (c)	Yes	4	20.0
Sample (2) Model (d)	Yes	5	25.0
Sample (3) Model (a)	Yes	2	10.0



Dig (9) Frequencies of Q7

Table (7)

- Sample 1 (a) was preferred by 4 people, Sample 1 (b) was preferred by 3 people, Sample 2 (a) was preferred by 7 people, Sample 2 (b) was preferred by 3 people, Sample 2 (c) was preferred by 4 people, Sample 2 (d) was preferred by 5 people and Sample 3 (a) was preferred by 2 people.

DISCUSSION

To test the hypotheses the Mean, ST, Deviation and relative importance were used as follows:

Hypothesis 1: Designing awareness advertisement using street art may achieve functional and aesthetical approaches to it.

<i>Question</i>	<i>Mean</i>	<i>ST. Deviation</i>	<i>Relative Importance</i>	<i>Rank</i>
Q1- Did you feel pleasure while seeing this art in the streets?	2.70	0.57	90.00	2
Q2- Did the colors attract your attention and give you a feeling of warmth in the street?	2.21	0.41	73.67	3
Q3 Did the design of street art attract your attention and motivate you to see it a bit longer?	2.93	0.28	97.67	1
Q7- Which type is the most one you preferred?	2.20	0.40	73.33	4
Averages	2.51	0.42	83.67	2.51

Table (8)

- Q3- comes at the first rank, mean is 2.93, and its standard deviation is 0.28 while the relative importance is 97.67%.
- Q1- comes at the second rank, mean is 2.7, and its standard deviation is 0.57 while the relative importance is 90%.
- Q2 comes at the third rank, mean is 2.21, and its standard deviation is 0.41 while the relative importance is 73.67%.
- Q7- comes at the last rank, mean is 2.2, and its standard deviation is 0.4 while the relative importance is 73.33%.

The relative importance of Hypothesis 1 is 83.67% and its mean is 2.51 while its standard deviation is 0.42 and this importance is more than 60%.

Hypothesis 2: The Egyptian receivers may be more influenced when seeing street art integrated with awareness campaigns.

<i>Question</i>	<i>Mean</i>	<i>ST. Deviation</i>	<i>Relative Importance</i>	<i>Rank</i>
Q4- Did you understand the message included in the street art?	2.65	0.49	88.33	3
Q5- Do you think this Ad as a street art will have an impact on you?	2.94	0.21	98.00	1
Q6- Do you think this Ad integrated positively with other media of this campaign?	2.70	0.47	90.00	2
Average	2.76	0.39	92.11	

Table (9)

- Q5- comes at the first rank, mean is 2.94, and its standard deviation is 0.21 while the relative importance is 98%.
- Q6- comes at the second rank, mean is 2.7, and its standard deviation is 0.47 while the relative importance is 90%.
- Q4-comes at the last rank, mean is 2.65, and its standard deviation is 0.49 while the relative importance is 88.33%.

The relative importance of Hypothesis 2 is 92.11% and its mean is 2.76 while its standard deviation is 0.39 and its importance is more than 60% so the researcher can conclude that the hypothesis has been validated.

COCLUSION AND IMPLICATIONS:

- 75% from the receivers assured that street arts add a beauty to the Egyptian streets.
- The poster, Graffiti and 3D wall graffiti are the most attracted types to the target audiences.
- The awareness messages that included in the street art have a positive impact on the target audiences.
- 70% from the receivers assured that street art with awareness messages are more effective than T.V.

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The Link between Language Learner Identity, Autonomy, and Motivation through Participation in Virtual Social Spaces

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1. Introduction

This paper addresses the research question concerning learners' identities, motivation, and autonomy with reference to Dörnyei's (2009) L2 motivational Self System (L2MSS), as well as Deci and Ryan's (2002) Self-Determination Theory (SDT). The question is formulated as follows: what role does participation through virtual social spaces play in the development of female and male Omani EFL student-teachers' identity, autonomy, and motivation, as opposed to traditional language learning experiences?

To be more precise, this present study sets out to integrate the key principles of SDT into Dörnyei's L2 Motivational Self System grounded on the premise that autonomy is universally the foundation of motivation (Noels, 2009). According to Lanvers (2017a),

the L2 Motivational Self System, together with key SDT concepts, can provide an appropriate theoretical framework for incorporating different dimensions influencing the learner, from the very individual, to the macro-level, such as socio-linguistic and political dimensions (p. 224).

Lanvers (2017a) explains the overlaps between L2MSS and SDT, highlighting that the Ideal L2 Self is connected with "intrinsically regulated motivation" and Ought-to L2 Self is connected with "extrinsically regulated motivation" (p. 224). In her study, Lanvers (2016) focuses on the developmental dimensions of motivation, investigating the "continuum of intrinsic-extrinsic determination" (p. 83). In my study, though, SDT key concepts of autonomy, competence, and relatedness would be integrated into the L2 Motivational Self System, aiming to gain nuanced experiences of language learners with respect to their fundamental human needs within their language learning context. The considerable contribution of the learning context to learners' motivation has been stressed by many authors (Lanvers, 2017a, 2016; Murphy, 2014; Dörnyei, 2009). According to Noels (2009), various contextual dimensions can profoundly shape students'

learning experiences, and, mutually, students can shape their learning context so as to fulfil their needs and aspirations. In essence, these innate needs of autonomy, competence, and relatedness would feed reciprocally into students' learning experiences. The more the learners feel that their basic tendencies are satisfied, the more they exhibit motivated engagement in language learning (ibid.). With that particular reference to autonomy in language learning, both models are deemed suitable for this research which explores the relationship between language learner identity, autonomy, and motivation through participation in virtual social spaces, as opposed to traditional language learning experiences. The digital context affords higher level of autonomy than traditional educational contexts, as students have increased control over what, how, and when to study.

To respond to the research question, I will commence with analysing and interpreting learners' L2 learning experience which forms a significant aspect of Dörnyei's self-based model to better account for motivational and (de)motivational influences of contextual factors, and hence explore what necessarily encourages them to participate in virtual social spaces. Conceptually, the construct of L2 learning experience diverges considerably from the two self-guides since they are future-oriented (Moskovsky et al., 2016). Thereby, Dörnyei (2009) encourages future researchers to expound on the two self-guides through a bottom-up process. Secondly, I will explore participants' future selves. The first focus group discussion was devoted to exploring traditional language learning experience in a formal educational context, whereas the second focus group discussion was geared towards addressing virtual language learning experience through social technologies. Participants' future selves were explored in the third focus group discussion.

1.1 Language Learning Experience

Although the present study is mainly concerned with students' participation in the digital social space to explore the connection between language learner identity, autonomy, and motivation, I would argue for the vitality of exploring their experiences at the wider institutional level to understand what essentially motivates them to engage in the virtual world, and hence allow a comparison of instances of identity expression, autonomy and motivation evidenced via Web 2.0 engagement, and via traditional media. Also, participants' experiences at school could be deemed as insightful grounds for further exploring and comprehending their current motivations and experiences at the tertiary level (Na Nongkhai, 2018). Therefore, it seemed reasonable to trace

back their earlier experiences of language learning at school level because self-concept is usually associated with information stemmed from one's past experiences (Dörnyei and Kubanyiova, 2014). According to Liu and Thompson (2018), "[t]he learning experience is a compilation of past and current experiences of a language learner, which affect the language learning process" (p. 2). As pointed out earlier, crucial components of Self-Determination Theory were also referred to, probing its potential link to the current research on identity and self, and pursuing its relevance to the developing EFL settings. Self-Determination Theory associates self-identity with the social context by implying that learning situations which help satisfy three assumed innate human needs of autonomy, competence, and relatedness, can also function to support internalising external regulations into the self (McClelland, 2013). Thereby, such internalisations can result in improved functioning and increased wellbeing in diverse contexts (Reeve et al., 2004). To me, it seems evident that the socio-cultural context plays a vital role in shaping the motivational orientations of learners in relation to this theoretical framework.

1.2 Comparative Experiences concerning Traditional Language Learning Contexts between School and Tertiary Education

There was evident consensus among participants across the three groups about the drastic differences between EFL teaching and learning at both the school and tertiary levels grounded on their actual experiences. Generally, the reported stark contrast encapsulated the contents and ways of learning and teaching at both levels. Nonetheless, exploring their experiences in-depth and delving into their actual realities uncovered serious issues of concern regarding key dimensions of language teaching and learning in their immediate environment, highlighting challenges and opportunities pertinent to the curriculum and teaching methodology, as well as assessment methods. Students' and teachers' roles were seen through all aspects of the language learning experience.

1.2.1 Curriculum and Teaching Methodology: Teachers' and Students' Roles

Turning to the curriculum and teaching methodology, my male group participants initially expressed their views on the holistic experience as a response to my question of whether they felt bored with learning English at the university. Therefore, I further inquired about their own evaluation of their university English language learning experience, channelling their conversation towards specific aspects of their learning process. They gradually focused their conversation on

teaching methodology. The issue of memorisation did figure as a frequent challenge confronting the students as the following extract demonstrates; “It is almost similar to our experience in school, being as a passive process as the teacher gives the information only and we have to memorise” (MP14, group C, 1FGD). Again, my first female group seemed very critical about the English language curriculum and teaching methodologies at the university as they reflected on the existing challenges and pitfalls in an effort to figure out the root issue. They also mirrored their roles besides their teachers’ roles, as is obvious in the following excerpt; “it is only lecture-based. They give lectures without integrating any kind of videos or any kind of group discussion. It is only spoon-feeding students” (FP4, group A, 1FGD). Students’ views on the language use are neither personally meaningful nor socially relevant to their real-life experiences beyond the classroom.

Apparently, students seemed to value comprehension rather than memorisation. This result also featured remarkably in Al-Sadi’s (2015) empirical work on students’ voice in the Omani tertiary education, criticising similar issues pertinent to the overemphasis of rote learning over reflective thinking which essentially results in sheer boredom.

1.2.2 Evaluation and Assessment Methods: Teachers’ and Students’ Roles

Focusing on the evaluation and assessment methods at the university, a female participant wrote a general comparative comment about this specific aspect of her language learning experience; “the assessment procedures followed in the university are strict and more valid compared to the ones at school” (FP8, LLH).

On the contrary, the following extract reveals a very sophisticated picture about the evaluation and assessment methods at the university; “it was difficult for me in the beginning because I am not good at memorising. I wanted even to change my major at some point” (FP1, group A, 1FGD). Generally, such results accord with the Omani studies conducted by Al-Mahrooqi and Denman (2018), as well as Al Riyami (2016), highlighting the issue of the traditional methods used for evaluation and assessment which particularly emphasised retention of information.

Inquiring further about the evaluation and assessment methods at the university, the participants appeared to appreciate the rare opportunities they got to play a role in their leaning either by choosing a specific topic for a research project or selecting a way of assessment, mirroring essentially their roles. There were a few exceptional teachers who varied their assessment methods,

and hence were hugely appreciated by the students. Interestingly, they appeared to associate their experience at the university with their sense of success and competence. The following extract unfolds part of the evaluation methods at the university;

We have been interested in being successful at the university. Some courses are interesting, but the teachers are not passionate. They are spoon-feeding us. One of the most useful courses that I enjoyed was the research project. We were independent. First, I chose a topic. Then, I worked on it. I spent a lot of time with the teacher, so he saw how much efforts I made into this project. It was not only about getting information, but also applying it and using higher thinking skills (MP13, group C, 1FGD).

Such findings lend further support to Lamb and Little's (2016) argument to facilitate assessment for autonomy so as to boost students' motivation, and thus foster their identities.

1.3 Virtual Language Learning Experiences through Social Technologies: Autonomy, Relatedness, and Competence.

Participants appeared appreciative of the massive educational affordances ushered in by the digital context featuring Web 2.0 technologies. Thereby, they independently took the decision to extend their learning beyond the confines of conventional classrooms. It is worth noting, though, that such learning opportunities are freely available at their disposal throughout their learning journey at the university. Fortunately, since they joined the university, the Omani government has already started transiting to E-government, with all official documents and public services being processed electronically. Therefore, the Omani government has placed huge financial investments on this direction. Nevertheless, such virtual pedagogical opportunities were not available whilst they were at school. Thus, it seems a valid justification for describing their university language learning experience as a vibrant area to practically rehearse and exercise their linguistic skills in English which are available through digital social spaces. They sought alternative digital avenues to further develop their English language proficiency instead of relying solely on controlled and often frustrating classroom-based learning. The following statements reveal part of the situation;

I survived my school years and got the chance to join the university as a future English teacher. Learning the language in the university is far away different than the school. All the teaching and learning resources are available to you. This has helped me to seek opportunities to learn English online. I have started to use YouTube videos, blogs, web pages, wikis, educational websites and social media programmes to widen my knowledge in English and got the chance to share others my learning experiences and benefit from theirs (FP11, LLH).

Drawing on the SDT framework, Benson (2007) asserts the inextricable connection between the exercise of autonomy and language learning motivation. Equally, too, the L2 Motivational Self System, along the lines of Self-Determination Theory, places emphasis on the self, highlighting the learners' need for achievement, self-confidence, self-esteem, and self-efficacy in their language learning (Dörnyei, 1994). A multitude of social and cultural dimensions impinging on second language motivation are also emphasised by Dörnyei (ibid.). In my study, this was expressed by many participants who reported that their online initiative efforts were considered as a compensation for their rigid and authoritative classroom environment. It can also be seen, in fact, as a reaction against poor teaching methods or boring materials, as illustrated in the following quotes;

I know that I have had some bad experiences at school, and there were many things that schools should have given us, but we survived and we are here at [the university] continuing the journey. Do you know why have we survived? Because once you like something, no matter what the conditions are, you have got to do it for the sake of it, and for the sake of yourself (FP10, LLH).

Literally, participants voiced their sheer happiness for being able to overlook their poor learning conditions and discount such challenges, characterising their overall language learning experience. This finding is line with that of Murphy (2014), demonstrating the significance of intrinsic motivation in the form of pleasure, enjoyment, and satisfaction derived from one's learning process due to the fulfilment of the basic psychological needs for developing competence, relatedness, and autonomy.

1.3.1 Autonomy

According to Deci and Ryan (1994), when intrinsic motivation is accompanied by greater learner autonomy and interesting activities, results can be seen in terms of higher levels of cognitive and affective capacities. In Ushioda's view (2011), as cited in Little and Al Wahaibi (2017), promotion of autonomy is essentially a matter of encouraging learners to experience that feelings of self-determination, leading to increased self-motivation. This seems to correspond to Little's (2007) argument that language programmes should primarily aim at promoting authentic and autonomous language use. At this stage, it seems appropriate to draw a comparison between autonomy as theorised in Self-Determination Theory and learner autonomy. The first one centres on self-initiated behaviour, as explained by Ryan and Deci (2004); autonomy is concerned with the

difference between an individual's participatory behaviour which resonates with his/her interests, values, and needs in comparison with an individual's passive or reactive behaviour who perhaps tend to be isolated, submissive, or possibly rebellious. The research findings show representations of 'Autonomy', as termed by Ryan and Deci (2002), where participants describe their autonomous participation and initiative efforts in greater depth, a finding in line with Murphy's (2014) study, conceptualising autonomy as the scope to make appropriate decisions and take charge over one's own learning process. In my study, this was expressed by a female participant, illustrating how she decided upon what to learn and how to learn in order to be a successful English learner;

at [the university], we do what we have wanted to do, filling our time with things that would make us better successful learners. Being at [the university] has made me feel good about myself. I got to know many things that I am personally interested in (FP10, LLH).

Participants' selected quotes are representative, mirroring similar trends across the three groups. Within SDT, autonomy means that an individual is the one who takes the initiative and makes the decision to perform an action (Yashima, 2014). However, autonomy does not suggest that an individual behaves independently of contextual effects, nor does he act against the demands of particular individuals (Noels, 2009). Thereby, the individual would behave autonomously if such demands fit in with their interests and values. Accordingly, autonomy-supportive environments would offer suitable options, promote self-initiation, reduce authoritative commands, and so forth (ibid.). In my study, for example, a female participant described her virtual language learning experience at the university as a happy journey, as it allowed her an independent role to navigate the cyberspace to seek further understanding of issues that she could not grasp well during her class time; "I enjoyed learning English at the university, but technology made it even more pleasing to do so" (FP3, LLH).

By contrast, learner autonomy refers to the notion of self-regulation (Yashima, 2014). That is, learner autonomy has been conventionally conceived as the capacity of self-regulation which allows an individual to exercise control over his/her learning process, heeding Holec's theorisation of it (1981). Thus, determining objectives, choosing appropriate methods to be deployed, checking progress, and assessing one's performance are deemed fundamental (ibid.). According to Benson (2001), self-regulation denotes the cognitive dimensions of control over the learning process, encompassing "meta-cognition, goal-setting, and self-reflection" (Yashima, 2014, p. 64). This

study also refers to the construct of autonomy as a cognitively self-regulatory capacity. For instance, signs of autonomy development were clearly evident among the data, with participants carefully setting goals, monitoring progress, and evaluating their performance. For example, a female participant pinpointed evidence for her growing autonomy through digital social spaces, as the following quotes uncovered the prominent representations of autonomy;

Using social technologies has helped me a lot to improve my English language competence. The first thing I do before involving in these programmes is setting goals. I ask myself what do I want to know or learn today and where can I find this information? When I start searching, I might find other interesting things or places to learn in, so I modify my plan. I am the only person who can control it. I have also the choice on what to post online and who to follow. All this depends on my interests and needs. I can never do this in a formal classroom. Through virtual spaces, I can also develop a sense of success and achievements by looking at my old posts and recent posts and see how they have changed over years and how my language has developed (FP11, LLH).

Unequivocally, participants appeared well-informed about the pedagogical affordances of the digital space as they capitalised on such learning opportunities and exercised great control through making conscious choices, critical reflection, and collaborative interdependence. In essence, they exemplified autonomous efforts in an authentic context by speaking genuinely to their passions, interests, and concerns (Little, 2007).

1.3.2 Relatedness

Within SDT framework, relatedness is concerned with the desire for connecting with others in one's society, feeling cared about and secured (Noels, 2009). Surely, the sense of belonging satisfies a fundamental need for encouraging interaction with others reinforced by constructive feedback on one's performance (Murphy, 2014). The concept of 'relatedness' comes to the fore, with the participants showing lucid understandings of their roles within the social cyberspace they navigated (Ryan and Deci, 2002). They exhibited identification with the digital context as being meaningfully relevant to their lives and interests. They also identified with the significant others through virtual social spaces, fostering a sense of relatedness. This finding is congruent with Murphy's (2014) study. The following quotes further illustrate this argument; "tweeting in English, communicating with my peers via LinkedIn or posting writings in blogs were really sorts of happiness for me" (FP3, LLH). However, the sense of relatedness seems to be neglected at the institutional level in the Omani context, as reported by Al-Mahrooqi and Denman (2014). Their

study indicated students' sources of demotivation, amongst which was their lack of belonging to their peers and irrelevance of English to their real-life experiences outside the classroom environment.

1.3.3 Competence

Within SDT framework, competence is concerned with the sense that individuals have the abilities to skilfully perform certain actions (Murphy, 2014). Due to their need for competence, people look for challenging chances to improve their capabilities (Noels, 2009). Thereby, working on achievable goals can help learners extend their developing capacities as long as they are supported with reinforcing feedback so as to evaluate their performance positively (Murphy, 2014). The data revealed the concept of 'competence' as an important constituent of the Self-Determination Theory (Ryan and Deci, 2002). The participants exhibited their competence whilst clearly determining their pathways within the social cyberspace and identifying technical and linguistic competence essential for a successful participatory engagement. For example, a male participant associated his growing confidence and competence with his autonomous language learning efforts through social technologies (MP14, LLH). The notion of 'self-efficacy' (Graham et al., 2016) is evident among the data, with the participant being optimistic about his progress which positively boosts his motivation. He reported his experience with virtual language learning as being exploratory in nature, highlighting its flexibility, successfulness, as well as its awareness-raising orientation. She stated that:

My online language learning experience differs from my school learning experience in many ways, for example, there is no structured plan for it and it happens in authentic contexts. Exploring educational social spaces to practise my English language has promoted my sense of autonomy and responsibility in language learning without the guidance of my teacher. Also, participating in social technologies has helped me to develop my learning strategies which have led to my successful language learning experience (MP14, LLH).

This finding seems to mesh well with those of Mills et al. (2007), indicating a positive connection between learners' self-efficacy and self-regulation. In their study, learners of French who viewed themselves capable of self-regulating their academic studies reported successful results in learning French.

It is quite noteworthy that participants were genuinely pleased to take charge of their learning process at the university through the digital world as compared to their experience at school in a

traditional learning context, feeding into their enjoyment of learning English. Therefore, the core focus of the following section will be on participants' attitudes towards learning English, essentially investigating if they enjoy their L2 learning experience or not.

1.4 Learners' Attitudes towards English Language throughout their Learning Experiences

Participants' attitudes towards English language learning represents a significant component of Dörnyei's L2 Motivational Self System, exploring whether they enjoy their L2 learning experience or not. It should be noted, herein, that attitudes to L2 learning is particularly regarded as a central aspect of L2 learning experience in Dörnyei's (2005) three level framework of L2 motivation (Alqahtani, 2018). As such, it seemed to be an important dimension whilst exploring students' motivation from the self-perspective. Also, the data revealed varying attitudes towards learning English according to participants' realisation and developing awareness of its importance throughout different phases of their language learning experience. To begin with, almost all of my research participants defined themselves at the initial phases of their school as being careless for they did not take English seriously, and hence developed some kind of hatred and boredom towards learning the language. They provided different reasons behind such predominant sense of apathy, characterising the language learning experience at their previous schools in traditional learning contexts. First and foremost, they did not realise the significant status of English at the early stages of school, thus they lacked purpose in learning English. This is palpable in the following conversational exchange;

(MP14) my learning of English at school have steps. For example, from grade 1 to grade 3, I felt bored and hated English because I did not understand why English was important, so I was not good at English at all.

(MP13) I only remember my time at grade 7. Before that, I do not actually remember enjoying English maybe because I did not know why we had to study English and the class was very tedious (Group C, 1FGD).

The following quotes from a language learning history of a female participant uncovered a very complicated picture of the learning scenario, providing a cogent argument for such a careless attitude towards learning English like holding negative perceptions of English as being strange. Nevertheless, once she recognised its significance as a gate to achieve her dream as a prospective English teacher, she showed a serious and, perhaps, conscious attitude towards learning English, overlooking the rudimentary learning conditions and traditional resources in her challenging

environment. This result also accords with Lamb's (2012) study, acknowledging the most significant contribution of positive attitude towards L2 learning experience on students' motivated learning efforts regardless of the poor classroom conditions and very traditional teaching methodology. In my study, a female participant further illustrates this point as follows:

I was in grade four when English language was first introduced to me. It was absolutely an alien language to me. I really struggled to learn it because there was little help offered to me to foster the language acquisition. Even though I developed a passion to learn it, the surrounding environment didn't encourage me to learn the language. The teachers used poor teaching methods and never encouraged us to seek further learning. There were poor teaching and learning resources. Even at home, because of our poor condition, we couldn't afford any learning resources; we didn't even have a computer at home. For that, I decided to do something that might boost my English language. I said to myself, I have to learn vocabulary words as much as I can to use them in my speech and to understand others. That is why I started to make long lists of vocabulary words and memorised them. In this way, I survived my school years and got the chance to join the university as a future English teacher (FP11, LLH).

Such finding is also in line with the results of AL-Mahrooqi and Denman's (2014) study that inquired into motivation types and sources of Omani EFL learners, mirroring participants' attitude towards English as a highly influential motivator. Similarly, students' attitudes to the pursuit of English language learning was found to be the strongest motivational force in the work of Alqahtani (2018).

1.4.1 Immediate Family Context: Social and Digital Milieu

The data of the research uncovered a crucial motivational drive in the unique context of the Omani collectivist society, namely milieu. According to Dörnyei and Kubanyiova (2014), the effects of 'significant others' could be present in the 'immediate learning environment'. Milieu has been considered as a significant component of L2 motivation research studies in different EFL contexts (Alqahtani, 2018). Interestingly, a prominent immediate family context appeared as an influential factor, contributing considerably to participants' language learning experiences. All research participants of this study acknowledged the inspirational role that their families played in their English language learning process, and thus boosted their motivation remarkably. The animated and detailed stories shared by the research participants through the focus group discussions and the individually composed histories revealed that participants were incredibly motivated by their milieu, including parents, siblings, and the virtual social community. In my study, a male

participant appreciated his parents' encouragement and guidance to choose his academic path grounded on their well-informed and trustworthy vision of his future, as is evident in the following statements; "a big reason for choosing English not math, which was my favourite subject, was my parents' belief that English would benefit me while math is only an abstract knowledge" (MP13, LLH). Significantly, too, siblings were found to be very influential in encouraging participants to learn English. The following quotes written by a female participant illustrates this point; "[s]eeing my siblings fluent in English made me believe that I can learn it and become fluent as well" (FP7, LLH).

Interestingly, the data showed the inspirational role of social technologies, particularly, TEDTALKS, introducing vivid images of successful Arab speakers of English. Perhaps, those outstanding models triggered their desire as lucidly living images of their future-selves. The following excerpt further demonstrates this point;

I am addicted to TEDTALK. There are many people who are inspired by others and have stories to tell, so they share their experiences with the world through TEDTALK to get inspired by them. There are many types of stories that are relevant to technology, media, and other interesting areas. Most of them are from Arab countries and they are famous outside the Arab countries. So, I really feel the need to know these people who go outside to show their talents (FP10, group B, 1FGD).

Similarly, a female participant explained how TEDTALKS encouraged her to pursue her dream and visualise herself as she would like to be; "I keep watching TEDTALKS as an interesting way to train myself to be an English public speaker and I always feel longing to the day I would be able to be a presenter in TEDTALKS" (FP3, LLH). In a sense, those true images manifested through social technologies displayed embodied and attainable goals that participants aspired to achieve.

In general, the participants seemed to appreciate their families' supportive encouragement and enlightening guidance that took diverse motivating forms, mirroring a motivating and inspirational milieu. For example, participants' influential family members encouraged them through presenting various dimensions of the language, reading English stories to them, watching English movies together, or presenting to them different cultural products such as English novels and social technologies. Such findings are in harmony with Al-Mahrooqi and Denman's (2014) study within the Omani context. Also, such supportive milieu was found within virtual social spaces. In this social culture, parents, siblings, and other virtual successful learners of English were influentially

deemed as role models. Thus, they were admired and looked upon by the participants. However, this finding comes as no surprise given the strong conventional family system in the Omani society, stemming from its social and cultural norms as well as religious values. This is congruent with the argument made by Kormos et al. (2011) that language students in some cultural contexts, particularly, in eastern collectivist societies tend to view their families and parents as the mediators of the cultural and social morals, norms, and values. Therefore, it seems reasonable to contend that parents, family members, and significant others play an inspirational role in learners' L2 learning experience in the Omani society, contributing significantly to their motivation.

1.5 Discussion of the Qualitative Differences between Participants' Language Learning Experiences in Traditional and Virtual Contexts

The significance of participants' overall language learning experience, encompassing their attitudes towards learning English, may be justified by the important status attached to the English language in the Omani educational system, in which English is declared as an obligatory school subject from year one onwards. Since 1970, heeding Sultan Qaboos's assumption of power, which is the start of Oman's modern era, the primacy of the English language has been officially flagged up (Al-Mahrooqi and Denman, 2018). Thus, English has been considered as an essential lingua franca, facilitating both intra and inter-communications across a wide array of domestic and international domains (ibid.). Accordingly, English has played significant roles in higher education and employment in Oman (Al Riyami, 2016). Such primacy of attitudes towards learning English might be potentially related to their internalisation of its pragmatic utility and its centrality to their future lives, and thus downplaying traditional and rudimentary learning context concerning teaching methodology and learning scenario, English language curriculum, teachers' and students' roles, assessment and evaluation methods. This finding chimes with the prior work of Lamb (2012), emphasising that L2 learning experience exerts the most powerful motivational influence in specific contexts where English teaching is mandatory in tertiary organisations. Surprisingly, though, given the unsatisfactory learning environment outlined earlier, participants still held positive attitudes towards their language learning experience. Such attitude may partly be explained by their affective disposition towards English, driving intrinsically their 'survival' of the poor learning conditions (see section 1.4). Also, it might be partly justified by the fulfilment of their innate needs for autonomy, competence, and relatedness (Ryan and Deci, 2002) found in the virtual social space as a compensation for the rigidly controlled classroom environment (see

section 1.3, 1.3.1, 1.3.2, and 1.3.3). Thus, it would be reasonable to claim that their cyber lives have helped them face the challenges of their traditional learning context.

The qualitative findings of the present study showed that participants' learning experiences enormously shaped their L2 motivation, providing complex delineations in this respect. Thereby, I would further emphasise that a fuller picture of the learner's context is essential to account for the varying L2 experiences across a wide array of EFL contexts, amongst which is the unique Omani context and the digital context. Drawing on the data of this study, I would propose to accommodate virtual language learning experiences through social technologies into the original concept of Dörnyei's L2 experience in order to deepen and broaden its scope. It is worth mentioning, herein, that a recent work by Lamb (2012) employed two constructs pertaining to students' experiences, namely, English language learning inside the classroom and English language learning outside the classroom in an attempt to capture the richness and various dimensions of his Indonesian participants' L2 learning experiences. Thus, it would be prudent to further emphasise that L2 learning experience can be deemed as a lynchpin of the two self-guides.

This is, in fact, harmonious with what L2 Motivational Self System has hitherto offered in terms of adopting an accommodating approach for creativity, thus being able to accept current theoretical frameworks such as Complex Dynamic Systems Theory (Boo et al., 2015). In my view, though, given the multi-dimensional nature of second language motivation, it seems reasonable to draw on multiple theoretical perspectives in the spirit of presenting complementary aspects. In this regard, I can do justice to the considerably large body of theoretical research and empirical data, relating somehow to the same phenomenological territory of applying the psychological theories of self, over the past five decades or so. Upon reflection, it also seems to accord with Dörnyei's (2005) proposition whilst introducing his framework at the initial stage, attempting to respond to some theoretical concerns in the earlier findings of L2 studies by focusing on the multi-faceted dimensions of his self-based system in light of the same theoretical underpinnings guiding prior second language motivation studies so as to render it congruent with the changing scenarios of various EFL settings in the complex globalising era (Dörnyei, 2005). Thereby, his insights bestow a new life on the previous theories of L2 motivation, providing them with newly relevant meaningfulness from the self-perspective (ibid.).

Based on the contextual dimensions of the distinctive Omani society discussed earlier, it may seem significant to further explore the motivational role of social and digital milieu, including immediate family context, and significant others within virtual social spaces with different learner groups. Such inspirational milieu was considered by the research participants as role models, and hence shaped their L2 motivations. This seems to accord with Murphy's (2011) argument that L2 learning experience should necessarily detail diverse dimensions of students' life context, which could profoundly influence their motivation. Critically, too, the data unfolded the importance of understanding various dimensions related to the broader educational climate in an attempt to gain comprehensive insights into participants' L2 motivations as it appeared to have strongly influenced their learning experiences, particularly, their attitudes. As discussed earlier, the findings of the present study uncovered how the Omani participants tended positively to overlook the prevailing challenges characterising their traditional and rudimentary learning environment due to their strong realisation and internalisation of the significant status of English nationally and internationally. Such understanding seemed to shape their L2 motivations, and perhaps nurturing and developing their L2 future selves or identities, which are the core focus of the following sections.

1.6 Future Visions: L2 Self-Guides

The findings of the research study showed that participants held vigorous idealised future visions of themselves. Equally, too, they projected a strong realisation of their future responsibilities and obligations, stemming from their personal worries and the substantial impact of influential people within their own immediate society as well as the global digital community. Participants clearly emphasised the threatening dangers of not acquiring English. Also, the data revealed that the future visions of their future lives were both self-induced and externally-referenced, reflecting the importance of their English language competence in achieving their future selves. Participants displayed acute consciousness of the value of English to their future, regarding mastery of English as an essential goal.

5.6.1 Ideal and Ought-to: Reciprocal Relationship between L2 Future Selves

The data revealed participants' desire to be both successful professionals and well-respected individuals socially, mirroring their own ideal and other socially-fuelled obligations. Nevertheless, their imagined future selves cannot be realised without competence in the English language. The

findings accentuate illustrative examples of participants' ought-to selves, reinforcing ideal L2 selves. For instance, a female participant displayed combined motivations of ideal L2 self and ought-to L2 self; "I am in a compelling need to acquire English as a second language. It is true that the first incentive is my passion, but I cannot deny that the job market offers better vacancies for those who are fluent in English" (FP8, LLH). At frequent instances, participants' future selves were inextricably interwoven to the extent that it seemed very hard to present them separately. For example, a female participant exhibited her motivational tendencies as she shared her future selves with the other female participants, stating that "I decided to learn the English language because my family needed someone to translate for them. At the same time, I really want to be unique and different than others who only speak Arabic" (FP2, group A, 3FGD).

Overall, the findings unfolded the mutual combination of Omani participants' future selves, encompassing both ideal and ought-to L2 selves. Such thorough qualitative data showed that participants' idealised images of themselves were considerably reinforced by their ought-to selves. Realistically, participants revealed that English competence was not only pivotal to fulfil their future career aspirations, but also was helpful in avoiding personal and social fears of failure. As illustrated earlier, participants' desire to pursue English language learning so as to achieve their ideal future selves appeared to be integrated with a necessity to gain prestigious social standing, along with a clear recognition of social obligations, worries, the hopes of families and influential people. Their ideal L2 selves were profoundly influenced by the expectations of significant others since they appeared thoughtful or rather afraid of disappointing them. Moreover, participants' future aspirations to be professionally successful and socially impressive seemed to be fuelled by ideal visions and social needs. Thereby, such combined motivational power is deemed a significant condition for maximising the motivational capacity of future selves and encouraging people to exert fruitful efforts to realise their future aspirations (Dörnyei, 2009). This also parallels Oyserman et al.'s (2006) argument that L2 future self-guides do not necessarily contradict each other, yet they have varying impacts on learners' learning behaviour. Nevertheless, their harmonious relationship can yield powerfully motivated behaviour in comparison with that generated by each of them separately (*ibid.*). Besides that, the harmony between both L2 future selves implies that Omani participants have strongly internalised their social commitments, necessities, worries, and desired expectations of influential people due to their strong realisation of the instrumental value of English, and hence contributed profoundly to their ideal future selves.

Importantly, too, Dörnyei and Ushioda (2011) emphasise that the motivational capacity and intensity of L2 future self-guides would be incredibly improved provided that individuals' ideal selves are equally adjusted by counter-productive feared selves. To put it simply, students' robust understanding of the negatively undesirable consequences behind failing to achieve their ideal selves would positively impact on their motivation.

1.7 Wrapping up: Comparative Concluding Thoughts

This section explores the interrelatedness between identity, autonomy, and motivation of the female and male Omani EFL student-teachers in response to the research question, highlighting participants' language learning experiences in traditional and virtual contexts. Therefore, this section presents comparative concluding thoughts regarding identity expression, autonomy and motivation evidenced via Web 2.0 engagement and via traditional media. It seems pertinent to reiterate that this study sets out to explore the link between these three constructs from two theoretical perspectives to assess the limitations of the present theories, and attempt to extend their borders. In so doing, this study aims to arrive at a robust understanding of the complicated interplay between the lives of individuals as well as the institutional, digital and social settings where they considerably interact.

At the traditional educational contexts, participants were generally reactive, aimless, examination-oriented, and lacking autonomy, as reported by the participants themselves. Their justifications included the perceived boringness of English language education, insufficient chances for putting language into practice, and language assessment focusing on memorisation. Later, though, they started exercising greater autonomy by the virtue of cyberspace that was luckily at their disposal throughout their educational journey at the university. Therefore, they appeared to discount the traditional and rudimentary learning contexts that were sufficiently explained earlier. Clearly, their vivid future selves combined with their positive attitudes towards language learning stimulated their motivation, and hence provoked their interest to pursue autonomous language learning via virtual space, which was considered as an alternative environment to compensate for the traditional, rigid and controlled institutional context. As such, their identity seemed to shift from being passive, to highly motivated prospective teachers as a consequence of their effective engagement with the English digital social technologies. In other words, in the informally virtual learning process, future-teacher identity further improved their motivation. In turn, this encouraged

the exercise of ‘student-teacher autonomy’ or ‘teacher-learner autonomy’, in line with Smith and Erdogan (2008; cited in Huang, 2011). In a broad sense, the overall findings suggest that personally relevant and meaningful learning tasks that are necessarily associated with individuals’ identities might lead to increased motivation. Consequently, it might promote the development of greater autonomy in the sense of taking charge over their own learning process and personal life. Thus, learners’ autonomy could be influenced by their conceptualisation and development of future selves. For example, participants exerted motivational efforts by engaging in diverse forms of autonomous learning-teaching through cyberspace, such as participating in virtual teacher-development communities, tutoring university students through social technologies, and volunteering to teach short English courses to non-English majors in their hometowns through virtual platforms. These virtual extra-curricular learning-teaching activities displayed a sense of developing a teacher identity which increased their motivation to seek autonomous language learning and teaching. In a sense, the stronger and clearer participants’ future selves, the more motivated they were to take charge over their learning, and thereby, the more autonomous they would be in learning. Participants described their virtual learning experiences as a learning to teach opportunity, projecting essentially their twofold identities as EFL learners and EFL future teachers. Thereby, it seems prudent to claim that their initiative virtual activities and the greater control taken over such learning-teaching tasks could be attributed substantially to their envisioned future selves. In other words, the study provides illustrative examples of participants’ strong idealised L2 selves, “operationalising the vision” (Dörnyei, 2009, p. 37) by engaging autonomously in diverse forms of virtual learning pursuits. This finding chimes with Cai and Zhu’s (2012) argument drawing on Dörnyei’s self-based system that engaging in a virtual learning community presents different and additional experiences for language students, thus helping them form or re-form their ideal L2 selves and ought-to L2 selves.

It might also be reasonable to claim that the sense of autonomy, competence, and relatedness afforded by the cyberspace and participants’ heavy investment in a such alternative learning context might lead to the development of their self-identity construction, and hence stimulating their motivation. As explained earlier, participants credited their growing competence in English to a wide array of out-of-class language learning activities, in which they got involved autonomously and persistently. In particular, they reported being engaged in sustained efforts to pursue virtual language learning tasks autonomously. Consequently, participants showed identity

development, expressing ‘researcher’, ‘writer’, and ‘public speaker’, identities among other different selves. Their self-identity formation process appeared to commence through their constant exposure to English cultural products found in social technologies during their tertiary education. As pointed out earlier, participants extended their English language learning through social technologies to broadly diverse issues in which they could boost their personal growth by realising personal meanings and relevant interests. To be more precise, participants were willingly engaged in social technologies, indicating a capacity to take charge over their learning process. They also exhibited conscious selections of English language learning tasks, matching essentially their personal interests and stimulating self-reflection. Besides that, they showed interdependent social learning through virtual platforms. Consequently, their sense of autonomy, competence, and relatedness gained through their greater investment in these digital forums intrigued better conceptualisation of their English prospective teacher identity. Also, exhibiting proficiency in English language and remarkable communication skills presented evidence of successful and competent English-major students’ selves. Broadly speaking, my participants exerted much effort and energy into engaging through cyberspace as an alternative context targeted at nurturing and developing identities. As such, I can confidently presume that autonomous supportive social technologies facilitated identity development and fulfilment, resulting in increased motivation. As elucidated earlier, participants claimed that their traditionally institutional education, be it school level or tertiary level, provided them with very limited spaces for personal growth in terms of personal control (autonomy), sense of progress and achievement (competence), as well as a feeling of belonging (relatedness). Yet, the data implied that they saliently exhibited positive attitude towards language learning in spite of the traditionally unfavourable learning conditions due to the compensating virtual environment that satisfied their innate fundamental needs. Interestingly, participants contended that they used cyberspace autonomously to develop themselves and improve their future lives. Drawing on the data of my study, virtual social space seems to present fertile ground for exploring the interrelationship of autonomy, identity, and motivation, as it generates a sense of control and accomplishment related to personal meanings and social affiliation. Indeed, there is inextricable link between autonomous language learning, increased motivation, and highly vivid and confident images of future English-speaking selves. This finding is similar to that of Chik and Breidbach (2011), that is, the research participants acknowledged

that their autonomous language learning pursuits outside the English classroom to have crafted their identities as EFL students.

Overall, the data of this study yielded intriguing insights, pointing out to a dynamically non-linear relationship between identity, autonomy, and motivation. This result parallels that of Lamb (2011), emphasising the interrelationship between autonomy, motivation, and future selves in longitudinal EFL learning experiences of Indonesian adolescents. Also, this result is in accordance with that of Chik and Breidbach's (2011) exploration of participants' English learning experiences, through a tale of two cities, reporting the intricate link between these three constructs in a dynamically reinforcing fashion. Besides that, Murphy's (2011) exploratory-interpretive study emphasised the mutual connection between learner autonomy, motivation, and identity in distance language learning. Moreover, this finding chimes with the work of Huang (2011) although he mainly explored the roles of identity and agency in developing autonomy among Chinese learners in their institutional and societal environments. Significantly, too, the findings explained earlier suggest that there is a potentially interacting relationship among these three constructs embedded in the learning context. Amongst motivation researchers, Lamb (2011) further asserts Dörnyei's (2009) suggestion regarding the importance of context in 'developing' and then 'priming' future selves. Examples of that could be early parental advice and family guidance, vivid role models of successful Omani English speakers available in person or via social technologies. Such exemplary contexts were perhaps instrumental in supporting the participants to vividly imagine themselves as competent future speakers of English, or possibly activate their emergent selves as future English-mediated identities. This is also in line with Ushioda's (2009) cogent argument for a more contextual and relational perspective on second language motivation and L2 self. She provides further encouragement for learners to express themselves through the target language by taking more responsibility for their input in an autonomy supportive learning context (ibid.). I would, therefore, argue that L2 learning experience can also be utilised at a macro level by exploring students' social life, including their cyber lives as they incredibly participate in an array of socially constructed digital spaces. This seems to parallel Cole and Knowles' (2001) argument that there is an intricate interplay between people's lives and the social as well as the institutional settings where they live. In addition, Huang's (2011) findings indicate a relationship between agency, identity, and autonomy rooted deeply in the learning context and the degree to which students can be considered as part and parcel of the context. I strongly believe that exploring the impact of

digital context on language learning motivation research is topical in that it addresses an urgent need to systematically investigate such context grounded on L2 Motivational Self System and Self-Determination Theory at a time when the cyber lives of language learners become essential for self and social identity development (Ushioda, 2011). This is congruent with Cai and Zhu's (2012) call for examining the role of digital technologies in L2 motivation research during a period in which such technologies are being immensely integrated into the teaching and learning of foreign languages. In my study, though, I have explored their past L2 learning experiences at a traditionally institutional context and a societal level at large in order to investigate what motivates them to autonomously participate in digital spaces, thus exploring their development of self. I would strongly argue that looking into students' broader language learning context or situation specific motives potentially provides great insights into their motivation and development of self. In other words, exploring participants' wider language learning experiences, including the institutional and societal contexts serve as a reflective platform through which they articulate their experiences in order to understand what motivates them to actively engage in digital social spaces and how such engagement might potentially influence their language learning, and hence could perhaps shape their current behaviour, throwing light on their identity, autonomy, and motivation.

So far, I have attempted to address the research question. I have analysed how the interplay between these three constructs unfold between human beings situated in particular L2 learning context guided partly by two theoretical frameworks. As such, the data could potentially be used to complement predominantly quantitative findings in motivation studies, expounding on the intricacy related to the relationships of 'person-in-context' (Ushioda, 2009) by generating thorough delineations of students. Besides that, the findings could lend further support to the ongoing quantitatively research endeavours, examining the interconnection between future-related constituents of the self and motivated learning behaviour. Nevertheless, it is noteworthy to indicate, here, that this study largely emphasises the expressions of identities through cyberspace, referring only to a few examples of real-life incidents. The findings of this research concentrate on the virtual space more clearly, and thus putting certain limitations on the analyses of face-to-face contexts. As explained above, participants chose the online world to compensate for the traditionally unfavourable learning conditions. As such, they steered their conversations towards the virtual space to facilitate the expressions of their identities, directing their online and offline

identities with regard to each other. Whilst there are limited data on real-world events, such cases could be deemed as a distinctive point for further investigations.

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Human Resource Accounting: A Way to Depict the Potential of Human Resource in Monetary Terms: A Case Study of ONGC

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Now the day's businesses have reached at its developed stage. In any type of business two types of resources are used; active resources and inactive resources. A business cannot be operated unless there is human resource. There are different compositions of the human resource. Human resource is called as active resource as it uses the other non-active resource and makes it possible to the best utilization of that inactive resource. We also know that in modern manufacturing environment the quantity of human resource has been reduced up to a great extent but still without a minimum quantity and quality of human resource, a business cannot be operated. Hence, the human resource will always have an upper hand over the other inactive resources. As the HRA is compulsory neither under the Companies Act, 1956 nor under the Accounting Standards, this paper is an attempt to explore prevailing practices of HRA in Oil & Natural Gas Corporation Ltd by applying Lev & Schwartz model and to ascertain whether human resources valuation is worthwhile for internal management purposes as well as for decision making by investors, financiers and creditors.

Key Words: HRA, Active Resources, Inactive Resources, ONGC, Human.

Cultural Diversity: A Driver for Innovative Practices in Multinational Organizations

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The growing need for organizations to strive for best practices and seek competitive advantage has led managers in multinational organizations to explore ways and draw attention towards those strategies that can provide them with appropriate and innovative work solutions. Most organizations are now recognizing the need to acknowledge cultural diversity and tap the benefits that it brings with it. Particularly, a multicultural workforce creates the possibility of the amalgamation of multiple thoughts, perspectives and orientations and the culturally synergistic alternatives, thus generated, pave way for innovative work behavior. Infact, the cultural diversity prevalent in an organization augments the possibility of navigating through the cross-cultural experiences of oneself and others leading to a comparatively more open and widened perspective. The more one

immerses oneself into interacting with others belonging to culturally diverse backgrounds, the more emerges the possibility of cross-cultural learning that can ignite the thought processes and enhance creative problem solving.

Considering the benefits that a multicultural workforce is capable of bringing to the organizations and the desire of organizations to compete and seek a competitive advantage, draws our attention towards harnessing the power of cultural diversity to augment innovative processes in the organization. The present research endeavor seeks to build our understanding of using cultural diversity as a source or driver for innovation in organizations. The aim of the paper is to reflect how the presence of a multicultural workforce in the organization can facilitate in the development of culturally synergistic solutions. The paper also brings out the essence of cultural intelligence that enables in bringing about creativity and innovation in the organization. Through this paper several propositions embedded in the literature in the domain are proposed and an integrative conceptual model is suggested that demonstrates the linkages between cultural diversity, cultural synergy, cultural intelligence and creativity and innovation.

Implementing Blended Learning Program to Boost Pragmatic Competence in English as a Foreign Language Context

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The vital role and significance of technology is unanimously agreed upon, by most experts within the realm of education. Simply put, Blended Learning (BL), a relatively recent method, is mingling traditional approaches of learning with technology-based instruction. Language Pragmatics, on the other hand, is an indispensable feature of the linguistic competence. This quantitative study was carried out to delve into the effects of BL on pragmatic competence of learners of English as a Foreign Language. One hundred and ten Middle Eastern tertiary level students were categorized into study and control groups. This study adopted a pre-test/post-test design. Both groups were exposed to pragmatics along with their regular class schedule; the lesson plan to teach pragmatics incorporated social media and videos in the study group, however, the control group was exposed to the pragmatic content through notes and papers. The analysis of the data revealed that, the students in the study group performed better than those in the control group regarding the pragmatic competence.

Man, Nature and Ibo Society: An Ecocritical Interpretation of "Things Fall Apart"

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“Save the earth” was the motto of environmental conference in Rio in 1992. Instead “serve the earth” would have been more appropriate. One can perceive “serve the earth” attitude in Chinua Achebe’s sublime work “Things Fall Apart”. This study traces the depiction of nature in the aforesaid novel whether it is anthropocentric (system of beliefs and practices that favors humans over other organism) or it supports nature. Deterioration of environment is a primary concern in today’s world. “Things Fall Apart” articulated a new vision of the African world and gave expression to a new sense of the African experience that was more penetrating than what had been available before its appearance. In “Things Fall Apart”, Achebe presents a historical picture of the traditional Ibo society with all its strengths and weaknesses. However, it is the protagonist, Okonkwo, who holds together the different strands of the plot and sustains the latter to the very end. Achebe presents Okonkwo as an embodiment of Ibo values, a man who symbolizes his race. It is quite evident that Achebe wishes to portray Okonkwo as the archetypal African – the man best suited to bring to his readers the harrowing experience of colonialism. Achebe’s readers witness the decay of traditional Ibo society through Okonkwo’s eyes and sympathies with him.

Natural world cohabit the landscape of “Things Fall Apart” along with humans. Nature is at the core of this novel. Ecocriticism explores the ways in which we imagine and portray the relationship between humans and environment. Ecocriticism gives human beings a better understanding of nature. “The Ecocriticism Reader” takes ecocriticism as “the study of the relation between literature and the physical environment” (XVIII). This study explores how Chinua Achebe has portrayed this relationship in his magnum opus.

Silence: Social Media Monitor and the Rise of Nationalism in the PRC

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Internet was introduced to the PRC in the late 1990s, and gradually became an important form of communication by media. Today, while facebook, youtube and twitter, among others, are banned in the PRC, the Chinese are using their equivalents to them, such as WeChat, Weibo, and Youku, but social media in the PRC is placed under the supervision of the Chinese government. This study focuses on recent activities by the PRC in monitoring social media accompanied by the rise of nationalism among netizens.

Do the Reading skills of Emirati Students impact their Problem-solving Skills?

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Ability to solve word problems based on mathematical concepts is an important course learning outcome in all mathematics courses. Relevant information related to real life experience is presented in word problems as a short narrative to be transformed into mathematical notation. Solving word problems in mathematics is a common difficulty for students at all levels, in particular, for students who study English as their second language. Inability to solve word problems can be due to both linguistic and numerical complexity. Most problem solvers, in particular ESL students, have more difficulty in constructing a useful problem representation than others. Many students may have skills in performing the computations necessary to solve the problem, but may lack reading and comprehension skills. It is evident from past studies that student's reading and comprehension skills is one of the main predictors of problem-solving skills. Analogical reasoning has long been believed to play a central role in mathematics learning and problem solving. Comprehension skills play a crucial role in detecting similarity between word problems which can lead to the correct choice of problem-solving strategy. Students studying in federal higher educational institutions in the UAE learn English as a second language. Most of the students have to put in extra efforts to solve word problems in mathematics. The main objective of this research is to determine the relationship between English reading and comprehension skills and mathematical problem-solving skills. Students in the first year of the Bachelors study from various disciplines, in one of the federal institutions, were chosen for this exploratory qualitative study. A reading comprehension test was designed to test the students' reading and comprehension ability. Students from different programs with varying levels of competency were chosen. A set of mathematical word problems with increasing levels of complexity was given to these students. The reading and problem-solving strategies were recorded for a qualitative analysis. The results indicated that reading skills had an impact on problem solving skills. Students who had poor problem-solving skills required extra support to help them cultivate their reading skills. This is the first stage of research and is done on a small sample using qualitative approach and the test instruments covered only a few topics. This research will be expanded on a large sample by incorporating variables identified after this qualitative study. Keywords: ESL, reading, comprehension, analogical reasoning, relationships, solving word problems.

Technology Innovation in Business Management

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The modern success organization needs to integrate technological innovation in their business management to promote economic growth, high revenue, high standard of education for users in or out the structure of the organization, effective communications, and manage profitable business model. Technological innovation is an expanded concept of innovation. Know- How innovation process carried out inside or outside the enterprise using critical success factors in innovation tools and technology to improve the automation aspects

of business products or services, to develop new products and services, to create market competitiveness, to meet unspecified needs, solve enterprise problems, and produce business better quality. So that, Fuller and Hefferger (2013) emphasized the importance of innovative technology in supporting business management to build and classify the business model.

Moreover, Branscomb (2001) reported that technological innovations lead to the growth of industrial economies. Adding that, Ni (2018) stated that technological innovation plays a crucial role in business management in enterprises. Adding that Apanasovich et al. (2017) focused on analyzing how different drivers (Research, non- research and development Technology, and Human Resource management) of innovation can be effectively aggregated within a firm to support its ability to produce innovation. on the other hand, Parrilli & Alcalde Heras (2016) revealed that organizations that unite science and technology-based innovation (STI) and learning-by-doing, by-using and by interacting (DUI) modes of learning are more likely to innovate than those relying on the science and technology-based innovation and innovation based on learning-by-doing, by-using and by-interacting). Furthermore, Al Jawareen (2017) stated that technological innovation had developed new concepts related to the elements of economic and social development in developing and developed countries. For example, in the Gulf States, it has helped to achieve sustainable economic growth, promotes sustainable development goals, ensures prosperity in the community, create new jobs, focusing on vital factors of production, and improve business management policies especially at the level of joint economic activities of the GCC countries. Some organizations still face problems from the traditional process, strict management, old mindsets, old business model, lack of recognizing of the importance of re-engineering and integration of a new framework that delays the performance of projects and activities, waste of cost, time and efforts, cannot meet the demands of the changing markets and demands of society. The Significance of this research derived from the lack of studies that focus on innovation technology in the Arab World in general, especially in GCC countries.

Pedagogical Applications of the NYUAD Global Shakespeare Project

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This session will address the implications of NYU Abu Dhabi's Global Shakespeare Project, which serves as a case study in the way that diverse methods of literary study can be unified within a single conceptual framework that also enables undergraduates to gain skills in research, critical thinking, and digital humanities techniques that have applications beyond literary study. Furthermore, the study will discuss the ways in which the project seeks to advance both the scholarship and the practice of the field that has come to be known as "Global Shakespeare" by bringing together three different but interlinked approaches to the study of Shakespeare and his work: 1) rethinking Shakespeare as a playwright who was global in his own time and who made use of stories, ideas, and settings from beyond his local

and national contexts; 2) investigating the rise of “Shakespeare” as a global cultural commodity as the result of a material history of performance, publication, and pedagogy; and 3) examining Shakespeare’s work as the focal point for a shared cultural heritage that has spawned work from around the globe and in a variety of media, including plays, films, novels, music and images. The project demonstrates how different literary approaches—close reading, influence study, reader-response theory, literary historiography, history of the book analysis, performance studies, translation studies, materialist approaches, cultural studies, world literature theory, and the digital humanities—can be brought together to create a unified approach to works of global cultural heritage that is ultimately applicable to a much wider variety of texts and other cultural objects. The project has brought together scholars and practitioners of dramatics, as well as faculty and students, who participated in creative and scholarly workshops and internship programs. The internships stressed the acquisition of research skills, working with archival materials, and the creation of digital resources. Moreover, the study will describe one application of the project’s emphasis on circulation studies, demonstrating the proof-of-concept program that he has created using Python, Javascript, SQL, and Google mapping programs. The skills he acquired as a result of working on the project represent the kind of pedagogical applications that this scholarly approach enables. The NYUAD Global Shakespeare Project represents a framework that enables not only advances in literary and cultural scholarship, but also enables undergraduate students in the humanities to pursue meaningful research and gain skills that can facilitate employment in a variety of fields.

Impact of Competition on Default Risk: Evidence from Indian Commercial Banks

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The financial systems in emerging economies like India are dominated by the banking industry as their capital markets are still evolving. The Indian banking sector experienced a period of very high risk during 2016 due to continued deterioration of asset quality, low profitability and liquidity of the banks, as indicated by the Banking Stability Indicator (BSI). Simultaneously, the competitive structure of the Indian banking market has been changing owing to a phase of consolidation and dynamic banking regulations, especially in the post-reform periods. Using the data for 36 Indian scheduled commercial banks from 1999 to 2016, we study the nature of the association between bank market structure and bank risk-taking. To measure the degree of competition in the banking market, we adopt both the structural and the non-structural approaches, while we use the Z-score and ratio of gross non-performing advances to total advances (GNPAs) to highlight the banks' default risk. Two estimation techniques are utilized; the traditional panel fixed effect model with Driscoll-Kraay standard error and a panel quantile model with fixed effect.

Our results provide mixed evidence regarding the effect of competition in the banking market on the bank's risk-taking behavior. Measured through the non-structural approach, high competition in the market increases the chances of a bank's default. This is evidence in favor of the competition-fragility hypothesis. On the contrary, using the structural measures of market competition, we find that a highly concentrated banking market increases the risk of default, captured through the Z-score and GNPA's. This finding is aligned with the competition-stability approach. The application of quantile model makes the analysis more meaningful in the sense that all the above-stated relationships are not very strong under the tails. This entire analysis helps us conclude that the nature of competition-risk nexus largely depends on the choice of measures of competition and risk. The findings suggest that in a country like India, the change in the structure of the banking sector through merger and acquisitions should not be promoted as it may result in few big banks which may have good profitability but could also be the origin for a systemic crisis. The objective of maintaining stability and enhancing the profitability of banks can be achieved by strengthening their market power as our results show in the case of non-structural measures of competition. This requires the creation of opportunities to increase their non-interest earnings.

Modelling the Credit Cycles of India: Is it Countercyclical or Procyclical?

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After the global financial crisis and successive episodes of global recession has highlighted the importance of understanding the interlinkages of the real and financial sector of the economy. This paper examines the cyclical relationship between the credit cycle and the business cycle of India both at the aggregate level and disaggregates level. The disaggregated analysis is the striking feature of our study. We find that at the aggregate level, the duration of the credit cycle and the business cycle is of the same period for India. This finding is consistent with the study by Anusha (2018) in the Indian context. The results of the synchronization between the credit cycle and business cycle suggest that there is counter-cyclical relation for India both at aggregate and disaggregate level. Lead-lag relationship indicates that in the context of India business cycle lead the credit cycle. The results of the lead-lag at disaggregate level show that the business cycle leads credit cycles of agriculture, industry, medium-scale industry, and small-scale industry except for the large-scale industry and services. Applying logistic regression, we also find the relationship between the credit cycle and business cycle synchronization variable and macroeconomic aggregates.

Keywords: Credit cycle, Business cycle, Synchronization, Disaggregate analysis.

Analysis on Myanmar Teachers' TPACK and their behavioral intention to apply ICT for Education

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Since the Sustainable Development Goals (SDGs) were adopted in September 2015, the world is actively moving to resolve inequality among developing countries and achieve global co-prosperity by 2030. In addition, by emphasizing the role of Information and Communications Technology (ICT) as a catalyst and facilitator throughout the development goals. Countries around the world have been aware of the necessity of training to cultivate talents in the field of ICT literacy and computing who understand and deal with computer and various information technologies, and have continued their efforts. In 2018, Ministry of Education of the Republic of Korea and Korea Education and Research Information service conducted The Innovative ICT-Integrated Classroom Project in Myanmar and delivered a training program for 40 local teachers and educators. Training was delivered to 40 teachers of Myanmar for 3days.

In this research, the researchers attempted to figure out Myanmar teachers' self-efficacy on TPACK knowledge (Technological pedagogical content knowledge) and their behavioral intention (BI) to use ICT for education in their classroom with pre and post survey data analysis. According to t-Test (pre-post training analysis), all aspects of TPACK (TK, TCK, TPK, TPACK) were increased significantly ($p < .01$), while behavioral intention was increased moderately which were higher than others even before the training. With correlation analysis, the strong correlation between all aspects of TPACK (TK, TCK, TPK, TPACK) and teachers' behavioral intention (BI) to use ICT for education in their classroom.

“WE AND THEM”: An Examination of Ethnic Discrimination and Ethnic Representation in a selected Nigerian Private University

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The present study using a mixed method research approach seeks to explore the experience of tribalism and ideas held about their own and other ethnic groups among a cohort of young adults in Nigeria.

It specifically examined the frequency of experiences of ethnic based discrimination using the General Ethnic Discrimination Scale. It also examined ideas held about self and other ethnic groups and sources of information about other ethnic groups. The sample consisted of 140 undergraduate students in the Redeemer's University, Ede, Nigeria. The three major ethnic groups were represented in the sample (Yoruba, 47.8%; Igbos, 29.2%; Hausa, 14.2%).

Majority of the participants experienced ethnic based discrimination mostly in informal settings and reported multiple sources of the ideas they hold about their own and other ethnic groups. Two salient themes emerged from an analysis of responses patterns about ideas of own and other ethnic groups: defensive self-reports and responses centered on conduct and behavior. Data from the study emphasizes the interplay of factors that may contribute to the formation of and experience of tribalism and reveal that most young adults have formed ideas about their own and other ethnic groups mostly from their peer group. It is envisaged that the findings from this study will be useful in structuring policies geared towards building a sustainable peaceful Nigerian state.

Keywords: ethnicity, tribalism, young adults, national integration payment Cashless, Cashless Society, online banking, etc.
