



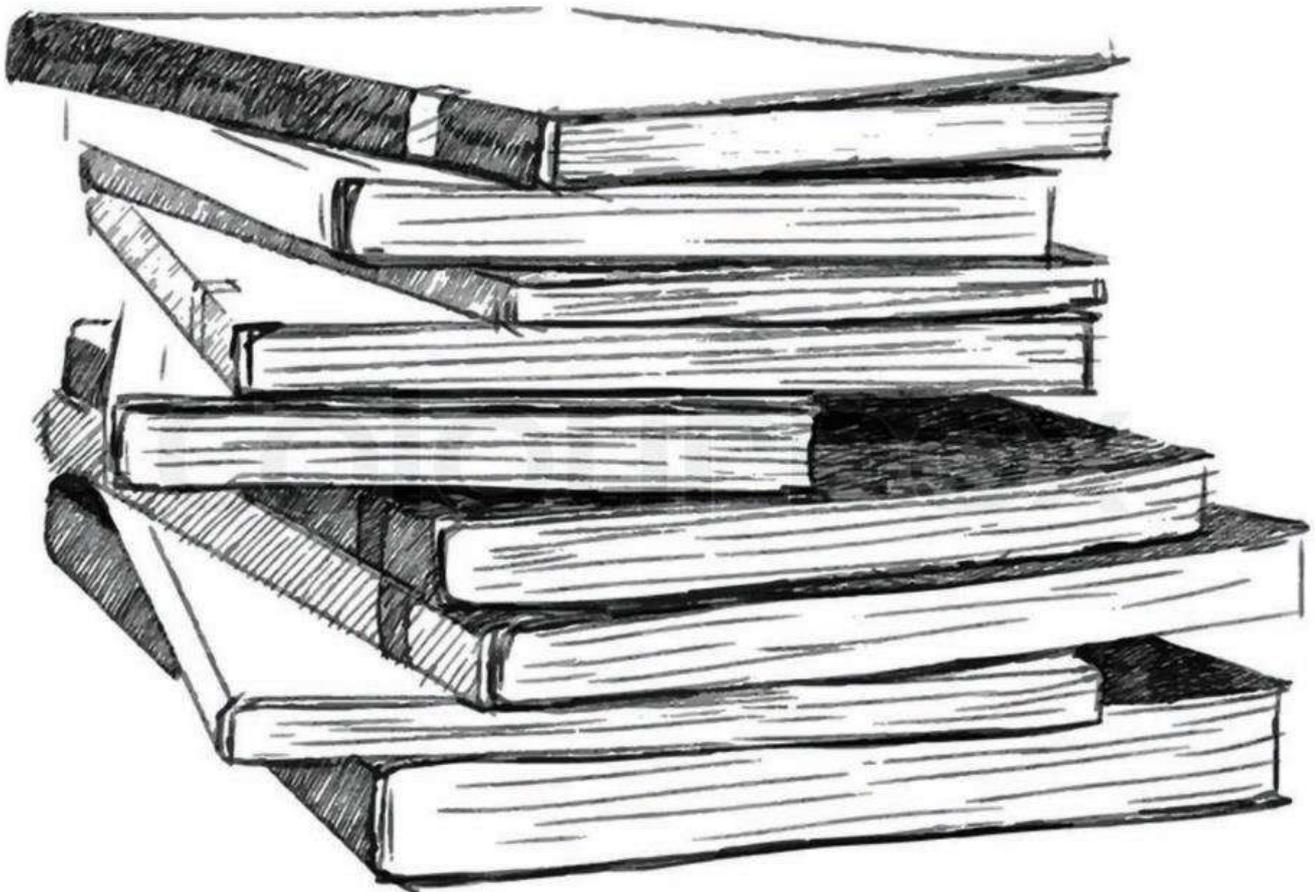
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Adoption of Protected geographical Indication (PGI) for Kenyan Tea

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Abstract— Product recognition is one of the key issues that aid in promoting and protecting its reputation based on the attributable properties possessed by the product. The geographical indication is a pillar that has been developed to protect the uniqueness of these products (its production, know-how and origin). In Africa, full appreciation of GIs has not been achieved, this is due to lack of knowledge of intellectual property rights, their benefits, frameworks, how to register and protect these products, few products, including the Taita basket, have been registered, but most of the products have the potential to be registered as GI, including sweet potatoes from Gabon, cassava from Ghana, coffee from Kilimanjaro (Musungu 2008). Most African farmers still use traditional methods to cultivate, process and preserve different products. In Kenya, legal protection of products is provided by trademarks, but this system does not protect or increase the value of the products in the market. This case study identifies tea from Kenya, which has been marked as to having a unique taste and quality, based on the agro-geo-climatic situations of the region and also the know-how skills possessed by Kenyan tea farmers. It then discusses the possibility of registering Kenyan Tea using European Quality System as a strategy and its role to Kenyan tea growers.

Keywords— Geographical Indications, Marketing strategy, Quality marks, Protected Geographical Indication.

I. INTRODUCTION

1.1. Kenyan Tea Sector

Tea (*Camellia sinensis*) is a beverage made from the *sinensis* sp. plant (as opposed to herbal "teas" which are infusions made from plants that have nothing to do with *Camellia sinensis*). Tea is the world's most consumed drink, after water (Macfarlane, et al 2004). Some, like Darjeeling and Chinese greens, have a cooling, slightly bitter, and astringent flavor, while others have vastly different profiles that include sweet, nutty, floral, or grassy notes. Tea has a stimulating effect in humans primarily by its caffeine content (Cappelletti S. et al January 2015). In Kenya, Tea is the main cash crop grown today. It has been the main foreign exchange revenue earner for the country. The major type of tea produced in Kenya is the

black tea. However, green tea, yellow tea, and white tea is produced on order by major tea producers (CPDA, 2008). These farmers live in rural areas where economic opportunities are rare. Small-scale producers of tea have not earned the real value of their produce despite the continuous reforms established by the governments. Different strategies in the world have been used to market different agricultural products, some based on the production process some based on the authenticity of the products. Europe has developed and implemented a quality-based system and uses it as a tool that helps most of the small-scale producers in different regions and is currently being adopted worldwide. This report reviews one of the strategies that can be used to valorize Kenyan tea, and more importantly discusses the need for the adoption of a protected Geographical Indications quality mark in Kenya.

to help the small producers and also protect indigenous products that link to specific places, Community and are in the verge of disappearing because of new and commercialized products that resembles the authentic products. This report purely uses secondary data and different articles related to the topic of discussion.

1.2. Marketing of Kericho Tea

The marketing of tea starts from the farm. The farmer has the choice between different potential buyers. This includes private companies, middlemen who buy and sell to processors or the KTDA tea factory. Once processed, the tea is sold locally or internationally through contracts and auctions in Mombasa (CPDA, 2008). Tea from the domestic market is blended, packaged and sold through wholesale and retail channels, while tea from the export market is packaged in 50-70 kg bags and auctioned in bulk. Mixing and conditioning is usually done outside the country, depending on the different import markets. For example, Pakistan, Egypt and the UK prefer black tea. France prefers green tea, while Germany and the United States of America prefer specialty teas. (Leading & Countries, 2008). There are barriers to entry into the market, including quality and food safety requirements, standards of consumer conduct, especially towards high-end tea markets (KIPRA, 2017).

1.3. Objective

The objective of this case study is to determine the feasibility of adopting European quality mark into a non-European country and the possible impacts it has on a region and to the producers of the product.

II. REGISTERING KENYAN TEA AS PGI

1.4. Legal Framework

2010/11 Kenyan constitution supports intellectual property rights and protection for example, Art. 69(1) (c) and (e) mandates the State to protect and enhance intellectual property, traditional or indigenous knowledge of biodiversity and the genetic resources of the communities and protect genetic resources and biological diversity. (The Constitution Of Kenya, 2010) Kenya aims to raise incomes in agriculture, livestock and fisheries by processing and thereby adding value to her products before they reach the market. This will be done in a manner that enables producers to compete with the best in other parts of the world. A number of strategies to transform and improve the agricultural and livestock sector will be used. This includes Improving the value gained in the production and supply chain through branding of Kenyan farm products. (Geoffrey M. Ramba, 2016). Kenya is a member of the WTO (Since 1st January 1995 (WTO | Kenya -

Member Information, n.d.) and thus a signatory of the TRIPS Agreement (Trade Related Aspects of Intellectual Property Rights). For the purposes of TRIPS Agreement Intellectual Property refers to “All categories of intellectual property that are the subject of Sections 1 through 7 of part II of the Agreement (Article 1:2). This includes copyright and related rights, trademarks, geographical indications, industrial designs, patents, integrated circuit layout-designs, and protection of undisclosed information. Kenya has not yet acceded to either of the two international GI agreements (Madrid and Lisbon) concerning the protection of GIs. Only option for mutual protection of GIs with other countries would be bilateral agreements (Geoffrey M. Ramba, 2016).

1.5. Certifications Existing

Currently tea products from Kenya are only registered as a trademark. (Njuguna, 2019). Each company and factory name their product with the desired name they like, for example Kuresoi tea factory name, some Kuresoi tea legends and other Kuresoi marathons. Certification bodies include Rainforest which is usually a consideration for a company that is seen as compliant to sustainability. ISO 22000: 2005 (Food Safety Management System), fair trade and others. As a result of a favorable geo-agro-climatic conditions within Kenya highlands region, with a specific soil profile, plantation and management protocols, cultural and traditional human practices related to tea and a skilled local workforce, it possesses an incomparable taste, color and high-quality reputation, distinguishing itself from tea in the other regions. This offers a high chance to be registered successfully as one of the GIs products (Monique Bagal et al, 2013). The applicable legal framework is the Trademarks Act, Cap 506, No. 51 of 1956, as amended in 2002 and the Trademarks rules, LN 575/1956, as amended in 1994 and 2002. (The Constitution Of Kenya, 2010). In Kenya, GIs are protected by trademark laws, which cover certification marks including geographic names. (Geoffrey M. Ramba, 2016) Indeed, Article 12 - (1) - (d) of the Act provides that a trademark with a direct reference to a geographical name does not have sufficient distinctive criteria. This is why certification marks and collective marks can be registered to protect a geographical name. This registration constitutes a brand for ten years from the date of the request. Six months before the expiration of 10 years, holders may apply for renewal of registration. The authority responsible for the registration is the Head of the Intellectual Property Institute of Kenya. (K.I.P.I, n.d.)

1.6. Registration of PGI Kericho Tea



Image 1: showing the PGI Quality mark

PGI is a quality mark designed by the European union as sign given to a product a country, region or locality where the product's particular quality, reputation or other characteristic is essentially attributable to its geographical origin, it is used in agricultural food products and wine. (European Commission, n.d.)

As part of the EU's system of IPRs, names of products registered as GIs are legally protected against imitation and misuse within the EU and in non-EU countries where a specific protection agreement has been signed, non-European product names can also register as GIs if the country of origin has a bilateral or regional agreement with the EU that includes the mutual protection of such names (European Commission, n.d.). An agreement therefore between Kenya Government and European union can be initiated and adopted by the KTDA to register their growers and use the quality mark.

1.7. Link to Geographical area and Human Knowledge

All of the tea produced in Kenya are grown in the rift valley highland regions. The tea growing areas in Kenya are broadly sub-divided into two regions defined by the Great Rift Valley. In the east of the Rift Valley tea is grown around the Aberdare Highlands, Mt. Kenya regions and Nyambene Hills, while in the west of the Rift Valley tea is grown in Nandi Hills, Kericho, Mt. Elgon, and Kisii Highlands. Over 60% of Kenyan tea is produced by about 300,000 smallholder tea farmers managed by the Kenya Tea Development Agency Ltd (KTDA). Brown DR. (2006),

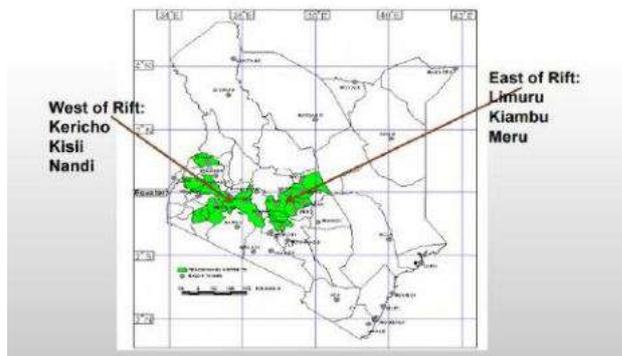


Image 2: Tea plantation in Kenya highlands KTDA 2006

Both rift valley regions in Kenya have the approximate same climatic conditions. During normal climate cycle it receives an average rainfall from 1658 millimeters., temperatures of 1.0 °C, (Eitzinger et al., 2011). The tea growing area has a tropical climate which is influenced by the varied topographic features in the western and central parts of Kenya such as the Great Rift Valley, Lake Victoria, Nandi hills, Aberdares and Mt. Kenya (Leshamta, 2017). Both the areas receive adequate rainfall for the tea production however the availability of the precipitation is not the same, in west of the rift valley it experiences off-season rainfall due to local effects of the influence of the Lake Victoria air mass, Nandi hills and the Congo air mass. The region's rainfall activities are greatly enhanced whenever the country experiences westerly anomalies in the medium level (700mb level) which fetch moisture from the wet Congo basin into the adjacent western part of the country thus allowing the formation of deep convective clouds which precipitate in the form of showers accompanied by thunderstorms and sometimes hailstorm which is a common weather menace in the Kericho tea growing region. (Leshamta, 2017). Furthermore according to Leshamta, (2017), East of the rift valley lies parallel to the Kenyan coastline and its high altitude influences orographic lifting in the "Anabatic" upslope daytime winds which enhances wet weather activities especially whenever the country experiences easterly anomalies at the medium level that fetch moisture from the Indian Ocean into the region different. The common geo-climatic conditions, Kenya's rich, deep reddish soil that has a high mineral content and creates fertile land for the tea bushes to thrive, the high altitude of the sweeping ridges where the tea is farmed has contributed to Kenyan tea having a higher antioxidant content than others, also providing a unique quality including distinct amber brownish colour and what is described as a "brisk", "full bodied" flavor. which refers to a robust flavor that can stand up well with milk, Kenyan tea creates a

richer infusion than poorer quality tea which can leave you with a light or weak cup of tea. (Williamson Tea, n.d.). Apart from geo-agro-climatic growers of Kenyan tea also have know-how knowledge on the production process that is defined in the growers guides of Tea research and have passed from one generation to another. During plucking of Tea leaves, to maintain the uniformity of the level farmers use a long straight stick. Plucked tea leaves are placed in a traditionally weaved basket made from specific trees. Also, a sack made of sisal which is perforated is used to increase aeration and avoid the scorching of the leaves. Handpicking of leaves one by one with a requirement of two leaves and buds. (Samson et al., 2019)

III. ECONOMICS OF REGISTRATION OF KENYAN TEA AS A PGI

The growing demand for and attention to the “qualities” of agri-food products is a result of a range of factors such as the increased awareness of food safety, the socio-cultural status of consuming certain foods and renewed interest in and nostalgia for culinary heritage (Ilbery and Kneafsey (2000). But to access these “quality” products consumers always look for a trusted supplier who will guarantee a continuous supply of healthy food therefore quality based system will always be the alternative for the consumer. Origin-labeled products are an important example of this, as trends in the food sector over the past decade indicate that consumers are increasingly placing value on products they can associate with a certain place and/or special means of production (Ilbery and Kneafsey (1998)). This finding therefore by Ilbery and Kneafsey show that a certified product will start receiving a boost and recognition in terms of purchases hence an increase in the demand of it. Different number of factors contribute to success of small rural enterprises that target niche markets, these factors mostly include the market access and differentiation this is according to the case study by OECD (1995) furthermore an approach addressing these factors is to work collectively in order to develop a competitive advantage. Given this, registration of Kenya Tea with a collective quality mark in the market will not only increase the competitiveness but also increase the uniqueness among other competitors, this is in agreement that Geographical indications act as a strong differentiation tool through the creation of collective monopolies. Seemingly a *contradiction in terminis*, the existence of monopolies consisting of a group of firms was argued by Olsen (1962). Preventing usurpation of origin-based products and protecting the reputation of these products could potentially have a strong developmental impact through an improved income effect. Ultimately this could

contribute to increased employment and improved livelihoods. (Bramley et al., 2003) Furthermore a study by Bramley et al. (2003), shows that the GI protection increased the price of Darjeeling tea in total than 1 percent in the real terms over the 1986-2002 period which indicates a very modest price premium effect as a result of GI protection. However, Kenyan tea like Columbia café should focus more on the international market rather than within the local market. This in accordance with the argument by Kerr. (2006), that to raise the benefit of GI protection, producers from developing countries would most cases need to invest significantly in marketing campaigns.

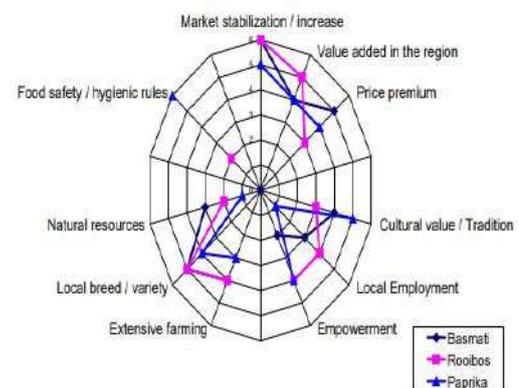


Fig.1 Impacts for established Geographical Indications (Barjolle, 2021)

According to Barjolle (2021), establishment of GI will have an impact on the market stabilization, value addition to the product and other factors. If Kenyan tea will be registered as GI tea, the agro-tourism sector will also be boosting, given that the highland regions have different landscape which often attract tourist.

IV. CONCLUSION

From different case studies cited, it is possible to register Kenyan highland tea as a GI using the European quality label, as far as a bilateral agreement between the Kenya Government and European union. It is beneficial for both the states to protect their products especially agricultural products which are prone to usurpation.

Registration of PGI quality mark will be a unique strategy that will put Kenyan tea into a better place than the rest of East African countries producing tea. Furthermore, it will be a competitive strategy that will also set apart itself from the rest of the world tea market. Kenyan tea will be competing based on quality rather than the quantity and as

the world incline towards healthier and quality assured products Kenyan tea will be among the most sorted.

Geographical Indications will not only focus on improving the price or as a market strategy but also come with other benefiting factors including better production method which are ecofriendly and are more sustainable, also rural development and agrotourism will benefit from the registration of Kenyan tea.

Establishment of protected geographical indication PGI to Kenyan tea will also come with milestones, Kenya being one of the developing nations faces different structural and legal challenges. Protections and control of registration will be a major problem given that there is no legal framework or independent institution that will guarantee clear and transparent control system.

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LSRW Skills: A Way to Enhance Communication

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Abstract— *Communication is an essential component for social interaction and personal growth. Communication is simply sharing information from one person to another. Four pillars of effective communication are Listening, Speaking, Reading and Writing. The article focuses on the basics of communication. It tries to delve deep into the various aspects of the communication process. Developing the LSRW skills would help one to enrich the overall quality of their lives. This article assists the readers to get acquaintance with the skills which are the key for building a better communication.*

Keywords— *Communication, Listening, Reading, Speaking and Writing.*

“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”- Tony Robbins

I. INTRODUCTION

Communication is the act of giving, receiving, and sharing information. The word Communication is derived from the Latin phrase, *Communico* or *Communicare*, which means ‘to share’. Communication is simply the act of transferring information from one person to another. Every communication involves at least one sender, a message and a recipient. A communication therefore has three parts: the sender, the message, and the recipient. A message or communication is sent by the sender through a communication channel to a receiver, or to multiple receivers. Communication means sharing of information, messages, facts, feelings or ideas from one person to another.

The core Communicative skills are Listening, Speaking, Reading and Writing. To become an effective communicator, one must achieve all these four skills. These skills enrich a person in all walks of his life. Communication is the most important factor that helps to build a better relationship with one another. In order to show case what you are and what another person is saying,

you need to build a better communication. These four skills will fetch you to become a better person in different phases of one’s life.

Listening Skill

The first and foremost skill for better communication is that one needs to develop the skill of listening. Listening is an art, where the listener pays attention to what he/she hears. Listening is an active process of receiving a message and the ability to comprehend what others are saying. If we pay a close attention to the meaning of what we hear, we can say that it’s an active listening. So, it requires a conscious practice and active state in order to understand the matter being communicated and to give proper feedback to the message or the information. According to International Listening Association, “Listening is an active process of receiving, constructing meaning from, and responding to spoken and non-verbal messages”. Good listening requires patience and a good state of mind. Good listening reduces misunderstandings and leads to better problem-solving skills. So, if a person receives carefully all the information given by the speaker, not only the words but also to his/her body language, gestures, and non-verbal signs and if they respond to the message that was being communicated we can say that it’s an active listening.

Some may be confused hearing to listening but both are distinctive terms. Hearing is a passive activity; it doesn't require any kind of skill as in listening. Hearing is just receiving some sounds to our ear drums. It can be anything; the sound of vehicles, sound of TV, music or anything.

Stages of Listening

Listening involves six stages. They are;

1. **Hearing/Sensing:** This is the first step in the process of listening. In this stage, the listener receives certain sound wave which falls to the eardrum.
2. **Recognizing/Understanding:** After sensing the sounds which falls to the eardrum, the listener identifies the speech patterns. A deliberate attempt is made by the listener to comprehend the word or symbols that we hear.
3. **Interpreting:** In this stage the listener starts decoding the message. Listener stick on their beliefs, attitudes, values to decode the message.
4. **Evaluating:** After understanding what the speaker says, the listener assesses the quality of the message.
5. **Responding:** Here the listener reacts to the message. He/she shows his/her rejection or acceptance or understanding or confusion through non-verbal, cues.
6. **Remembering/Memorizing:** The final stage of listening. In this stage we retain the information for our future reference.

Barriers to Listening

1. **Uninterested Subject matter**

This is one of the important barriers to listening. The listener may not be interested towards the subject. This lack of interest can act as a hindrance towards listening. The speaker may not show any kind of attempt to decipher the idea, since he/she has no interest towards the subject or content.

2. **False/Forged Attention**

Some listeners pretend that they are actively involved in the process of listening, but he/she may be preoccupied with something else. This is one of the most common barriers to active listening. They act and make the speaker believe that they are attentively listening.

3. **Prejudiced Mentality/Premature Evaluation of the Subject**

Before hearing or listening to the actual message, some evaluate or judge the message being

communicated. They hastily conclude that the speaker is saying something else.

4. **Different Accent or Language Variety**

When a speaker uses different accent, which the listener feels hard to decipher is yet another important barrier of listening. The accents we Indians use might be different from that of an American.

5. **Lack of interest towards the Speaker**

Some may have some issue with the person who delivers the message; this can pose as a major problem in listening to that message.

6. **Physical Conditions**

The physical condition of the listener can create some kind of hindrance towards listening. This can be due to physical pain, exhaustion, noisy surroundings etc.

7. **Lack of concentration**

Some listeners easily get distracted since they have very poor listening skills.

Techniques to be an Effective Listener

Following are some of the important steps which can enrich one to be an effective listener:

1. Don't interrupt the speaker unnecessarily
2. Don't talk while the speaker is talking
3. Take down lecture notes while dealing with important topics
4. Ask questions to yourself
5. Establish a good eye contact with the speaker
6. Don't have a prejudiced mentality

Speaking Skill

Speaking is probably the language skill that most language learners wish to ((deliver perfectly) perfect as soon as possible. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

Speaking is regarded as the one of the core skills, we learn as it helps us to share our thoughts feelings, ideas and emotions with others. Speaking skills can be further divided into formal and informal speaking skills, and we use both types in different contexts in our life.

Informal speaking skills are the skills for conversations with friends and family, helping us to form emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you are not familiar with.

Reading Skill

Reading is a process of looking at a series of written symbols and comprehending those symbols into words, sentences and paragraphs. It's a dynamic process to which reader communicates with the text to construct meaning. It involves our ability to read and understand the words, phrases and sentences.

Benefits of Reading

1. Increases your vocabulary
2. Enhances your imagination
3. Expands your knowledge
4. Stimulates your brain
5. Improves your memory and focus
6. Strengthens your writing skills
7. Helps you to relax and lowers your stress

Micro-skills in Reading

Micro-skills are the basics skills which are specific competencies for communicating effectively with others. One needs to acquire micro-skills that would help one in the process of reading. Some of them are mentioned below:

1. Understanding the meaning of each words
2. Comprehending the meaning of unfamiliar words from the context.
3. Mastering the basic grammatical units
4. Phonological awareness
5. Orthographic knowledge

Sub-skills of Reading

Learners need to understand different styles of reading which suits different purposes. For equipping you as an efficient reader, you need to understand the sub-skills of reading. They are:

1. Scanning
2. Skimming
3. Intensive Reading
4. Extensive Reading

Scanning

When a person search for a particular information, word or phrase it can be called as scanning. It is used to find a specific piece of information. For example, while referring a word in a Dictionary we are adopting the technique of scanning.

More Examples

1. Reading the Newspaper for the Tvprogrammes
2. Referring to a Telephone directory

Skimming

Skimming is used to quickly gain the overall idea of a passage, book or anything you read. When you skip

through a book to get an extract of the book it is called as skimming. When the skimming technique is used we only look at the main headings, sub-headings or illustrations in order to get the overall idea of the content.

Examples:

1. Reading the daily newspaper
2. Reading Brochures

Intensive Reading

In depth reading for better understanding can be called as intensive reading. Very close and minute details will be included in intensive reading. When you prepare for an examination we thoroughly examine the minute aspects, that is each and everything discussed in the book for better understanding. It is important for you to understand each word, information or fact.

Examples:

1. When you prepare for an examination you have to read intensively for better understanding the concepts or theories.
2. While signing any contract or insurance policy we make a careful reading.

Extensive Reading

Extensive reading is used to obtain a general understanding of a text or subject. It is mainly used to get some pleasure out of reading that is reading for external purpose. So reading for pleasure to get the main theme of the content can be called as extensive reading. Reading Novels is the best example of extensive reading.

Writing Skill

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Steps for Writing:

For developing one as a better writer he/she needs to acquaint with certain steps they are:

1. Selection of Topic

The very basic step of writing content is to choose and decide a topic on which you want to write. You can select any topic as you wish according to your convenience. But you need to have a clear understanding of the topic in which you want to write about.

2. Collection of Information

After selecting the topic, the next step is to research as much as possible and to collect valid information regarding the topic. Collect all the thoughts, ideas,

information related to it. Most importantly, research the concerning audience and try to find what they want. Identify the main theme of the content. Make sure that your points are related to main topic.

3. Organization of Content

The next step is to organize them in a proper order. Creating an outline of the write up helps in appropriately organizing the content. This can help in the meaningful conveyance of your topic.

4. Writing

This is the thrust area for a writer. The choice of words, the division of the paragraphs, the use of headings or subtitles, facts, and figures create a huge impact on the reader's mind. Also, try to put the cause and effect, or comparison and contrast, or problem and solution style of writing.

5. Revision

Don't think that the first write up is the final one, as you need to revise your content through constant reading. You can make addition or deletion, or else you can rearrange your subject matter.

6. Editing and Proof Reading

Once you finish your writing, the next step is editing, formatting, and proof-reading. For instance, check for spelling, grammar, punctuation, voices, speech, and sentence formation, and other errors.

7. Final Draft

This is the last step in writing. Once, the document is ready it is the time for printing or publishing or putting it on a website for readers.

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Perpetuating Gender Bias in Children's Cartoons: Portrayal of Female Characters in *Shin Chan* and *Doraemon*

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Abstract— This paper will study the portrayal of female characters in cartoons with special reference to *Shin Chan* and *Doraemon*. Through a feminist critique, the paper would discuss how gender bias is perpetuated through the gender roles assigned to the characters in these shows. Gender discrimination is perpetuated by such external factors and consolidated by the children's communication with their friends and classmates. This paper endeavours to examine how different stereotypes of gender are pushed through the veil of "child entertainment" via the cartoons and how these issues can be addressed.

Keywords— Gender discrimination, portrayal of female characters, *Shin Chan*, *Doraemon*.

Gender discrimination or inequality can be seen in various spheres - from personal to professional. The concepts of gender and sexuality are instilled right from childhood. A child understands the idea of gender and sexuality at about two years of age. "Although they have not constructed a consistent view of their own gender, they can distinguish females and males and learn to divide the world between women and men. They define behaviours of woman and man (stereotypes about sexuality)." (Barner 190)

While cartoons and animated movies are considered innocent or "clean" mediums for our children, it is important, especially for the parents to not miss the subtle manner in which they shape the minds and personalities of the young viewers. Even before they go to school they are surrounded by influences that shape the way they perceive the world as well as themselves. While several gender sensitive cartoons are being made today, there is a huge need to address the issue of gender inequality in this area.

This paper will study the portrayal of female characters in cartoons with special reference to *Shin Chan*

and *Doraemon*. Through a feminist critique, the paper would discuss how gender bias is perpetuated through the gender roles assigned to the characters in these shows. Gender discrimination is perpetuated by such external factors and consolidated by the children's communication with their friends and classmates. This paper endeavours to examine how different stereotypes of gender are pushed through the veil of "child entertainment" via the cartoons and how these issues can be addressed.

Research demonstrates that television affects youngsters in regards to their mentalities towards gender and gender roles. The stereotypical representation of the gender roles shown on television can be seen being reinforced by parents at home, friends in playgrounds, peers and classmates in school and even teachers. This reinforcement of what is shown in the cartoons contributes to the child's understanding of gender roles in the society in general. A child learns the concept of female and male in society. Television, through the cartoons, sends powerful and convincing messages about socially endorsed gender roles, which are frequently generalized, one-sided, and obsolete. As children grow up, their exposure to these gendered constructs and labels continues to increase.

Shin Chan and *Doraemon* are Japanese cartoon series which are exceedingly popular among the children across the world. Both the cartoons are a part of the Japanese 'manga' and anime series. The term 'manga' is used in Japanese to refer to both cartoons and comics.

Doraemon is a fictional character created by Fujiko Fujio, the nom de plume of the writing team Hiroshi Fujimoto and Motoo Abiko. He is a male automated feline that turns back the clock from the 22nd century to help a juvenile kid named Nobita Nobi. He is sent from the future by Sewashi Nobi, Nobita's great-great-grandson in the future in order to improve Nobita's circumstances so that his descendants may enjoy a good life. Nobita is shown as a failure, gets poor grades in class, is bullied by his classmates and always appeals to Doraemon for help.

Doraemon has a four-dimensional pocket where he stores surprising devices he uses to help Nobita Nobi. Doraemon's contraptions assist Nobita in overcoming the difficulties, and they share a special bond of love and friendship. Nobita's dearest friend and love interest is Shizuka Minamoto. Gian and Suneo frequently menace Nobita, but at the same time are displayed as Nobita's companions in specific scenes, particularly in the films. A commonplace story consists of Nobita taking a device from Doraemon to solve his problems and further aggravating his situation. (Wikipedia)

Shin Chan is also a Japanese manga series written and illustrated by Yoshito Usui. "It follows the adventures of the five-year-old Shinnosuke "Shin Chan" Nohara and his parents, baby sister, dog, neighbours, and best friends and is set in Kasukabe, Saitama Prefecture, Japan." (Wikipedia) Both *Doraemon* and *Shin Chan* have been dubbed into several other languages and enjoy immense popularity in Asian countries. In India they are aired on 'Disney Channel' and 'Hungama TV' respectively.

This paper studies gender stereotypes in the above mentioned cartoon series and how the portrayal of female and male characters in children's cartoons impacts the psyche of young viewers and perpetuates gender bias. "Children often internalize gender role stereotypes from books, songs, television, and the movies." (Thorne 85) "Television, however, is perhaps the most influential form of media." (Lauer & Lauer 115) Research on television viewing and children's socialization indicates that television has a great impact on children's lives. Intons-Peterson is of the opinion that "children accumulate knowledge about gender and sex by observing models' behaviors and reinforcement patterns." (250)

In order to understand this we first need to define 'gender'. The American Psychological Association defines

gender as "the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex." Due to the recent shifts in gender studies, the World Health Organization offers a definition of gender that is not necessarily linked to a particular person's biological sex (which may or may not be the sex they identify with), but rather defines it as the "socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women." This definition accepts people who relate to and remotely seem, by all accounts, to be an individual from a sex that varies from their biological sexual features. "Gender is categorized as masculine, feminine and androgynous (or having features of both sexes)." (Brewer 25)

Sex and gender are the recurring aspects that contribute in imbalanced statuses of men and women in the society. Generally, sex denotes the natural and biological differences between men and women whereas gender is referred to the acquired social, cultural, traditional and psychological behavior towards men and women.

In *Shin Chan*, the character is a mischievous five year old boy who is way too smart for his age. He resorts to tricks and plays pranks on others all the time. He has a sense of humour and his jokes are clumsy and sometimes below the belt. At times he is presented as highly annoying yet adorable. His mother, Mitzy, is cast in a highly stereotypical role. She is a housewife who is always doing household chores and raising her two children. The father, Harry, is shown as going to office and is never shown participating in the routine housework.

Putting female and male character in slots that define the type of roles that society expects them to play is directly limiting the countless possible options that a child would otherwise be free to explore. (Erick 168)

The scenes showing the whole family together are usually the mealtimes where the father is always distraught at the noisy children. He seems to be drained out and tired after the day's work. Bedtime scenes involve everyone sleeping peacefully and if ever the children create any trouble the father moves out to sleep in a different room in order to get his sleep as he needs to go to the office the next day. Here, the fact that Mitzy has to do much manual work too the next day, is completely negated. She has to cook, clean, handle the children and send the older one to school among other things. This viewpoint is simply due to the fact that she is engaged in a work which is considered "non-productive" while her husband's job is considered to be "productive". He is the provider and the bread-winner of the family. Hence, it is the father who he is the head of

the family and not the mother. All the decisions are taken only after consulting him.

“The symbolic annihilation of the female gender in kids’ television programming sends out the message that their stories do not matter.” (Merskin 59) Mitzy comes across as a frustrated, hyper and disheveled character who struggles to get basic tasks done. Shin Chan, being a mischievous child and often exasperating, hinders his mother in her daily chores to a large extent. What is to be noted here is that Shin Chan and Mitzy are both active and full of energy. On the other hand, Harry looks lethargic and drained out of energy. We can easily make out that Shin Chan shares a lot of qualities with his mother. “Female and male genders are presented differently in cartoon programmes, female characters are shown doing household works, and they are inferior and not strong as male characters.” (Magotra 3)

The argument here is not that taking care of home, family or children is less dignified but the argument here is about reducing women to just these roles while considering them unsuitable for roles which require intellect, higher thinking or putting them in roles where they are in a position to run their homes. Limiting them to a particular chore conforming to the social construct becomes detrimental when the audiences of the show are young impressionable minds. All the other mothers are shown in a similar manner in this series. Mitzy’s sister is portrayed as a lazy and dreamy girl who wants to have a career as a photographer but is mostly dependent on her sister for several things.

Contrary to all this, Harry is seen as ogling at beautiful women and flirting with them on occasion. This trait filters down to Shin Chan who is portrayed as doing the same – he ogles at young women and also flirts with his teachers. The cartoon series projects this aspect of men as universal and normal, even desirable. None of the women flirts with other men or ogles at them. If we take into account other cartoon series and characters, we never see any female protagonists as flirtatious or engaging in such behavior around the males.

Conventional gender roles, where men are expected to take vital decisions and are the head of the family while women are expected to be deferential and dependent upon the male members, are detrimental to everyone, particularly women. Conventional gender roles are a strong discouragement for the full realization of a child’s true potential and accomplishment. Children should be provided a gender-fair environment in order to encourage their wholesome development and also help them develop a sense of self.

The female protagonist of *Doraemon*, Shizuka is an earnest girl who usually tops her class. She is displayed as a splendid and persevering young lady, who can obviously have a brilliant future. Notwithstanding, in one of the episodes, when she is asked about her ambition in life, she answers that she aims to be a decent and good wife one day. This kind of attitude and conditioning may be attributed to the lack of working and independent female role-models in her life, most importantly her mother. Most children learn gender specific roles from seeing their parents in their everyday life. Perpetuating that on the television does the job of solidifying their innocent notions.

In *Doraemon*, Nobita is a crybaby who can never get any of his works done on his own. Doraemon helps him in almost everything from completing his homework to dealing with bullies in school as well as in the playground. Yet, Shizuka is portrayed as being charmed and fascinated by him. While Shizuka is the brightest student in the school, yet it is Nobita who goes to office and she takes care of the family at home when they are shown as husband and wife in the future. Shizuka is an epitome of the stereotypes of females. She is beautiful, sweet, hardworking and polite. Of all the children in the show it is always Shizuka who bakes goodies for the rest of her friends.

Children have different ways to conceptualize gender where depending on their stage of development, viewing gendered content can be assumed to affect children’s personal gender schemas. (O’Byrant & Corder Bolz 244)

There are numerous examples of gender stereotyping and objectification of women in “Doraemon”. Although Nobita is a young lad studying in class five, yet his behavior does not conform to his age. His actions defy his young age and he is presented as a pervert and flirt. There are several incidents where he is seen pulling Shizuka’s skirt, watching her bathe secretly and also fitting cameras in her room. All this content when viewed by young children has a grossly negative impact on their impressionable minds. Showing such content is equivalent to vindicating such behavior thereby normalizing it.

When children watch such cartoons, they internalize everything that they see and believe that to be true. They follow this in their life which affects their psychological and mental development. The portrayal of women as second rate is not only highly offensive but this objectification of women sends a wrong message to the young viewers. “This conclusion is dangerous as now boys may wrongly develop an inflated sense of importance

while girls start to feel like second-class citizens.” (Fitzpatrick & McPherson 130)

According to Barner:

...males engaged in a wider range of behaviours in educational television programs than females. The kinds of behaviours expressed by male and female television characters often reflected gender stereotypes. Specifically, male characters were depicted as more active, constructive, dominant, aggressive and attention seeking whereas female characters were depicted as more deferent, dependent and nurturing. (Barner 557)

This paper argues that the more the children are exposed to stereotypical materials, the more chances there are that they will learn and adopt the social practices about the gender behaviours from the animated cartoons on television, which they watch during most of the day. Subsequently, within the sight of authoritative control of state's man centric belief system and through cliché depiction, the young boys are prepared to figure out how to be more dynamic, astute and forceful while the little girls are urged to become pretty and submissive. Therefore, because of the present principles about gender and sex which are dispersed through cartoon shows, it is highly probable that during the process of socialization, these sorts of biased and prejudiced portrayals of the female characters could bring about the feeling of inadequacy among the girls and that of predominance amongst the boys. Children without television have been shown to be less stereotyped in their gender role attitudes (Kimball 272). Furthermore, children who view programs with non-traditional gender roles tend to have non-traditional gender role perceptions. (Rosenwasser, Lingenfelter, & Harrington 100) Because children model the behavior they see on television, they are likely to perpetuate gender stereotypes they view. (Strasburger 164)

Industrially produced fiction has become one of the primary shapers of our emotions and our intellect in the twentieth century. Although these stories are supposed to merely entertain us, they constantly give us a secret education. We are not only taught certain styles of violence, the latest fashions, and sex roles by TV, movies, magazines, and comic strips; we are also taught how to succeed, how to love, how to buy, how to conquer, how to forget the past and suppress the future. We are taught more than anything else, how not to rebel. There has also been a tendency

to avoid scrutinizing these mass media products too closely, to avoid asking the sort of hard questions that can yield disquieting answers. It is not strange that this should be so. The industry itself has declared time and again with great forcefulness that it is innocent, that no hidden motives or implications are lurking behind the cheerful faces it generates. (Dorfman 9)

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Ecological Balance in the Metaphor of the Novel- *Partikel* by Dewi Lestari (Eco-linguistic Study)

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Abstract— Ecology and environment by Haugen are used as analogies in creating the metaphor of ecology. Languages that exist in the world have various forms that lead to the emergence of interactions between languages. And the use of the ecological metaphor that appears from the study of eco-linguistics is to explain the relation between these languages. This study aims to reveal and describe the types of ecological metaphors in the novel *Partikel* by Dewi Lestari. The data source in this research is the novel *Partikel* by Dewi Lestari. The research procedure used to analyze the aspect of the metaphor uses a qualitative descriptive method. The data analysis technique used is the flow analysis model. Based on the results of data analysis on the novel *Partikel* by Dewi Lestari, four types of ecological metaphors were found, namely 1) anthropomorphic metaphors; 2) animal metaphors; 3) abstraction metaphor; and 4) metaphorical synaesthesia.

Keywords— Ecology, metaphor, language, balance.

I. INTRODUCTION

Along with the increasing number of people on earth, the needs of life will also increase. This is one of the causes of the environment being sacrificed in order to meet the needs of life. Such as mining to produce oil, coal, diamonds, and gold which causes forests to be destroyed due to excavations. Forest burning to clear land for oil palm plantations which causes flooding. And the disposal of factory waste into the river which causes environmental pollution.

Exploitation on a large scale that is carried out without thinking about the long-term impact will be harmful to the environment. The damaged natural environment can affect living things. This is due to the imbalance of the ecosystem, so that living things cannot meet the needs of life which results in disturbances in preserving offspring. Therefore, it is important that there is awareness from the community to protect the environment.

Ecological balance can be seen from the quality of the environment, normal functioning and all components involved in the response to action. The quality of the envi-

ronment can be seen from the actions and reactions carried out by each part. The components that make up an ecosystem not only exist, but must have a function. When a part exists and functions by itself, it creates an ecological balance. Make sure each part is not lost Its function is the ability to bring balance.

As part of nature, it is our obligation to keep the balance of nature for the survival of all creatures. Based on Law no. 32 of 2009, environmental protection and management is a systematic and integrated effort to preserve environmental functions. Caring for the environment can start from something simple, such as using water wisely, disposing of garbage in the provided place, reducing the use of plastic, and using electricity wisely.

According to William Chang in (Susilo., 2010) the continuity of the interwoven relation between humans and nature is in line with the background of the historical formation of human and natural relations followed by all forms of life patterns. The natural environment related to human life is a form of ecology. Humans in setting up relation during society need a tool to communicate, the

tool is called language.

According to Haugen, the relation between language and the environment can be studied using eco-linguistic studies. Eco-linguistics according to Mbete (Kurniasari, 2019) not only examines the relation between language and the environment, but also humans with language and the reciprocal relation between humans and the natural environment. Then, by Haugen the relation of language and environment is used as an analogy in creating an ecological metaphor. The existence of various forms of language in the world causes the emergence of interactions between languages. Therefore, the use of ecological metaphors is to explain these relations.

Haugen tries to explain the form of metaphor that exists in society, both language in the natural, social, and cultural environment. Metaphors are closely related to the role of the structure of human speech, including as a tool for channelling emotions, expressing oneself, as a source of polysemy and synonyms, and conveying motivation. (Ullman, 2007) divides metaphors into four types, namely 1) anthropomorphic metaphors; 2) animal metaphors; 3) abstraction metaphor; and 4) metaphorical synaesthesia.

The relation between language and the environment is a complex matter, so it becomes the focus of interesting research. As done by (Steffensen, 2014) trying to do a search on the emergence and development of ecological linguistics or what is called eco-linguistics. After that compare ecology with the form-based traditions of 20th century linguistics.

Language as a communication tool is always used by humans to interact. Then, language is expressed in the form of a novel as a form of communication by the author. Novel is a communication tool used by the author to the reader. (Nurgiyantoro, 2010) argues that the novel is a work of fiction that presents a world of imaginative and ideal life. Novels can be a medium for standing for views, ideas, and the world of images that have the potential to express and describe the environment. As a world of images, novels have interpreted phenomena that occur in society related to environmental issues.

One of them is the work of Dewi Lestari, namely the novel *Partikel*. The novel is a work of science fiction. The selection of the novel *Partikel* by Dewi Lestari as research material because the story discusses a lot about nature, the environment, and life around us, and there are many moral messages that are extremely useful for readers.

II. RESEARCH METHOD

This research uses a qualitative descriptive method with content analysis techniques, namely an approach that focuses on the study of content analysis in a literary work. The literary work in question is the novel *Partikel* by Dewi Lestari. The focus of this research is the type of ecological metaphor in the novel *Partikel*. The data collection technique used is a content analysis technique of literary works in the form of novels. This data collection was carried out through three stages as revealed by (Cresswell, 2014) which consisted of: (1) reading the data source; (2) data retrieval by placing a marker on the text; and (3) recording of relevant texts. Data analysis was carried out interactively based on the concept of (Huberman, 1994) namely a flow analysis model consisting of: 1) data collection, 2) reduction, 3) data presentation, and 4) data verification.

III. RESULTS AND DISCUSSION

In this section, the results of the research on the novel *Partikel* by Dewi Lestari related to the types of ecological metaphors will be presented which include: (1) anthropomorphic metaphors referring to inanimate objects compared to the transfer of human body, senses, or feelings; (2) animal metaphors use animals, animal body parts, or something related to animals to describe an image of something else; (3) abstraction metaphor is the expression of concrete things to be abstract; and (4) this synaesthesia metaphor is a type of metaphor that is based on the transfer of the senses (Ullman, 2007). In the following, a discussion about the types of ecological metaphors in the novel *Partikel* by Dewi Lestari will be presented.

Anthropomorphic Metaphor

- 1) Fred Dunston, my friend from *Wildlife Conservation Society*, convinced me many times that *Madidi dwarfed the collection of flora and fauna* of Manu National Park, the prima donna of the Amazon, to become like the Bogor Safari Park (Lestari, 2021: 5).

In the quote above, which includes anthropomorphic metaphors, *Madidi dwarfs the collection of flora and fauna. Mengkerdulkan* (dwarfing) comes from the word *kerdil* (dwarfism) is a short stature caused by a genetic or medical condition that affects a person's bone growth. From the excerpt, there is a transfer from human disease to an act that Madidi can change flora and fauna into small ones. The excerpt implies that Madidi has a rich collection of flora and fauna species, so that what is in it looks small and cramped.

- 2) 2) In the hull of tropical forests, it is common for humans to shrink into fleas who get lost in the contortions of sheep's fur (Lestari, 2021).

In the excerpt above, the anthropomorphic metaphor is the hull of a tropical forest. The stomach is an organ found in the upper left part of the abdomen that functions as a digestive organ. The use of the word stomach is used to compare the depths of a dense, dark, and humid forest as in the human stomach. The meaning contained in the excerpt is that if humans are in a tropical forest, they will appear exceedingly small because there are still many larger animals.

- 3) *My body that is 172 centimetres tall* is like a bonsai when I am next to it (Lestari, 2021: 7).

The excerpt above which includes anthropomorphic metaphors is that my body is 172 centimetres tall like a bonsai. Bonsai is a plant that is deliberately reduced in a pot as an ornamental plant. In the excerpt there is a transfer of a person's height into the plant. The meaning contained is that everyone will look tall if they are close to someone who is the right height.

Animal Metaphor

- 4) In the hull of tropical forests, often the status of humans shrinks into fleas who get lost in the contortions of sheep's fur (Lestari, 2021: 6).

In the excerpt above, which shows the animal metaphor is that humans have shrunk to fleas. Fleas are small animals that become parasites on other animals. From the excerpt, there is a transfer from humans to animals called fleas. Humans living in tropical forests are likened to tiny fleas on the bodies of other animals covered with thick and dark fur. Tropical forests have tall trees that cover the forest floor, this makes the forest look dark and feel moist.

- 5) Carolus Linnaeus coined the term *hominidae* for humans and separated chimpanzees from the word *pongidae* because he was afraid of being scolded by the church. *So, we are animals, Zarah. Animals that have high linguistic abilities* because they have Broca's Area (Lestari, 2021: 19).

In the excerpt above which signifies the animal metaphor is "*So, we are animals, Zarah.*" *Animals with linguistic abilities.* The shift that occurs in the excerpt above is from humans to animals. It means that humans are like animals, the only difference being that they can speak.

- 6) According to my father, *fungi are the ancestors of the human species.* Both breathe oxygen and exhale carbon dioxide, both have high intelligence, both are network creatures. Because of

this close resemblance, fungi and humans have a unique relation. According to my father, fungi are the ancestors of the human species. Both breathe oxygen and exhale carbon dioxide, both have high intelligence, both are network creatures. Because of this close resemblance, fungi and humans have a unique relation (Lestari, 2021: 24).

The quote above which shows the animal metaphor is that *fungi are the ancestors of the human species.* The word *species* is used to classify one or more groups of living things. There is a transfer of human groups into animals by using the word *species*. The meaning in the excerpt above is that as living beings who have a prominent level of intelligence, humans should protect nature as fungi do.

Abstraction Metaphor

- 7) According to my father, *fungi are nature's parents* (Lestari, 2021: 21).

In the excerpt above, which shows the abstraction metaphor is that *fungi are the parents of this nature.* The abstract form of this expression is found in the word *parents*. *Parents* have the meaning of people who have blood relations with children. Fungi as plants which are considered as nature's parents become abstract because actually no one knows for sure what creatures were first on earth. However, the word *parents* referring to fungi in the excerpt is considered a creature that has prepared life for other living things.

- 8) Fungi prepare land for plants because they *can "chew" on rocks* (Lestari, 2021: 21).

In the excerpt above, which shows the abstraction metaphor is that they *can "chew" rocks.* The abstract form of this expression is found in the word *chew*. *Chewing* has the real meaning of crushing food which is usually done by living things such as humans and animals. However, the word *chewing* in the excerpt is *crushing* which implicitly shows the phenomenon of turning rocks into soil to form land.

- 9) *Fungi are conscious creatures* which know and can sense the existence of other beings.

The use of the word *conscious creature* in the excerpt above is a form of abstraction from plants into human nature. *Conscious creatures* refer to humans who have reason to think, while fungi are plants that do not have reason and are unable to do anything. The meaning in the excerpt is that as a creature who has reason, it should be able to protect nature and the life around it, because there are not only one group living on earth, but many other groups that must be preserved (Lestari, 2021: 24).

Synaesthesia Metaphor

- 10) *I turned to the ground, found it also bumpy and breathing.* (Lestari, 2021: 145)

In the excerpt above which shows the metaphor of synaesthesia is *I turned my head to the ground, found it also bumpy and breathing*. This expression shows an exchange between the sense of sight in the form of *turning* and the sense of smell in the form of *breathing*. The meaning of the quote above is that nature also lives like a human who moves and breathes.

- 11) He told the story of the Sekonyer River, about how *it kept swallowing enormous quantities of gold mining waste and how its colour grew cloudier day by day.* (Lestari, 2021: 179-180)

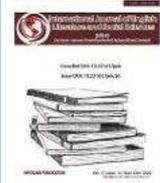
The excerpt above which shows the metaphor of synaesthesia is *the river continues to swallow gold mine waste in enormous quantities and how the colour is getting cloudier*. *Swallowing* is part of the sense of taste which is then transferred to the sense of sight in the word colour. The quote means that rivers polluted by gold mining waste cause damage to the river ecosystem.

IV. CONCLUSION

Based on the results of data analysis in the novel *Partikel* by Dewi Lestari, human life will always be related to nature. Human life will always be juxtaposed with the surrounding natural environment. In the obtained metaphorical data, words, phrases, or sentences are found that are juxtaposed with the characteristics of flora and fauna. This cannot be separated because the environment and nature have a significant role in human life. The results of the research prove that in the novel *Partikel* by Dewi Lestari, there are four types of ecological metaphors consisting of 1) anthropomorphic metaphor; 2) animal metaphor; 3) abstraction metaphor; and 4) synaesthesia metaphor.

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Representation of queerness in Ismat Chughtai's *Lihaaf*

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Abstract— *The term queer carries an uncanny feeling with itself as it attributes to those people whose sexual orientations come outside of the mainstream heterosexual society. Lesbian, gay, bisexual and transgender people fall under the umbrella of queer whose existence is neglected since time immemorial in a heteronormative society. The aim of this article is to evaluate the queer identity, its growth, the struggle queer people have gone through over the ages till the emergence of queer movement in late twenties in the context of gays in United States. Besides it also prioritizes the portrayal of queer people in Indian Literature and its acceptance by giving prime importance to Ismat Chughtai's infamous short story Lihaaf. The homoerotic nature of its female protagonist Begum Jan and her husband Nawab Saheb is clearly seen throughout the story which makes the story controversial.*

Keywords— *Chughtai, Homosexuality, Homophobia, Lihaaf, Queer.*

I. INTRODUCTION

Queerness defines a realm of plurality which incorporates all sexual and gender minorities who are not heterosexual or cisgender. Generally the phrase “Queer” means something unusual or strange which stands for homosexuals. Homosexuals are those people who are attracted to the members of same sex or gender. Queer emphasizes a deeply personal identity which carries a defiant political perspective also. It acknowledges all non heteronormative sexualities that resist against the supremacy of heteronormative rules and regulations inhabited within the paradigm of patriarchal society. The term “Queer” emerged to the context of the gays in United States during 1990s where immediately it attained enormous popularity and turned into a radical movement of freedom and empowerment for LGBT community specifically colored people of United States at that time. However one of the crucial factors for queer people in many countries along with India that they had to make an arrangement with the law and order of the country as they are rigid towards the expression of queer desire. British government passed a law known as sodomy law according to which any kind of

sexuality which is against the norms of heterosexuality was responsible for legal persecution. Besides it was encompassed within the Indian penal code under section 377 that made a crime out of male homosexuality by discarding the existence of lesbian identity. So far as concerned with the socio political and religious situation is concerned it becomes a weapon to control and manipulate the desires of queer individuals. Therefore the expression of queerness becomes restrictive.

II. QUEER PEOPLE IN INDIAN MILIEU

In Indian surroundings queer sexuality has been a matter of discussion since in the remote past. Therefore, the expression of queerness in India has been suffering Hamlet's dilemma of “*To be or not to be*” even today. India is a diversified country which is seen not only in its culture but in its religion and ethnicity also. Therefore the sexual identities of India is a product of its diversity. That's why frequently they are engaged in conflicts with each other. In western country people are more conscious about the sexual orientation of an individual. American philosopher Judith

Butler's *Gender Trouble*, French philosopher Michael Foucault's *History of Sexuality*, Eve Kosofsky Sedgwick's *Epistemology of the Closet* gave the idea that how western society frankly discuss about the sexual identities of people. Indian society doesn't give importance to the sexual orientation of an individual or the classifications of gender on the basis of their priority. But the concept of "third gender" which is also called "Hijra" who is considered neither completely male or female has powerful existence in an Indian society. Hinduism believed that these people have special power therefore they are allowed to give blessings and curses. Many of Sanskrit texts like *Narada Smriti*, *Sushruta Samhita* put forward the idea that homosexuals, bisexuals, transgenders and intersex people are associated in the archetype of "third gender". However several Vedic scriptures described the category of "Third Gender" as male who carries feminine nature. They are called homosexual men or female gendered males. Thus the gender fluidity and homosexuality is prevalent in Indian subcontinent from the ancient period. However being an integral part of Indian culture since old ages queer people still face so much hatred and disgust from people. There is a threat exist among them which creates hindrances to open up their sexuality.

Though in a conservative Indian society expression of queerness is considered as a forbidden act yet the manifestation of queer sexuality is vividly seen in Hindu mythology throughout myths, legend and folklore of the land. In Hinduism and Indian mythology in many times for different purposes deities are presented in a fusion of both male and female. For instance Ardhanarishvara, the lord whose half is a male and other half is a female. He is created by blending the avatar of Lord Shiva and Parvati or the epicene Laxmi – Narayan. Ardhanarishvara demonstrates the synthesis of masculine (Purusha) and feminine (Prakriti) energies of the whole universe. It also indicates the idea that how Shakti the feminine side of the god is inseparable from Shiva the masculine side of god. However changes of sex and cross dressing is occurred in Indian mythology. The character of Shikhandi in Mahabharata is a powerful example of it. According to most versions of the story Shikhandini is male but born female. When she changes her sex she becomes Shikhandi but is a eunuch. However Arjun chooses to be the form of Brihannala (the eunuch) during the one year of incognito living (Agyatvas) so that nobody could recognize him as he was the most famous of all the pandava brothers and also the most celebrated warrior of his age. Arjun was cursed by Urvashi to become a eunuch after he refused her proposal for sexual favors while he was learning divine weapons from Lord Indra. Arjun used to teach singing and dancing to Uttara the daughter of king Virat and mostly remained in

the chambers of the palace of king Virat where all the ladies lived.

III. PORTRAYAL OF QUEER INDIVIDUAL IN ANCIENT INDIAN SCRIPTURES

Writing about queer sexuality is seen in Indian Literature from the ancient period. The greatest Hindu literary epic *Mahabharata* narrates the story of Amba the eldest daughter of Kashya the king of Kashi who was reborn as Shikhandi a eunuch to kill Bhishma who is responsible for her misfortune. The Tamil versions of *Mahabharata* recounts the story of lord Krishna an incarnation of Vishnu who takes Mohini avatar and marries Aravan. Indian mythologist Devdutt Pattanaik's *Shikhandi: And other Tales They Don't Tell You* (2014) is an anthology of thirty stories from Indian mythology that have queer characters, themes and undertones. *Kama Sutra* describes the practice of homosexuality in several places. It demonstrates two kinds of men, masculine and feminine types of homosexuals which in Victorian England called "eunuch" and their appearances. The masculine type has robust physique but small beards and moustaches whether feminine type dressed up like woman. Professions they are entangled with are masseurs, barbers and prostitute etc. *Facing the Mirror: Lesbian Writing from India* is an anthology compiled by Ashwini Sukthankar in 1999 is considered the first ever written book on queer writing in the country. It presents for the first time the richness and diversity of lesbian existence by using the genre of fiction, poetry, essays and autobiography. It reveals the hidden, forgotten, distorted and triumphant stories from all over India. The book deals with the construction of lesbian identity in Indian context. It proudly proclaims the courage, the sensuality the humor and the vulnerability of being lesbian. The book becomes a landmark work in the field of queer writing. However in modern times the reception of queerness in literature in India is not similar with its ancient period.

IV. REPRESENTATION OF QUEERNESS IN ISMAT CHUGHTAI'S LIHAAF

The present article deals with queer identity and the representation of queerness in Indian English writing by giving prime importance to Ismat Chughtai's infamous short story *Lihaaf*. The story is a remarkable piece of queer writing in pre independent era which unveils the conventional views of people towards queer individual in colonial India. This story is accused of blasphemy and spreading immorality due to its evocative illustration of homoeroticism of its female protagonist Begum Jan and her husband Nawab Saheb. Chughtai was assembled by the

Lahore court in 1944. Instead apologizing for her literary creation, Chughtai prefers to fight against the charge and won the case.

Chughtai's *Lihaaf* tells the story of intimacy between two women. The story has autobiographical overtone as it is based on real life incidents of Ismat Chughtai. In her childhood Chughtai faced the same situation where she didn't understand what was happening like the young narrator. The story was published in the year 1942 and the people in Victorian England and its colonies viewed queerness as perversion. Chughtai is also influenced by the so called Victorian morality. That's why she isn't sympathetic towards queer people.

The story *Lihaaf* revolves around Begum Jan who is married to a Nawab of an aristocratic household. Her married life is not happiest one because her husband is more concerned with young boys than with his wife. Nawab considers her as a mere possession and by following the norms of heteronormative society he thinks that his only responsibility for his wife is to fulfill her material comfort rather than emotional and psychological needs. She is left alone like other of his possessions. She is imprisoned within the stereotypical cobweb of matrimony. Begum Jan's life is saturated with full of sorrow and subjugation. Nawab Saheb doesn't have any interest on her. For him she is nothing but a social stamp accepted by the heteronormative institution. He ultimately forgets Begum Jan's existence in his life. But interestingly Nawab creates hindrances in her life when she wanted to go out to meet her relatives. Chughtai didn't portray Begum Jan as a submissive and docile character. Rather Chughtai puts enough strength into her which enables her to come out of the web of patriarchy. Begum Jan is not like the "*Victorian angel of the house*" who is passive, meek, helpless damsel rather she prefers to become Medusa who has command over her own life. When Nawab ignores her, Begum Jan opens up her sexual pleasure and fulfill her need in Rabbu's sensuous oil massages in her touch. Begum Jan is not like those women who are victimized in the regressive custom of a patriarchal institution like marriage where she shared a legal relationship with her husband rather she becomes a new woman who is sexually liberated by taking the opportunity of isolated place. Nawab doesn't bother to visit the place that's why though the place signifies femininity, it remains sterile. It becomes a space where Begum Jan's sexual frustrations are come out. Zenana turns into a queer space where woman's dominated desires are revealed. These desires are forbidden for women but not for men thus they are disguised under the quilt. The quilt becomes a symbol for the covering up the forbidden desires. Patriarchal society doesn't provide freedom to express the sexuality of women. Even if it comes to queer people government also

makes censorship against gay people by discarding the presence of lesbian identity. "Quilt" is a metaphor for female homosexuality. Chughtai used the image of elephant to create confusion in the mind of its young narrator. Besides it is also a symbolic representation of the confusion of the people at that time in relation to homosexuality. However the metaphorical expression of female homoeroticism creates havoc in the life of Chughtai which took her in the court. It shows the idea that how the expression of queer love becomes a threat for women in hegemonic society rather than the idea of male homosexuality. It is also seen throughout the story that how Begum Jan's homosexual relationship with Rabbu is a matter of concern whether the Nawab Saheb's homoerotic relationship with the young boys is ignored. Therefore his homosexual relationships are covered strategically from the perspective of heteronormative society. Chughtai unfolds the hypocrisy and pretentiousness of bourgeoisie male dominated religious rituals which symbolizes piety.

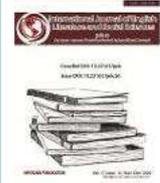
However why the story is considered as the most controversial of its era is questionable because there isn't any direct revelation of physical intimacy between Rabbu and Begum Jan except scratching the back and Rabbu's constant oil massage to Begum Jan. Rabbu's involvement with Begum Jan indicates clearly the work of a healer. For Begum Jan Rabbu's oil massage becomes elixir for life. It reduces her sexual frustrations and also fulfills her needs. From this point of view the text can't be called as a queer text. The text uncovers the historical oppression, domination and exploitation made on women body and her desire.

V. CONCLUSION

The role of Ismat Chughtai in the development of Urdu literature is significant. She frankly expressed topics like female sexuality, emotional and psychological needs that are considered as taboo, related to middle class Muslim household which other writers are afraid to do. Being a feminist writer Chughtai is talking about women's self dependency, liberty along with the intersectional oppressions done by patriarchal society upon women throughout her stories. Chughtai though in the shortstory *Lihaaf* represents homoerotic relationship in a heteronormative way yet it becomes a revolutionary story which establishes Chughtai as most courageous, rebellious and controversial writer in Urdu literature. Throughout the work Chughtai reveals the hidden truth of woman's body which remained veiled in a male dominated society. By writing about the female desire in the story vividly Chughtai causes a tempest in a socially organized civilized world of gendered behavior.

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Humanistic Concerns in the poem *Song of Myself* by Walt Whitman

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Abstract— This research paper talks about the concept of Humanism that is found in the works of Walt Whitman. *Song of Myself* exposes Whitman's view of the human being. He recognized humanity as embracing many polarities, consisting of cultural, spiritual as well as biological. He also emphasizes on the ethos of equality in America. He believed that humanism is the only way of living our lives and all humans should be treated as equals and children of same God.

Whitman considered life and all of its components special in their own ways and thought of them as perfect whatever they were and wherever they were. He stresses on the individuality and says that an individual should live with an open mind; should have willingness to love others; and should remain non-judgmental. The humanism of Whitman bases itself on their extreme faith in the Almighty. This paper aims at discussing the humanistic concerns in the poem *Song of Myself*.

Keywords— humanism, transcendentalism, spirituality, mysticism and Over-soul.

INTRODUCTION

The concept of humanism is profoundly ingrained in the works of Whitman. Although to define humanism is not easy yet many theorists and critics have attempted to do this. There are diverse connotations of this term. The basic definition of humanism is to take care of the human demands, needs, desires and the main concern is to give humans a special place in the universe on account of their abilities and faculties. The humanists for centuries have been concerned about the cultivation of human capabilities and to study the products of human endeavors in art and literature. Many philosophers have tried their level best to explain the very nature of human existence. It could be started from an allusion to the famous Greek philosopher Protagoras whose dictum "Man is the measure of all things" had created controversy during his time.

W.T Stance interprets the above dictum as follows: "Man is the measure of all things"; certainly but man as a rational being, not man as a bundle of particular

sensations, subjective impressions, impulses, irrational prejudices, self-will, mere eccentricities, oddities, foibles, and fancies" (W.T stance 123).

In simpler terms the dictum agrees to the fact that there is no distinction between sense and reason. Each individual has the ability to distinguish between good and bad, so each person becomes a moral self. Here 'moral' is not used in the sense of following defined set of religious beliefs rather it refers to a more universal concept of morality that strengthens the faith that all people have an intrinsic worth. Thus the Protagoras philosophy sowed the seeds of humanism which would grow into a huge tree with numerous interpretations and assumptions.

Another Greek philosopher, Socrates, was also a great humanist and interpreted humanism through his axiom "know thyself". He prophesized the philosophy of conjoining man with the eternal through the right knowledge which is virtue. Socrates placed virtue, knowledge and human happiness at the same pedestal

and the reason behind this is that right knowledge in particular ought to lead man to perform right action which ultimately leads to immense happiness. Hence he stressed on self-actualization and self-realization.

Plato's ideas of humanism advocate the establishment of balance between reason, spirit and desire. He seeks to create a better self and proclaims that humans could achieve virtue by acquiring greater capacity for wisdom and rationality. Thus both Plato and Socrates have concern for the well-being of humans. Their teachings were followed by Aristotle, according to whom reason becomes man's highest attribute and his glory as well. He emphasized the study of human virtue and asserted that man must not be viewed as an angel or devil but as a human being. This could be directly related to what Whitman said that He did not belong to the goodness only but also to the wickedness. Hershell Baker comments on Aristotle remarks and says: "His (Aristotle's) is the most urbane kind of humanism, one that candidly names as its object an attainable good" (Hershell Baker 63). Hershell Baker sums up the Greek view of Humanism in the same book in these words: "To understand his own morphology as well as that of the universe is man's highest function and leads to the state of well-being which is virtue. This is the apogee of humanism which for the Greek was an attitude and habit of mind rather than a philosophical system or cult." (104)

In the ancient Greek literature the strain of humanism is prominent and can be seen in work like Sophocle's *Oedipus Rex* where the protagonist struggles against the inevitable cosmic forces but does not lose heart. This shows that Greek humanism had profound respect for mankind and it could be justified by Sophoclean adage: "Wonders are many and none is more wonderful than man." Similarly, the works of Whitman propound the fact that man should be placed as the highest because of the greatest virtue possessed by him which is reason. The rediscovery of humanistic values in Greek works during the 14 C which tried to define humanism is often referred to as Renaissance humanism. In the classics of Greek literature man was glorified. During this age man tried to make his earthly life a joyful experience instead of worrying about death.

In Christianity, humanism dwells on the change-over from scientific questions to the problems of moral life and religious imagination. Erasmus, the prince of the modern humanists, emphasized on the dignity of man through Christ's atonement and God's grace. In *Praise of Folly*, he criticized the corruption in the Church and insisted on the understanding of life. He also argued that

true Christianity should free itself from superstitions and dogmas of the society.

F.C.S. Schiller, a modern humanist, branded pragmatism as humanism. He emphasized that the highest task of the pragmatic humanism is the service of man. In the contemporary world naturalistic humanism has become popular which is also called as scientific humanism. This kind of humanism is against the existence of God and rejects the illusion of immortality. This philosophy holds that there is no supernatural being and man is a wholly natural being whose well-being rests on his own efforts, not guided by any transcendent support.

When we consider humanism in India, it is observed that various religions propound the idea of universal humanity like Sikhism, Buddhism, Hinduism, Islam through the Saints and Bauls as their mouthpiece. For instance, Raja Ram Mohan Roy pleads for having a universal religion to be embraced by the whole mankind. Mahatma Gandhi dedicated his life for the cause of the downtrodden. Also, in the ancient Indian scriptures like *Bhagavad-Gita* it is mentioned that "...I am the life in all beings..." (Bhagavad-Gita 7-9). Here, the emphasis is given to the mankind and God can be found in the inner self of man. Therefore, through the above discussions it can be asserted that the central concern of humanism is man. Humanism opposes:

Naturalism and absolutism, accepting human experience as the primary concern for all. It rejects transcendence of the real, but it is not skeptic like absolutism which considers that truth is unattainable to man. It believes that what is real is attainable and knowable for man; thus rejecting skepticism and agnosticism.

Humanism believes that man is an evolutionary product of nature and a part of it, but his spirit is free. It believes in freedom of man and rejects all kinds of determinism and fatalism. Man possesses genuine freedom of creative choice and action and, therefore, he is the maker of his own destiny. It believes in ethics and morality that grounds all human values in earthly experience and relationship. The position of man as a moral and spiritual subject gains significance in humanism. It assumes a quest for a just society which is above all communalism, sectarianism and other ideas of narrowness. Though humanism

rejects authority, sacrificial cult of ritualism and theology, it is not anti-religion in character. It is religious because it does not reject values and morality in man's life. (Nilesh Arvind Tare 109).

The principles discussed above are the basic criteria for explaining the humanistic concerns in Whitman.

As far as Walt Whitman is concerned, he is his own prophet and the "true son of God". He has been influenced by many religions like Quakerism, Christianity, Hinduism but he was not a follower of any of them. His true religion was humanism. He was an intellectual and a highly unorthodox poet.

Walt Whitman was a conscious artist and a profound original thinker. At the outset of his career he was considered a revolutionary poet who believed that poetry has a function to perform, a mission to pursue. His view on poetry and poets has been repeatedly explained by him in a number of passages in his preface and many of his prose works. He was to write a new kind of poetry for the new world and this should be new in every way in subject matter, in form, in spirit, in its message, and in its style and diction. He wanted to break away from the European style of writing. His innumerable attacks on Shakespeare and 'other feudal' poets of Europe are well known. Although he recognized the importance of 'past' yet the dislike for European traditions continued to the end of his life. He did not want anything from Europe to be repeated in America.

Whitman tried his best to create the new taste in his works and succeeded to a large extent in his effort. In his treatise *A Backward Glance O'er Travel'd Road*, he has explained his attitude towards poetry which is not a pure art, but an art with a purpose. He asks his readers not to consider *Leaves of Grass* as a mere literary work rather try to comprehend the meaning behind it. Whitman's theory of poetry shows two voices- the voice of the inspired Romantic critic for whom poetry is a divine gift for spiritual development, and the voice of the utilitarian for whom poetry is an instrument of social and political reform. According to Whitman a poet should incorporate the following tenets as defined in his preface of *Leaves of Grass* (1855):

The greatest poet hardly knows pettiness or triviality. If he breathes into anything that was before thought small it dilates with the grandeur and life of the universe. He is a seer... he is individual... he is complete in himself. (CRE 713)

The most striking feature of Whitman's poetry is his love for the average. His poetry consists of 'everyday' life written for the common reader. Whitman's poetry is mystical in approach but his mysticism is not derived from the saints who appear to be completely disgusted with the world of senses. Rather Whitman believed in transcendental form of mysticism and like Tagore makes man the center of his poetic world. He believes that there is no God more divine than humans and also stresses on the equality of man and woman, black and white etc. Although in his prose and poems he refers to "God", "identity", "soul", "self" and similar terms used by mystics, yet his essential efforts is to make the natural supernatural and not vice-versa. In one of his notes he wrote:

"There is nothing in the universe any more divine than man. All gathers to the worship of man- How awful, how beautiful a being-How full of Gods is the world".

Walt Whitman seems to incorporate the Upanishadic view regarding the knowledge of self and love for mankind. His poems explicit the essential nature of man which is pure being, pure conscious and bliss. His knowledge of self is revealed by the following lines:

It is time to explain myself-let us stand up! Here he calling us to realize ourselves. One of the nation of many nations, the smallest the same and the largest the same.

A Southerner as soon as a Northerner, a planter nonchalant and hospitable down by the Oconee I live.

A Yankee bound my own way ready for trade, my joints the limberest joints on earth

And the sternest joints on earth,

A Kentuckian walking the vale of the Elkhorn in my deerskin leggings, a Louisianian

Or Georgian,... (16: 5-8)

Here Whitman is meditating on the American self as a universal entity and is capable of assuming any guise without losing its essence. In other words, one must to realize oneself and merge it into Divine without losing its own characteristics. Whitman, in the above lines, treats Americans as containing multitudinous nature of the self. The poet further says that he is not of one nation but belongs to all other nations. He is of the east and of the west; of north and of south; of the city as well as the

countryside. It means that he belongs to the whole universe. Therefore, it can be concluded that the sixteenth section of *Song of Myself* exposes Whitman's view of the human being. He recognized humanity as embracing many polarities, consisting of cultural, spiritual as well as biological. He also emphasizes on the ethos of equality in America.

Whitman considered life and all of its components special in their own ways and thought of them as perfect whatever they were and wherever they were. He stresses on the individuality and says that an individual should live with an open mind; should have willingness to love others; and should remain non-judgmental.

In the last lines of the section 23, poet calls for a revolt against orthodoxy and conservatism and thus argues for the spiritual freedom of the man. Here, he urges the individual to think with an open mind:

[...]this is the lexicographer, this the chemist, this made a grammar of the old cartouches,

These Mariners put the ship through dangerous unknown seas. This is the geologist, this works with the scalpel, and this is a mathematician. Gentleman, to you the first honors always!

Your facts are useful, and they are not my dwelling,

I but enter by them to an area of my dwelling.

Less the reminders of properties told my words,

And more the reminders they of life untold, and of freedom and extrication.

And make short account of neuters and geldings, and favour men and women fully equipt,

And beat the gong of revolt, and stop with fugitives and them that plot and conspire". (23: 51-52)

In the above passage, the poet expresses his happiness over the work done by the scientists and praises them a lot. But reality and materialism is not the end of human life, there is lot more to be done and the physical body is only the way to prepare for the realization of God. The poet argues that he would use science to achieve a better and fuller life for the soul. He longs for the eternal, who lies beyond and there lies the real dwelling of man. This is the 'life untold' which becomes the real concern of the poet. The poet further points out the main hurdle that

comes in the way of spirituality that is the enslavement of man by traditions custom and orthodox conventions. So, the poet calls for a free atmosphere so that man may realize his self and try to achieve union with the divine.

While analyzing the views of Humanism as comprehended by Whitman we arrive at an understanding that he displayed universal outlook which embraces the whole mankind, transcending all the barriers. Whitman prophesizes that God – Man axis would be replaced by Man – God axis because of this democratic faith. He believes that humanity should be elevated to the pedestral of divinity. Whitman sees God in Man. He writes:

In the faces of men and women I see God, and in my own face in the glass,

I find letters from God dropt in the strict, and everyone is signed by God's name.(48: 87)

Therefore, the humanism of Whitman bases itself on their extreme faith in the Almighty.

Walt Whitman does not differentiate between good and evil. He also feels the pain and suffering of poor, criminals and slaves alike. He identifies himself with all of these and claims that:

I am not the poet of goodness only. I do not decline to be the poet of wickedness also.

What blurt is this about virtue and about vice? Evil propels me and reform of evil propels me, I stand indifferent.

My gait is no fault-finder's or rejecter's gait.

I moisten the roots of all that has grown. (22: 50)

The lines written above reveal the Whitman's idea of social equality which never secludes any human being irrespective of colour, creed, social status and deeds. Whitman argues that he is non-judgemental and does not consider himself an authority to judge about the virtues or faults in the nature of human being. In the same line of thought Whitman says:

Undrape! you are not guilty to me, or stale nor discarded, I see through the broadcloth and gingham whether or not, And am around tenacious, acquisitive, tireless, and cannot be shaken away.(7: 35)

Whitman becomes a mere spectator, and comments that he does not find anyone 'guilty' or degraded and treats all as equals. The 'I' in this section is

the transcendent soul or the 'Over-soul' who is witness to all that goes on in the world, both good and evil. However, the detachment of the poet is partial because he does not believe in withdrawal from worldly objects rather identifies him with them. In other words it can be said that Whitman believes that the goodness persists in the mankind and eulogize it to the highest level. It is pertinent to mention here that Whitman refers to wickedness as well and does not want to leave it out.

Whitman's humanism is also spiritual in approach. His poetry contains new elements though he was influenced by great writers such as Homer, Shakespeare and even his contemporaries like Carlyle and Coleridge and most significantly by Emerson. These writers introduced him to ancient and modern mystics beginning with Plato and Plotinus. The emphasis on German Transcendentalism in the works of Coleridge and Carlyle must surely have shaped Whitman's mind. Because of these influences his humanism gives the message of hope, cheerfulness, joy and courage. Whitman never complains of anything in his poetry but occasionally, he seems to imply that the world of the senses is not the real world at all; it is only a poor substitute for the Real, the Ideal, the Transcendental. He says: "What is a man anyhow? What am I? What are you"? Whitman's humanism can be explained by the following line taken from his Preface: "... there is anything in the known universe more divine than men and women". In these lines Whitman simply elevates men and women to the level of divinity.

The *Song of Myself* depicts the concept of 'Over-soul' and its relation to the soul of man. Whitman writes:

Swiftly arose and spread around me the
peace and knowledge that pass all the
argument of the earth,

And I know that the hand of God is the
promise of my own,

And I Know that the spirit of God is the
brother of my own,

And that all the men ever born are also
my brothers, and the women my sisters
and lovers,

And that a Kelson of the creation is love,
And limitless are leaves stiff or dropping
in the fields,

And brown ants in the little wells
beneath them,

And mossy scabs of the worm fence,
heap'd stones, elder, mullein and poke-
weed. (5: 33)

In these lines Whitman talks about the result of the mystical union of soul with the 'Over-soul' that leads to peace, knowledge and wisdom, far greater than any knowledge or bliss. At this point of time, the poet realizes that all the creations of God are equally sacred and contain the same life-force. Here the poet is seen as a firm believer of universal camaraderie because he realizes that all men are his brothers and all women are either his sisters or beloveds, and all of them are part of the one 'Supreme Soul'. Whitman maintains that all the creations of the universe whether significant or insignificant, holy or unholy, good or bad are equally valuable. This discussion reveals that Whitman was a humanistic who treated all mankind as equal and claimed that the Divine Soul holds them together.

Whitman also talks about acquiring true knowledge and wisdom through the course of mystical journey. Whitman stresses upon man's communion with nature for the eventual happiness of all mankind. Whitman says:

Have you reckon'd a thousand acres
much? Have you recokon'd the earth
much?

Have you practis'd so long to learn to
read?

Have you felt so proud to get at the
meaning of poems? Stop this day and
night with me and you shall possess the
origin all poems.

You shall possess the good of the earth
and sun, (there are millions of suns left.)

You shall no longer take things at second
or third hand, nor look through the eyes
of the dead, nor feed on the spectres in
books,

You shall not look through my eyes
either, nor take things from me,

You shall listen to all sides and filter
them from yourself." (2: 30)

These lines amply establish Whitman as one who urges men to step beyond the knowledge acquired by senses. As a mystic, he emphasizes the significance of intuitive power as an ultimate source of knowledge. Whitman's *Song of Myself* offers a perceptive commentary on innumerable day to day activities of every man, glimpses of his everyday life which enable the poet to see

and comprehend the meaning of life and see it as a whole. The poet believes that he is not rooted to any particular place on the earth. He belongs to everybody and to every place. He is as much as of the sky as of the earth. He embraces all the people on this earth irrespective of gender, age, color or nationality. He stresses on the immortality of the human soul and says that the humans will never die or degrade, although they are unaware of this fact. They are also immortal like the poet but they do not realize this truth. In another section of the poem *Song of Myself*, the poet emphasizes the fact that his self expands till it embraces the whole humanity. The following lines tend to show the immense diversity that the poet's self attains:

And these tend inward to me, and I tend outward to them, and such as it is to be of these more or less I am, And of these one and all I weave the song of myself (15:44)

Whitman as a poet sequesters himself into all the objects around him and absorbs everything into himself. The resultant is the poem that becomes an offer at the altar of the divine:

In me the caresser of life wherever moving, backward as well as forward sluing,

To riches aside and junior bending, not a person, or object missing,

Absorbing all to myself and for this song. (13: 40)

Walt Whitman, in this regard, says that all things are a part of God and, therefore, in his philosophy love for mankind is fundamentally the love for God. Whitman's cosmic consciousness embraces matter and spirit into one entity. He believes to surrender to the senses and to celebrate them. The following lines echo this thought of Whitman:

I am the poet of the Body and I am the poet of the Soul,

The pleasures of heaven are with me and pains of hell are with me,

The first I graft and increase upon myself, the latter I translate into a new tongue. (21: 48)

Here, the poet sings the praise of the body and the soul. He believes that both soul and body are at the same level, i.e., equally pure and holy. He says that both pleasure and pain are within him. In the same line of thought, the poet further says:

Agonies are one of my changes of garments,

I do not ask the wounded person how he feels; I myself become the wounded person,

My hurts turn livid upon me as I lean on a cane and observe. (33: 67)

In these lines the Poet identifies himself with the suffering and the needy. He himself becomes the sufferer.

To conclude it can be observed that Whitman viewed humanity as the divine manifestation of God. According to him the whole world is considered as a manifestation of God, not divorced, but intimately connected with Him. Therefore, it could also be concluded that everything is contained and related to Him. He shows firm faith in God and believes in the conviction that God is the preserver and creator as well as the giver of pain and death. The humanism of Whitman is not about preaching like a priest or theorizing about the relationship of man and God, but simply a practical way to life.

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Transformation of the Western Gaze: A Postcolonial Analysis of Rudyard Kipling and John Davies' 'Kim'

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Abstract— Construction of the Orient by the 'West' in narrative imaginations involves numerous problematic distortions in its depictions. This 'construction' follows the view of the Orient through the 'western gaze', which establishes and further thrives on binaries and hegemonies between the Occident and the Orient, mainly through the processes of 'exoticisation' and 'othering'. Kipling's 'Kim' and Davies' adaptation of the book can be seen to employ the 'western gaze' in different manners according to their respective affiliations with the colonial and postcolonial periods. This paper seeks to trace the transformation of this western gaze from the colonial to the Postcolonial period; from a book to a film, and explores how it brings about numerous consequences of the colonial period to the modern contemporary world.

Keywords— Colonizer-Colonized Relationship, Kim, Kipling, Orient, Hegemony, Postcolonial Studies, Western Gaze.

I. INTRODUCTION

Postcolonial studies explore the subsequence of the colonial era, recounting its legacy in terms of the oppressive imperialism featured by the 'colonisers'. 'Gaze' as a concept, in reference to Mulvey's ideas, elaborates the patronizing construction of the Orient, as perceived by the Occident to retain the hegemony. Hence, the persistence of gaze ideates a reconstruction of colonial values in contemporary times which inspires the potential in critical research. Films and books are believed to be the reflection of society, which as an extension demands the viewer to generate meaning out of it (Yoshimoto, 1991). This selectively represented, "received" perception of ideas as put forth by the author, rather than the direct consumption of it as a personal experience, creates a narrative capable of announcing deep impact upon its viewer, influencing biases, opinions, understandings, political mindsets, social conduct etc (Mendes, 2010, p. 472). India, as a nation housing millions of people, remains a victim of

stereotypical and problematic representations due to imperialist oversights.

Rudyard Kipling's novel, 'Kim' and John Davies' movie, based on the novel with the same name form the two primary texts of the paper. Kipling's 'Kim', a novel published in 1901 during the British Raj, was one of his final and most acclaimed works. Set against the backdrop of the political confrontation of 'The Great Game', it describes the story of an Irish Orphan named Kim, becoming a devoted disciple of a Tibetan lama (Buddhist monk), while learning espionage from the British secret service. The book explores the varied Indian culture, traditions, diverse exotica of the streets, populace, lifestyle, by incorporating a certain 'nostalgic aesthetic' (Baker, 2009).

John Davies, born in 1934 in the United Kingdom, is the director of the movie adaption of Kipling's book 'Kim' which was released in 1984 with the same name. While the screenplay of the movie reflects Kipling's original, it reimagines certain additions to the plot with the

denouement undergoing a considerable shift from the original text. A number of snipes are taken at the British imperialist regime, which apparently was solely brewed for the sake of political correctness.

This paper titled Transformation of the Western Gaze: A Postcolonial Analysis of Rudyard Kipling and John Davies' 'Kim' uses the theoretical framework provided by Postcolonial studies and Visual culture studies along with a comparative analysis to understand the construction of the Orient according to the 'Western Gaze' employed by Kipling and Davies in their works. Firstly, this construction is explored by carrying out a comparative analysis of Kipling's Kim and the film adaptation by Davies. The focus remains on individual representations of the Orient, the retention and divergences employed while adapting the film and finally, the 'seen-unseen' aspects, specifically the omissions, meaning distortions and enunciation politics including aspects such as visual indications, intonations and local references in representations of the Orient. This will be done by exploring the characters of 'Kim' and 'Colonel Creighton' in the context of the colonial period and how their characters change in the film adaptation released in the postcolonial era. Portrayals of the settings of Lahore, Banares and Shimla etc are also scrutinized to view the 'exoticized' perspective put forth by the authors in their respective works.

Secondly, the translational nuances that the text undergoes while adapting a visual form is critiqued in order to define the similar and dissimilar imperialist tropes which are employed along with their dynamic flux through time and medium. This is achieved by exploring the contrasting factors like distinctive representation of the coloniser-colonised relationships in the two texts, the authenticity of representation including Kipling's Indian background and Davies' representation of the locals through western actors etc. Columpar in his article quotes Rey Chow, "modernity is specifically grounded in visuality" (Columpar, 2002, p. 27) while Berger also says "Seeing comes before words" (Berger, 1972, p. 7), both of which indicate how visuality, as compared to textual depiction, impacts the audiences' reception.

Drawing from the inferences of the first two observations, a concluding deduction will be made regarding the retention and restructuring of the imperialist gaze in the contemporary postcolonial era, especially through art and media while keeping Mulvey idea of "complete disavowal of castration by a fetish object or turning the represented figure itself into a fetish so that it becomes reassuring rather than dangerous" (Mulvey, 2009, p. 840) in mind. Hence, the condescension and 'othering' of the western

gaze will be scrutinized through the comparative analysis of the two texts to highlight the imperialist construction of the Orient by the Occident and its transformation through time and mediums.

The existing research focuses majorly on the colonizer-colonized relationship of the texts, specifically the identity crisis of the character Kim, foreign relations of countries and colonial politics of the past while employing a postcolonial perspective, as it completely overlooks the role and retention of the imperial gaze in the contemporary world, transformed through time. The paper aims to address this gap by intricately bridging the gap between 'gaze' and 'colonial imperialism', by exploring its transformation through time and medium. Furthermore, the paper opens up a wide array of elements to be further researched and aims to unravel the potential of postcolonial studies in contemporary times. It promotes cultural analysis through time and space, offers distinctions of and explorations into colonialist and contemporary literary traditions and also researches the 'western gaze' upon the oriental cultures with reference to literature, films, art etc through profound cross-cultural and literary analysis.

There persists an imperial 'othering', as an influence and aftermath of the British colonial rule in India, transforming through time and medium in manners of the 'Western gaze', which effectively informs the Occidental construction of the Orient in terms of medium translation, aesthetic codes, textual and visual representation, traditions and institutions in Kipling and Davies' composition of 'Kim'

II. KIM AND THE CONSTRUCTION OF THE ORIENT

Kim, as one of the final and most acclaimed works of Rudyard Kipling, has gained him a considerable position in the literary field. The controversial piece recounts the story of Kimball O'Hara, regularly referred to as 'Kim' in the book, in a spiritual and cultural journey through the Indian subcontinent both as an official of the British Secret Service and as an apostle to a Tibetan lama. As the story unfolds, one finds themselves a witness to numerous problems, biases, misrepresentations and an imperialist construction of the Orient and its associated cultures in Kipling's opinionated tale. John Davies, in 1894 directed a film as an adaptation of the book, which, unlike Kipling's work, was created in the postcolonial era. Hence, it defined the ideas and representations of the book with respect to the 'developed' outlook of the people regarding the colonial rule.

The pro-imperialist depiction of 1890s British India as narrated by Kipling and its visual manifestation through Davies' work, can be deeply analysed on the basis of various distinctive aspects such as settings, characters, cultural attributes, language and even religion. Furthermore, questions regarding the colonizer-colonized relationship can be explained using instances from the text in reference to theorists like Spivak, Bhabha and Said. Lastly, the intricacies in medium translation can be addressed in terms of nuances in depiction, plot, dialogues etc.

To understand the construction of the Orient according to the occidental perception we can analyse certain features and depictions within the book and the film which explicate the oppressive and stereotypical representation.

2.1 Settings and Background Representation

Firstly, the setting of the book plays a major role in describing Kipling's thorough exposure to the Indian regions and culture. The political conflict between Russia and Britain forms the backdrop of the book which considerably influences the course of the plot. Known as the 'Great Game', this conflict catches India in the middle of its Anglo-Russian crossfire, which depicts India as a primitive territorial involvement in the power struggle of the colonisers. Various place settings like Lahore, Umballa, Delhi, Patiala, Kalka, Shimla, Quetta, Karachi, Bombay, Banares, Saharanpur, Mussoorie, Kinnaur and even ambiguous locations like the Kulu Woman's house are represented in the book. This diverse recounting of regions and their associated cultures, along with the aspects of mystery and peculiarity it holds in reference with the Western experience, is used to exoticize the oriental construction and build it as an experience rather than a lifestyle (Yin, 2005).

Davies' 'Kim', attempts to strictly follow Kipling's footsteps in encompassing India's cultural and geographic diversity as the shots and settings of the film are premised on authentic locations within India. With mild curtailment in the extent of diversity in Kipling's depictions, Davies' represents locations like Banares, Shimla, Delhi, Patiala and Bombay in body, which although increases the reliability of narration, creates a masked sense of authenticity and familiarity. A brief introduction scene is appointed to all the new locations ahead of plot progressions like congested streets and flowing waters of Banaras (Davies, 1984, 00:13:34- 00:14:54), the towering mountains of Shimla and Mussoorie (Davies, 1984, 01:26:45- 01:28:01) and the bustling handicraft shops and grand buildings of Bombay (Davies, 1984, 01:52:55- 01:53:59), which are depicted by Davies in his film, assuming the position of an insider who introduces the

peculiar lands of India to the unbeknownst audience, contributing to his 'intimacy' with the exotic land.

2.2 Use of Language in Kipling and Davies' 'Kim'

Secondly, the language of the book and its adaptation in the film greatly connotes the imperialist 'gaze' of the Western identities while depicting the Orient. Kipling delineates the linguistic hierarchy suggesting the supremacy of English over other Indic languages prevalent throughout the novel, like Urdu, Hindi, Punjabi. With an evident inclination towards the pro-imperialist ideas, we can notice many instances that suggest a justification to the British colonisation, like when the lama is unable to communicate to the Punjabi policeman near Lahore Museum due to linguistic complications, Kim steps in to bridge the gap (Kipling, 1978), which may be interpreted as the incompetence of the Indians to communicate among themselves without the assistance of the British.

Another indication of the suggested superiority of English in terms of both cultural and linguistic elements, it can be noticed how Kim, usually 'thinks' in Hindi (Kipling, 1978, p. 123), but when Lurgan attempts to trick him, he switches to English (Baker, 1978) in the lines- "[H]is mind leaped up from a darkness that was swallowing it and took refuge in – the multiplication-table in English" (Kipling, 1978, p. 218). The aforementioned observation can be noticed in numerous stages in the book, that when Kim is driven by emotions like anger, fear and joy, he thinks like an Oriental in Hindi, while rationalising and constructive thinking is done as a Westerner, in English (Baker, 2009).

Frantz Fanon in his book "Black Skins, White masks" talks about the interrelation of racialized subjectivity and language, as the adoption of mutual language among the colonizer and colonized being the "eliminator of other expressive forms" and hence this partaking reflects and promotes the hegemonic culture and oppression through language (Fanon, 1967, p. 30-36). Davies' Kim records such fluctuations in conventional, unblended languages and indicates the variety of spoken words and their dialects through a series of intonations, pronunciations, word assembly, grammar etc.

In Kipling's Kim, we see the line "I came by Kulu- from beyond the Kailas- but what know you? From the hills where" he sighed- "the air and water are fresh and cool." "Aha! Khitai" (Chinaman), said Abdullah proudly." (Kim, 1978, p. 6), which greatly defines the blended forms of the English language with varying grammatical practices, foreign words like "Khitai", local forms of expression like 'Aha' etc which define a mutual language among the coloniser and colonized in general. The adoption of such results in bridging the gap between cultures like Punjabi and Tibetan with the colonizer's product.

Conventionalization of their usage contributes to the oppressive gaze of the imperialist colonists.

2.3 Role of Religion in Colonial Hierarchy

Thirdly, conventionally unifying aspects like religion play a great role in establishing division among the people, majorly in terms of highlighting the coloniser's superiority. Said, in his book *Orientalism*, elaborates upon a 'binary social relation' that can be defined as the mutual dependence of the Orient and Occident for either's existence and the construction of the former based on its lack of 'Western values' (Said, 1979). Kipling's *Kim* subtly features the age-old Christianity-Islam feud, in numerous ways. Initially, the lines "All Mussalmans fell off Zam-Zammah long ago" (Kipling, 1978, p. 5) and "the Hindus fell off Zam-Zammah too" (Kipling, 1978, p. 5), Kim patronizes the Muslim and Hindu kids for their past and background as a member of the colonizer's white race, popularly known for their Christian agendas. This indicates how the lines become blurred between cultures, i.e. in this case Hindus and Muslims and classes through homogenisation while indicating its stark binary of English values and beliefs, powerfully establishing the colonial hierarchy. Another instance of this can be the general contrast in Kim's background and atmosphere between his initial stages among people of Oriental religions as a delinquent panhandler and his time spent in St Xaviers as part of the elite English- cultured crowd.

Davies' 'Kim' however, recollects additional indicators of cultural and religious hegemony, by many aspects of its character portrayal. The lama, among other Indian characters, for instance, has a greatly submissive pose, of a bowing head, folded hands, lowered gaze etc in front of the English 'Sahibs', be it when he talks to Reverend Arthur Bennett (Davies, 1984, 00:27:26- 00:31:17), during his encounter with the Russian men (Davies, 1984, 01:59:47- 02:03:38) or other such engagements with the English men, however, he maintains an upright posture, demanding respect on the basis of his religious background when he engages with a fellow Indian like initially greeting Mahbub Ali (Davies, 1984, 00:18:56- 00:19:05), the horseman (Davies, 1984, 00:45:01- 00:45:55) etc.

2.4 Characters and their Representations

Fourthly, the characters of the narratives follow and depict the hegemonic system established during colonial rule. Gayatri Spivak in her work, 'Can the Subaltern Speak', through the example of 'Sati,' in her lines "White men are saving brown women from brown men" (2009) describes how the homogenisation of the subaltern and further epistemic violence paves the way for the exploitative domination imposed upon the subaltern, specifically through colonisation. In Bhabha's theory of hybridity, he

introduces the concepts of mockery and mimicry as "a desire to create other people that experience reformation and can be known as different person, nearly the same, but not quite" (Bhabha, 2012, p. 86). Considering the two theories of subalternity and hybridity we see many instances throughout the texts which indicate the imposed superiority of the West. For instance, the first chapter of Kipling's *Kim* unfolds with his caretaker insisting Kim wear European attires in the lines "The woman who looked after him insisted with tears that he should wear European clothes" (Kipling, 1978, p. 4). This act of preferring Western values and ideas over the local becomes a liminal act of mimicry as Bhabha defines, of the superior West. The subaltern class of Kim seeks to deserve respect and authority by meaning to mimic the Occidental values, through attires and culture in this instance, accepting their inferiority of "Hindu or Mohammedan garb" (Kipling, 1978, p. 4) or the "complete suit of Hindu kit, costume of a low-caste boy" (5) that the colonial rule imposes on local 'savages'.

In many ways, Kim becomes the physical embodiment of Bhabha's 'Third Space', as mentioned in his theory of hybridity. He becomes the middle ground for the two cultures undergoing a great Identity crisis both in the context of the narrative and as a character. For instance, in Kipling's chapter 6, it can be noticed that when Kim hails the sweeper to fetch the letter-writer (Kipling 1978), his initial look of a 'white boy' seems like the colonizer's indicative which inspires an apprehensive "insolence" (Kipling, 1978, p. 8) on his behalf. Although Kim subsequently resorts to profanity in his local language, the sweeper is inclined to abide by his command because of a sense of belongingness that is invoked. So we see how the third space records the retention of identities of both the coloniser and the colonized, and the subaltern identity fuses towards the colonizer's identity. So although many problems seem to arise, one can notice how by establishing close ties between the various characters, the author Rudyard Kipling asserts a mutually positive and favourable relationship between the colonizer and the colonized. Furthermore, a character analysis of Kim and Colonel Creighton in reference to their colonial and postcolonial representation in Kipling's book and Davies' film respectively can assist the dissection of the imperial construction of the orient through time.

2.4.1 'Kim'

Kimball O'Hara is an orphan boy brought up in the 'exotic' land of India and is often described by his deceptive charm. The character can be summed as the cultural hybridity of the Indian savage and the English civilizer. There persists a great identity crisis that Kim

undergoes throughout the book, which is evident in numerous places.

Starting from his contradicting racio-cultural background of a 'white' boy brought up within the Indian culture. While this may be considered synonymous with Kipling's past, his opinions and biases are seen to bleed into Kimball, as the protagonist. While initially "Kim found it easier to slip into Hindu or Mohammedan garb" (Kipling, 1978, p. 4) and preferred the local culture rather than the colonizer's way of life, his experience in St Xavier's School changed this desire to associate oneself with the natives and embrace the title of 'Sahib' (Baker, 2009), as he was heavily discriminated during his time in the academy as the elite English-cultured crowd at the school "looks down on boys who 'go native altogether'" (Kipling, 1978, p. 99). The conclusive standing of Kim suggests how his "white blood" supersedes his cultural conditioning, which indicates Kipling's strong inclination towards the genetic difference between races. (Baker, 2009).

Davies' postcolonial recollection of the novel, however, culminates with a greatly different ending to the narrative, which presents Kim attaining enlightenment along with lama at the River of the Arrows (Davies, 1984, 02:27:00-02:29:07). Almost epiphanic in nature, the realisation of futile superiority of English ideals and Western colonial hegemony, although not outcome-explicit, resolves Kim's identity crisis. Another factor which Davies uses to diverge from Kipling's text, is the dimming of Kim's utter invulnerability to superstitions and illusions along with his non-religious outlook over life at instances like a brief conversational inquiry about religion after lama crosses the rivulet without killing the snake (Davies, 1984 01:12:06-01:14:58), final enlightenment about spiritual beings in his line "...then why did he made us unequal?" (Davies, 1984, 02:27:05- 02:27:07). These manipulations in the original narrative indicate how Davies follows the postcolonial ideas of respecting the heritage and cultural value of the 'colonised', by not discarding or rejecting it altogether. Using the concept of protagonist bias he seems to withdraw the colonial hegemonic power of 'knowledge' from the colonizers and by taking snipes at western values such as "dictator Xavier" (Davies, 1984, 00:42:34), "disbelieved English lie" (Davies, 1984, 01:00:05-01:00:07).

2.4.2 'Colonel Creighton'

Creighton on the other hand holds lesser and more direct contributions to the imperialist rule of British colonies in India. While Kipling considered Colonel Creighton, a man of well standing and wisdom, Davies adds a tinge of oppressive characteristics to Creighton in the film

adaptation. Kipling presents Creighton as a man capable of moulding a street urchin and a delinquent into a responsible and important ally to the British cause. He is presented as a well behaved, conscientious British official whose role is to appoint and recruit trainees and agents from beyond the frontier, which ultimately changes Kim's life and plays a passive role in his enlightenment. Davies, on the other hand, presents Julian Glover playing Colonel Creighton in a very different light. The character of Creighton depicts a rashness absent in Kipling's description, clearly indicating the heinous and immoral nature of the colonizers. He showed to be very harsh and egotistical with his engagements with locals, for instance, he posits his position in the colonial hierarchy, as a basis of his impolite bluntness when enquiring about Kim disappearance from St. Xaviers, from Mahbub Ali in his dialogue "The boy has disappeared to his filthy roots" (Davies, 1984, 00:49:08)

An overall view of the narrative can indicate many aspects that contribute in the transformation of the imperial gaze from Kipling's colonial era to Davies' postcolonial outlook. Firstly, one can focus upon the seen-unseen aspects of the narrative. One can notice how the plethora of various races, cultures, identities etc have been represented in the narrative, with proper care and well-described backgrounds. The unseen aspect however remains the lack of economic and social mobility of these groups. For instance, how the lack of Indian officials and representatives in the British regiment becomes the establishing factor of an irreversible hierarchy set due to the western and colonial rule. Another intricacy to be focused upon is that despite Kim's poor background and tender age, Kim holds the power to attain a secure future with a well-yielding profession due to his "white blood" (Bandopadhyay, 2019). Through Kipling's biases and opinions, the story recounts Indian and colonised characters like Mahbub Ali to have a very contained flexibility awarded to them, irrespective of their capabilities and competence (Raimbault, 2016).

Secondly, considering the film adaptation one can see numerous omissions, meaning distortions and enunciation politics including aspects such as visual indications, intonations and local references in representations of the Orient. It can be noticed that Davies changes certain portions of the plot like the ending where Kim is granted enlightenment especially regarding the ideal social structure (Davies, 1984, 02:27:00- 02:29:07), character introduction of Mahbub Ali with a flashback (Davies, 1984, 00:26:39- 00:27:21) rather than direct addition to the running plot, complete omission of the background story of side characters like the Old veteran and his son etc. Local references like Jamuns are used in the Kulu

woman's processional abode (Davies, 1984, 00:47:33) to indicate Indian meanings of desire and sensuality.

III. FROM TEXT TO FILM

3.1 Homogenisation and stereotypes

To comprehensively understand the transformation of the imperial gaze, one needs to compare the aforementioned oppressive representations and imperialist construction of the Orient in Kipling's work to the translational nuances that occurred during the adaptation of the narrative by Davies in his film. Firstly, one can notice how Kipling's work emerges as an insider's perspective recounting India's exoticism in all its glory. Gayatri Spivak, in her work, 'Can the Subalterns speak?' talks about a certain homogenisation of the subaltern. The epistemic violence made by the colonizers is due to such a homogenisation of the 'colonized', as the mere 'absence of that knowledge' (Columpar, 2002, p. 39). This defining point unifies the varied west into the absence of the western values- as Said describes such binaries to constitute the process of Orientalism (Ahmad, 1992). This process of homogenization gives rise to the employment of stereotypes.

Davies in his work resorts to numerous stereotypes, much more than Kipling. In order to further 'exoticize' his real locations, he adds over the top use of traditional clothing like all children wearing Taqiyah to depict their belief in Islam (Davies, 1984, 00:03:25), and Hindu children having a 'puja sindoor' on their foreheads to depict their religion (Davies, 1984, 00:07:09). Another example of such use of stereotypes is the 'poverty-stricken dark Indian' trope, which follows throughout the film to highlight the class and race difference that sets the British upon a pedestal, as a saviour of the 'savages' (Aljohani, 2017). This outward appearance, as an extension, contributes to assigning the 'uneducated/ illiterate' status to the Indian, who lack rational thinking and are driven by pure emotion. The portrayal of Jamuns in the Kulu woman's abode is also evocative of a sense of sultry, sensuality being associated with her, as popular local indicators and symbols preach.

Yet another form of imperial construction of the orient may include the lack of authenticity in character representation in Davies' film. John Davies hires English actors like Peter O'Toole, Bryan Brown and John Rhys Davies to depict local Indian characters like Lama, Mahbub Ali and Babu. Such a shoddy representation laced the film and led to a number of controversies. Such an act makes a statement that 'colonizers better understand the needs and thoughts of a colonized than the colonized itself', suggesting how the British actors were better

alternatives for important roles, as compared to the possible authentic representation by Indian actors.

3.2 Colonizer-Colonized Relationships in Kipling and Davies' Kim

The Colonizer- Colonized relationship depicted in the narrative becomes the fundamental point of debate. The distinctive line between the colonizer and the colonized is deeply blurred, especially through the character of Kim. His dynamic mannerisms, cultural association, racial origins etc become points of analysis, sources of the identity crisis that unfolds in the narrative. One can notice him "forgetting his white blood; forgetting even the Great Game as he stooped, Mohammedan fashion" (Kipling, 1978, p. 149) and the Eastern aromas of Lurgan's place makes him "forget he was to be a Sahib" (211), while on the other hand, he tells Hurree "I am a Sahib"(144). Davies' film adaptation recounts such a blurred relationship of the colonizer and the colonized extravagantly and maintains the imperialist tropes. With the blunt depictions of colonizers as harsh, oppressive people like the character of Colonel Creighton, Davies cushions the oppressive features of Kim's character while employing the concept of 'protagonist bias'.

The film ends with the conclusion of 'people being equal' (Davies, 1984, 02:26:53- 02:27:34), excusing all the oppressive misrepresentations like stereotypes, omissions etc, visual indicators like submissive poses of Indians while greeting Europeans, poverty-driven settings etc, inauthentic character representations like using foreign actors to play local Indians etc. Although the plot and dialogues of the Kipling's Kim have clearly been manipulated to fit the postcolonial era, with an increased number of explicit snipes at the British colonial rule like rash British officials (Davies, 1984, 00:48:43- 00:49:31) reflecting the malevolent imperial rule, overthrowing set colonial hierarchies at enlightenment (Davies, 1984, 02:27:00- 02:29:07) etc. Although Kim's identity crisis becomes at its heart, the hybridity of the two-cultures at the 'Third space' as Bhabha describes it, but contradicting the factor of separateness from the pre-existing cultures, Kim's identity revolves as a 'liminality' before fusing with the colonizer, due to his racial identity.

3.3 Perceptual Orientation of the Audience- From Textual to Visual

Finally, one can notice how the difference in the medium can affect the perceptual orientation of the narrative. John Berger in his work "Ways of Seeing" says that "Seeing comes before words. The child looks and recognizes before it can speak" (1972), indicating how the visual mode of representing holds many advantages over the text. Visuals are much more impressionable, convey more

information than words in shorter periods of time, are universal etc, which make it easily preferable over books. Relevant to the current context Berger also mentions the line ““You painted a naked woman” according to your pleasures and preferences looking at herself in a mirror and name the painting “‘Vanity,’ thus morally condemning the woman whose nakedness you had depicted for your own pleasure.”” (Berger, 1972, p. 14)

Holding the woman as the subaltern and the male painter as the colonizer we can see the reflection of colonial oppression in the metaphor of nude paintings. The construction of the subaltern, i.e the Orient is dictated by the painter, i.e the colonizer, post which he calls the construction ‘an exotic/ savage’, having a need for colonial attention which further suggests that the Occidental pleasure in exoticizing the Orient, is what deems it as the savage ‘other’ (Dissanayake, 1986).

Furthermore, we can notice how the visual text, i.e Davies’ film has two major impacts. Firstly, it presents a visualization rather than the imagination of the narrative, introducing new, more apt images of what the author wishes to present rather than the process of creating possible images of the author’s intentions from the consumer’s collection of memories and ideas. Secondly, one can notice how films are “received perspectives” capable of harbouring biases, opinions, ideals etc. rather than a “direct perspective” which remains a firsthand encounter with the ideas, devoid of any mediator’s perspectives. Hence, it can be concluded that films depict a felicitous account of the author’s biases, opinions etc and have a greater impact on the consumer’s perceptual orientation.

IV. CONCLUSION

The transformation of the western gaze from the colonial to the Postcolonial period; from a book to a film, brings about numerous consequences of the colonial period to the modern contemporary world which is analysed using various postcolonial and visual culture theories including Bhabha’s hybridity, Spivak’s homogenisation, Said’s Orientalism, Berger’s Ways of Seeing and Mulvey’s Male Gaze.

Firstly, the analysis implies that the manners of retention, of the colonial oppressive understandings, through western gaze in terms of art and culture in the contemporary times can be comprehended by the way in which Kipling’s and Davies’ *Kim*, portrays its settings, characters, use of language and the ‘seen-unseen’ aspects, in both their works respectively. The forged sense of cultural familiarity evoked through their representation of settings, the use of ‘mutual language’; as the hybrid eliminator of the

subaltern linguistic identity, the established inferiority of Indic religions as compared to the remarkable and threatened Christianity and the Indian mimicry of the Occidental values become the indicators of imperial oppression.

Secondly, it implies that the construction of the Orient, in terms of the Occidental values are mostly based on homogenisation and binary opposition of the Orient and the Occident, as the former existing as the ‘lack of the latter’, which strips the subaltern of its identity. Furthermore, the narrative’s politics of the colonizer-colonized relationship revolves majorly around Kim’s identity crisis implying Kim as the physical embodiment of- the hybridity of the two cultures at the ‘Third space’ as Bhabha describes it but contradicting the factor of separateness from the pre-existing cultures, Kim’s identity revolves as a ‘liminality’ before fusing with the colonizer, due to his racial identity.

Thirdly, it implies that the intricacies of textual and visual means of “perceptual orientation”, with regards to the cinematic and textual medium highlight greater and faster orientation with visual media according to Berger’s ideas about the Ways of Seeing. It also implied that the construction of the Orient is dictated by the colonizer, post which he calls the construction ‘an exotic/ savage’, having a need for colonial attention which further suggests that the Occidental pleasure in exoticizing the Orient, is what deems it as the savage ‘other’. Furthermore, it can be concluded that visualization and the “received perception” it presents promotes the author’s biases, opinions etc better as compared to textual means.

Lastly, it can be noticed how there persists an oppressive ‘othering’, as an influence and aftermath of the British colonial rule in India, transforming through time and medium in manners of the ‘Western gaze’, which effectively informs the Occidental construction of the Orient in terms of medium translation, aesthetic codes, textual and visual representation, traditions and institutions in Kipling and Davies’ composition of ‘Kim’.

This persistence of colonial ideologies from being considered a relic in the past to its residual colonialism virtually pervading the various former colonies, particularly India is an indicator that the decolonization didn’t completely rid us of the colonial aftermath. The ‘othering’ gaze of the Western colonizers continues to haunt the Orient with its misrepresentations and exoticizations, in contemporary times specifically in the manner of art and media.

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Redrawing the Boundaries and Creating New Homes: A Study of the Chitra Banerjee Divakaruni's novel *Sister of My Heart*

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Abstract— *Sister of My Heart* (1999) is a novel written in a realistic mode embellished by the myths, folktales and fairy tales about India and Hindu religion. The novel traces the conflict and angst the characters in the novel experience as they make fine negotiations between the two worlds, the traditional and the modern and how these characters change in this process balancing the old treasured beliefs and surprising new desires. This Research paper aims at studying the varied aspects of identity crisis, hegemony, patriarchy etc in the Eastern as well as Western context.

Keywords— Postcolonial, hegemony, Patriarchy, transcultural, mythological metaphors.

I. INTRODUCTION

The protagonists in the novel *Sister of My Heart* are the two cousins, Anju and Sudha born on the same day opening their eyes to the ill-fated death of their fathers, also brothers of the same family, Gopal and Bijoy respectively, on a ruby exploration journey. The story revolves around the two women caught between hardcore family traditions and modern thoughts of the 1980s.

The novel explores the tension between the desires of mothers who embrace traditional Indian Culture and the two young girls who espouse the new western culture. The two girls Anju and Sudha are positioned against their mother figures that represent the diktat of normative patriarchal concepts. During postcolonial era, women experience double subjection due to race and gender. Their lives are affected by both patriarchal system as well as western hegemonic discourses. At this point of time, men who have been feminist under the empire have acquired assertive roles and aggressive masculinity which left women with no option except to be regarded as savior of national values and carrier of culture. They are restricted to being only mothers and have to follow the traditions of the family and can-not even question it.

In *Sister of My Heart*, Divakaruni writing from post-colonial position challenges the imperial and patriarchal discourses simultaneously. Through Sudha who is introduced as being passive, rooted in tradition and unquestioningly accepting the stringent codes of conduct set by the family, Divakaruni Challenges male superiority and uses Anju, the more rebellious of the two girls, to demolish the western myth of superiority and validity. Deeply attached to each other the two women get separated only by their marriages; Anju migrates to America with her husband Sunil and Sudha stays in India with Ramesh. Thus, the novel becomes the combination of two stories that take place in two different countries and cultures.

The novel's forty-two chapters are set as a sort of extended dialogue that is multi-layered and over-layered. The chapters themselves are, alternately titled, Anju and Sudha, and contain within their folds, techniques that are epistolary and explanative, topography that is transcultural, tone that is adjectival and highly lyrical, and style that is italicized and romantic. The novel is divided into two halves, namely *The Princess in the Palace of Snakes* and *The Queen of Swords* named after the stories the girls tell each other. Often the events of the novel

parallel the happenings in these stories. Also mixed in with these stories, are Bengali Myths and stories of the Gods in the Hindu tradition.

Being, herself an Indian exile in USA, Divakaruni does not escape the retention of her childhood memories which are nourished by the folk tales, myths, legends and epics of *Ramayana* and *Mahabharata* told by her grandfather to her. Though *Sister of My heart* depend less on magic realism, Divakaruni has employed the element of myth and fairy tale in it. In fact, it is not a rejection of myths but an adaptation of them to suit the needs of modern women that is desirable.

In Divakaruni's work, the context, figures and situations are mythological but the reactions and responses of her protagonists are akin to those of contemporary women. The first book in the novel is titled as *The Princess in the Palace of Snakes*. In this part both the protagonists attempt to conform to the traditional feminine roles allocated by the male hegemonic society. This is symbolized by the traditional fairy tale of a princess "who lived in an underwater palace filled with snakes. The snakes were beautiful— green and yellow and gold and gentle. They fed her and played with her and sang a song to her to sleep" (SMH 101).

But Divakaruni reinterprets the myth and shows how princess instead of waiting for her prince charming to come and rescue her, generates courage and flees from the dungeon of the traditional world to attain freedom and self assertion. The second book is titled as *The Queen of the Swords* and it is not a traditional fairy tale. When Anju is upset over her miscarriage, Sudha tells her the tale of 'Queen of Swords' and how she rescues her child and herself from the enemies and relates it to what happened to their three mothers and to her. Divakaruni makes use of mythological metaphors to accentuate the liveliness of experiences her characters under go.

The first part of the novel, *The Princess in the Palace of Snakes*, follows the two cousins from birth until their wedding day. Born few hours apart from each other on the same day in a big old Calcutta house, Sudha and Anju are the distant cousins and are brought up together by their widowed mothers and aunt, Pishi. More than sisters do, they share clothes, worries, and dreams. They have been bonded in ways even their mothers cannot comprehend. It is apparent through Anju's reminiscences that Anju and Sudha are devoted to each other:

All through childhood we bathed together and ate together, often from the same plate, feeding each other our favourite items, the crunchy brown triangles of *paronthas*, fried egg plant, spongy-sweet *rasogollah* balls. Our favourite game was acting out the fairy tales Pishi told

us, where Sudha was always the princess and I the prince who rescued her ... And when we had nightmares, instead of going to our mothers for comfort, we squeezed into one bed and held each other. (SMH 25)

The novel unfolds in the alternating voices of the beautiful story teller Sudha and the outspoken Anju, "the girl-babies who are so much bad luck that they cause their fathers to die even before they are born" (SMH 6). The usually quiet Sudha observes that, even at birth, Anju had called her out into the world. Their determination sustains them both through the difficulties and deceptions they encounter as adults. Although the two girls are inseparable, they are different in their personalities and ambitions. Anju is somewhat physically unattractive, practical, challenges tradition, enjoys reading, and hopes to travel and a rebel who dreams of higher education. On the other hand, Sudha is beautiful, romantic, and conventional, likes clothes and concocts stories based on Hindu fables and legends. Along with the difference in personalities, the girls also belong to different socio-economic backgrounds. Anju is a proud descendent of the wealthy Chatterjee family and thus, has more social and economic advantages than Sudha that permit her to transcend the restrictive demands of traditional Hindu Indian female gender notions, which might eventually prevent her from fulfilling the roles of wife and mother. Anju gets the privilege of concentrating on her studies as well as her career, despite the calamities that she has faced in her life:

On the other hand, Sudha and her mother are socially and economically disadvantaged and come from the branch of the family tree that is shadowy and dark. They have to depend on the good graces of Gauri Ma and hence, Sudha is more likely to fall under the burden of the traditional Hindu-Indian gender norms. Being a beautiful girl the only way to prevent herself from falling prey to traditional Hindu-Indian gender norms is by securing a good husband. Sudha's dream for the future is to have a happy and intact family, to become a wife and mother, steeped in the Indian culture. She says:

Perhaps he writes beauty, for though I myself do not think so, people say I am beautiful even more than my mother was in the first years of her marriage. Perhaps he writes goodness, for though I am not as obedient as my mother would like, I try hard to be good. (SMH 21-22)

Bound by tradition and stifled by the fact that they are women, the three mothers strive hard to run the family. Gouri Ma is Anju's mother and head of the Chatterjee household and has the responsibility to run the family. Gouri Ma risks her health by managing the family bookstore. Nalini, Sudha's mother, wants to lead a luxurious life. In order to fulfil her wishes her husband

persuades Anju's father to go in search of treasures. In that adventure the mysterious death occurs. The two women are burdened by the violent and mysterious deaths of their husbands. Pishi, Anju's and Sudha's aunt tells the children stories and plays a pivotal role in upholding the prestige of the Chatterjee house.

But Anju resists the mothers and wishes to step out of the Dark Ages into the modern world of 1980s: "Or is it because I am a daughter that my happiness doesn't matter?" Anju's voice wobbles and she is about to cry. This is her cry against all things traditional. She is determined not to follow the footsteps of the women of the Chatterjee household. She yearns to be modern in her thinking and attitude. She confronts her mother saying, "I bet if I were a boy you wouldn't be saying no to me all the time like this" (SMH 53). Through Anju, Divakaruni explores the psyche of the middle class educated Indian women, focusing primarily on her dilemma at being caught between modernity which implies freedom, individuality and self-expression and the patriarchal and traditional values that continue to permeate contemporary Indian society.

Anju and Sudha find solace in the company of each other and become each other's alter-ego. However, adult life has preferences and designs that rarely approve sisterly bonds. For Indian women, marriage is the norm even for those who aspire to attend college as Anju does, or for those who fall in love at first sight, as Sudha. Sudha is madly in love with Ashok but when it actually comes to standing against her mother's wishes, she has an 'unfocussed look in her eyes'. Sudha contrasts her life to the fairy tale dreams, where she is rescued from monsters by the prince "when in some place deep inside her impervious to logic, she turned Ashok into the prince who has to save her from the clutches of the wicked king" (SMH 100). She wants to spend her life with Ashok but being a fatherless child she cannot afford to take a radical step of getting married against her mother's desires. She is bound by her own psyche and the traditional Sati Savitri Syndrome which tells her that it is wrong to go against her mother's wishes and make her unhappy.

Nalini Ma, Sudha's mother, finds a suitable match for Sudha within their own caste and a respectable one. Sudha and Ashok start making plans of getting married secretly. However, when Sudha discovers a dark secret about her father, her whole life changes. It tests her relationship with Anju: "Something has changed between us, some innocence faded like earliest light" (SMH 39) and she vows to "spend the rest of my life making up to her for the way in which my father had deceived hers" (SMH 55). It is from Pishi that Sudha comes to know that her father was an imposter and had caused the death of Anju's father.

Assuming the moral responsibility for her father's act, she develops maturity and independence that emboldens her to take major decisions in life without even consulting Anju with whom she once shared a symbiotic relationship.

Out of a sense of familial obligation, Sudha agrees to an arranged marriage and sacrifices her love for Ashok, since Anju's marriage hinges on a spotless family reputation. Sunil's father would never let him marry a girl whose cousin had eloped with a man she met in a movie house and that too of a lower caste. One of the differences between the eastern and western culture is their mode of social stratification:

Eventually the two girls get married on the same day, Anju to Sunil, a computer scientist working in America and Sudha to Ramesh, an employee in Indian Railways. The string of the bond of both the sisters is somewhat stretched when Anju perceives her husband Sunil's infatuation for Sudha's beauty:

The wedding dinner is over. We use to sit and Ramesh and Sudha walk ahead, his arm under her reluctant elbow. She pulls out a handkerchief to wipe her face. She replaces it- but no, it falls behind the table. No one notices Sunil bending to pick it up, to slip into his pocket where he fists his hand around it. No one except me. (SMH 322)

When Anju visits Sudha's house before leaving for America, she comprehends that "marriage has complicated their lives, divided their loyalties and has set them on their different wifely orbits" (SMH 176). The first part of the novel ends with Anju moving to America and Sudha moving to her husband and in-law's home.

In the second part of the novel, *The Queen of Swords*, amidst the different settings and ideologies, the writer brings home the similarities of situation between life in traditional India and modernized America through psychological and physiological changes accompanied with the experience of pregnancy of the two cousins. Being geographically apart, Anju and Sudha correspond only through letters. Sudha discovers letters to be much more pleasant and comforting. She is of the opinion that in the letters the world can be reduced "to an inch-wide window and can-be idealized like a touched up photograph" (SMH 180). Sudha realizes her inability to adjust herself to a passionless marriage. She reflects thus:

My days have such sameness to them, a hypnotic placidity, like a pool into which nothing ever falls, leaf or stone or human life. I float on this pool. I know I am needed, I know I am liked. And so I am not unhappy. (SMH 179)

Here begins a tale that is wrought with the dilemma of immigration and dislocation of enforced

silence and concocted invisibility, the dialectic of what the author calls, "opposing desires" (SMH 119). Anju and Sudha get married and attempt to deal, respectively with the fluctuating undulations in the life of an immigrant woman in the US, and the placid life of conformity led by a married woman, back in India. "The house of marriage", turns out to be for both the women, like "many locked rooms" (SMH 166), as Sudha begins to wilt under the duress of 'ownership' that her husband claims on her, while Anju strives to ward off everyone who appears like 'an intruder' on her freedom, including her tyrannical father-in-law.

Ramesh's mother, Mrs. Sanyal, spreads her dominance through the whole household. A few days after the wedding, Sudha's stern mother-in-law, calls Sudha to her room and hands over a ring of keys to Sudha with the instruction, "*Natun Bau* ... this is your home now. You must learn to take charge of it" (SMH 168). It is difficult for Mrs. Sanyal to give up responsibilities. But she is determined to do so because of her loyalty to the Sanyal family. "That was why she gave me those keys, symbol of shared power ... not so much because she liked me ... she hardly knew me, after all ... but because I belonged to the family now" (SMH 169). Paramjit Kaur also avers in the following lines:

Tradition is deep-rooted in India and in the traditional system Indian society is organized around gender division giving more space to male for dominance. Right from the marriage, the bride's incorporation into the family begins. She is guided and trained into the life style of her husband's family. But despite her all efforts to devote herself sincerely to the well-being of the family she is considered as an outsider. (26)

Although circumstances differ in America, the predicament remains the same for Anju as for Sudha. Anju discovers that marriage and her adopted land America belie her expectations. Her daily routine in America is to drive Sunil to the station; then attend her classes; write some assignments of the library; visit the grocery and the drycleaners. Of the many realizations, the foremost one that she has discovered is that she hates cooking. In the evening again she has to prepare dinner and drive Sunil home. This is entirely different from her dreams. She had visualized America where she would be free to do whatever she desired. Anju does not wish to lead a mechanical life, which according to her is Indian. She dreams of a healthy, happy relationship with Sunil according to a western model of equality and respect, but the western image has actually trapped her into a conventional bond with all the associated problems.

In Anju, Divakaruni presents the cultural bias of the colonized hybrid. She is an ardent admirer of western literature and constantly interrogates the validity of the native culture. Being an ardent admirer of Virginia Woolf's *A Room of One's Own*, she records her feelings for the book that serves as an interpretive lens to her mental attitude which still carries the colonial baggage:

Woolf has been a favourite of mine since the time I stumbled upon one of her books at the store. It was a beautiful, old, leather bound volume, printed in England, with an intriguing title, *A Room of One's Own*. When I put my nose to the thick pages, they smelled unlike Indian books with their rice-glue binding. I thought of it as the smell of distance, of new thinking. That smell stayed with me a long time. It stood for something I wanted but didn't know a name for. (SMH 134)

True to the culture of America Sunil has feigned nature. Anju is not competent enough to fully understand the nature of Sunil. Sunil inquires about the welfare of the mothers; but he does not pronounce a word about Sudha, does not even pick up the mail, if there is one from Sudha in the stack. Anju could not neglect the look on Sunil's face as he gazes after Sudha as he picks up the handkerchief that has fallen from her waistband on the eve of their wedding.

Once when Anju is sick, he sits up all night massaging her feet and holding a basin for her to throw up in. Yet another time when Anju runs out of writing paper and searches in his desk drawer for some paper, he shouts at her for not respecting his privacy. Sunil consistently encourages Anju to feel comfortable in America. He teaches her to drive and introduces her to his colleagues at work. He accompanies her to the malls, plays, dance clubs and ocean.

Sunil is typically American in his attitude. Earlier in the novel, Sunil arrives directly at Anju's book store to see her (for the purpose of proposed marriage) in an informal surrounding which is due to the American influence. At Chatterjee house too, his taking cups of tea around to everyone, shaking hands with Sudha and a clear refusal to his father for dowry are something that appear wholly non-Indian about him. These reflections in the story indicate that "the change of geographical boundaries can intensely affect the mind set up which is rooted deeply in the traditions of native country" (Agnihotri 4). When Sunil has an argument with his father, his father shouts at him saying, "I wonder how impressed she be if she knew about your American exploits, all that drinking and whoring" (SMH 197).

The deceptive personality of Sunil comes as a shock to Anju. She has been brought up in a traditional

Indian home and deceptiveness is alien to the Indian way of life. Sunil's deception is the beginning of Anju's disillusionment with the western sophistication. She soon realizes, "It's not what I imagined my American life would be like" (*SMH* 186). Anu celly Narula comment on this position of Anju:

Anju's dream of uncompromised freedom in the land that they call America begins to be invaded by the rude realization of being an 'outsider' both at home and in society. As she attempts to come to terms with a mechanized, colourless existence, her sensibility revolts against being branded an 'illegitimate alien', even by a speeding stranger driving on the road ... the dichotomy inherent to the situation of the immigrant populace, as they straddle between the conflicting choices of conformity and rebellion, enhancement and degradation, loyalty and injured merit. (58)

Anju's decision to join college and take on a job bespeaks of her need for empowerment even in the face of her husband's scathing indifference. Anju's situation reflects the dilemma of "duplicity", inherent to self defeating choices that are sometimes faced by migrant women, who strive for a sense of wholeness and self-esteem amidst fragmentation and estrangement, through education and self-reliance.

Anju cannot cope with the challenges of the new world and starts falling into deep despair and disillusionment. It is only when Sudha tells a story based on Indian mythology to Anju over the phone her drooping spirit is revitalized. Right from her childhood, Sudha is gifted with the power to invent and interpret stories based on aunt Pishi's mythological tales. Pishi used to tell the story of a princess and also the story of a brave warrior queen who defends herself and her baby against an army who are trying to harm her. But Sudha reinterprets the myths and princess instead of waiting for her prince charming to rescue her, generates courage and flees from the dungeon of traditional world to attain freedom and self-assertion by seeking an asylum with women.

Divakaruni has shown through her fiction that our tradition and myths have helped Indian immigrants to establish their roots in an alien land.

The thematic pattern strands together the fate of Anju and Sudha, exposing them both to the daunting determinism of familial expectations, as custodians of what constitutes an authentic notion of Indianness. According to Emily Skop:

As cultural custodians, Indian women become the primary transmitters of religious and cultural traditions within the household and in local associations. Thus, their socio-economic achievements are less likely to be

celebrated than perhaps their success as mothers and community preservationists. (277)

Precisely, the same kind of socio-moral determinism now coils around Sudha, as she resents being branded worthless, since she can-not conceive a child. Life brings Sudha and Anju to the same stage of life when they both become pregnant. Sudha feels immensely happy.

I am so delighted I could dance- remember the way we used to clasp hands up on the old terrace, and whirl and whirl until everything become a blur of light? I am delighted ... for us both ... I am going to be a mother too! Oh, Anju how I wish we could be together now! (*SMH* 213)

The news of Sudha's pregnancy gladdens the household of Mrs. Sanyal. After the pregnancy, Sudha's mother-in-law relieves her from house hold work. Now that Sudha is pregnant, she enjoys certain liberties. The entire family is jubilant over the news. But things take on a different frame, when the test establishes that Sudha will deliver a baby girl. Mrs. Sanyal declares that, the eldest child of the Sanyal family has to be male and hence Sudha has to undergo an abortion. Sudha is shocked but her husband Ramesh fails to come to her rescue. He is a decent man and a loving husband but in the presence of his mother "he is like a leaf in the gale" (*SMH* 197).

The attitude of Mrs. Sanyal and Ramesh's demeanor impels Sudha to leave her in-laws' home and proceed to her mother's home at Calcutta. Sudha is not willing to abort the foetus just because it is a female. Her mother Nalini also counsels her to yield to Mrs. Sanyal. As a Chatterjee woman she has no choices. The family reputation is more important. Sudha is an obedient daughter, a dutiful wife and a well-mannered daughter-in-law. But when the relationship between her and her daughter is challenged, she progresses from subordination to an emancipated mother. This emancipation is a deliverance from her Indian roots. As an Indian, she honors and admires all that is Indian, she feels subordinated in order to entertain and gratify the people around her and whom she encounters but becomes empowered when she has to confront and tackle the problem of her pregnancy and abortion. Sudha finds it hard to put a lid over:

The dormant and conflictual sense of an aching emptiness and a chiaroscuro of anger, sorrow and anxiety aimed at the societal norm that perpetuates female foeticide, and which propagates a belief that a woman achieves her purpose only with bringing a male progeny into the world. (Narula 59)

Moreover, through the characters of Sunil and Ramesh, Divakaruni portrays the difference between

eastern culture and western thought. Eastern society is so family oriented that you give up your individual desires for the good of the family. In the western society people are individualistic. They never do any compromises with their desires and if the family doesn't agree with them, they forget the family. True to the culture of America, Sunil remains detached from his parents, after a small misunderstanding with his father. He even settles the amount spent by his father for his education. On the contrary, Ramesh remains a good son to his mother. He is not bothered about Sudha when his mother compels Sudha to abort the girl child. He is attached to his family, and feels bonded to his mother and brothers than his wife.

Further, Nalini Ma, Sudha's mother, primarily comes across as a woman doubly handicapped in attitude, first by a patriarchal tradition, and second by the modern need for reinforcing identities. She does not hesitate to sacrifice her own daughter's happiness or even her granddaughter life, when it comes to saving face in her honor-conscious prestige and scandal obsessed society. The upholder of the family tradition, Pishi and Gouri Ma, come to the rescue of Sudha. Gouri Ma adjudges Sudha to be old enough to make her own decisions and Pishi consoles her that Sanyals have not realized the worth of Sudha. Sudha has a whole life in front of her and the life will be a success and that will leave the Sanyals gaping.

When Pishi pronounces it with such zest that Sudha's future offers scope for a happy life ahead, Sudha desires the women of the Chatterjee home to bless her to be like the *Rani of Jhansi*, the 'Queen of Swords'. She wants them to bless her thus:

Bless me that I have the courage to go into battle when necessary no matter how black the situation. Bless me that I may be able to fight for myself and my child, no matter where I am. (SMH 49)

Sudha's decision to get separated from Ramesh is not an Indian woman's way of life. Her behavior shows that a marriage bond will have meaning only if there is mutual love and respect. Otherwise it would be a mechanical existence. Sudha has successfully wriggled herself out of the stifling influences of tradition and has started to think about living her life for herself and her daughter. By identifying with this legendary Indian woman, *Rani of Jhansi*, Sudha is able to be brave, travelling alone in public in order to save her daughter. "I swat his hand away furiously and, kick at the ankles of a fat man blocking my path ... May be this is how *the Rani of Jhansi* felt the first time she went to war (SMH 243)".

Sudha's courage, her love for her daughter, and her success in reaching her family's house safely reaffirms her choice to leave her husband. When Anju

comes to know about Sudha's prospects, she expresses her wish in a letter that Sudha and her daughter should visit America. In her view, America has its own problems like the clash of values and different life style, but at least it will give Sudha the advantage of anonymity. In such a situation, Sudha can carve out a new life, earn her own living and provide her daughter everything that is necessary. Sudha, eventually, decides to leave for America on Anju's invitation.

Although Sudha's girlhood love proposes to her, he doesn't really want Sudha's child, so Sudha refuses him and eventually, decides to go to Anju in America. Anju, too, has marital difficulties. She loves Sunil, but imagines he is having affairs and is disturbed to find that he expects her to be grateful to him for marrying her.

Moreover, in order to meet Sudha in America, Anju has paid a heavy price. Anju loses her son who was named Prem before birth in a miscarriage. Anju toils extra hours to save money for Sudha's ticket. Sunil is not pleased about Anju's exertion. In spite of her pregnancy, Anju strains physically and that results in an abortion. Anju forfeits her son Prem for the sake of Sudha. In the hospital, Anju exclaims, "My baby, I killed him" (SMH 282). When Sudha speaks to Anju on the phone after Anju's miscarriage, Sudha reveals the story of Lord Krishna who helped his sister Draupadi in times of need and compares the lost child of Anju to be Lord Krishna in the symbol of a star in the sky thus leading Dayita to a bright future. This helps in reaffirming Anju's power and encouraging her to heal herself.

Despite all these bewilderments Anju is enthusiastic to welcome her sister of the heart, Sudha to the land of her choice.

This summarized progression from India to America might easily be understood as a stereotypical reification of cultural Boundaries where India manifests all the traditional Indian patriarchal restrictions under which Anju and Sudha suffer and where America promises possibilities not only for Anju, who can work, take classes, and wear jeans, but especially for the divorced Sudha who would, along with her child, face discrimination in India. (Subhasini 56)

Sudha is prepared to leave for America with Dayita. Nothing could dissuade Sudha or coerces her to feel apologetic or induce her to think over again about her resolution. Thus Sudha finds herself on her way to self-empowerment. She swears thus: "I will prove myself. I will be in charge of my fate. I will pattern a new life for myself I swat the superstitious uncase that buzzes in my ear like gnats" (SMH 273).

Once again, it's at a climatic juncture that Anju imparts to Sudha, the strength of a reckless decision, which encourages her to take on a "hard journey" (*SMH* 241), away from her in-law's house armed with a level of audacity to expunge the injustice of a marital tie that inhibits her individuality. Sudha personifies much like Anju, the portrait of women who want to forge a whole new future that is free of the compelling need to surrender to the creed of women's denigration. Sudha's unfaltering resolve, in this instance, matches Anju's ordinate will power, enabling her to nurture both her new-found independence and her baby girl from the wake of a divorce from her husband, and a denial for her ex-lover's attempt to come back into her life. Sudha's deft artistry in stitching a quilt with multiple colors, symbolizes her desire to weave the pattern of a new lease of life, which beckons her through Anju's offer to help her migrate to the US.

At the time of their journey, Sudha discloses the story of the 'Queen of Swords' in Dayita's ears. Sudha cannot ensure Dayita of a happy life ever after, because Sudha is unaware of the kind of life in America.

Despite the clouded fear of being an "alien" who can be a burden for her host family. Sudha feels invigorated with the prospect of anonymity and solidarity that life in America would bring to her. She affirms:

I am going for Anju, yes, and for Dayita, but most of all I am going for me. I am going with the knowledge that this will not be a fairy-tale journey, my winged steed leaping over all obstacles with unfailing ease, but I am going anyway. Do I want to return? And if I do return, will I be happy tying myself to a man's whim again, even if he is a good man? (*SMH* 316)

Through the various interactions of Sudha and Anju with their lovers, husbands and in-laws, Divakaruni often brings out the negative aspects of the traditional Indian society. As Anju grudgingly points out, this society wants its women to be nothing more than "good breeding stock" (*SMH* 98), while men are spineless jelly fish even as their yet to be born female infants face death at the hands of a cruel, uncompromising society that prefers boys. Divakaruni's writings do not stop at exposing the traditional Indian society for denying their women freedom, humanity, and the right to live.

However, Divakaruni has delineated both the western and eastern culture in the novel with its own evils and shortcomings. Freedom and riches in the west are often bought, particularly by the immigrant at the expense of the love and support provided by the extended family or the community. Hence the same Anju, who use to complain about the noise and lack of privacy in her mother's home back in India now ardently yearns for the

din and hustle in her desolate apartment in America. Indeed America provides "the advantage of anonymity". But it also adds the burden of responsibility and loneliness. No doubt America adds to the self confidence of the Indian male, endowing him with a certain light-heartedness and ease that allow him to trust his partner's vivacity and enterprise which comes in place of domesticity and docility. But America may also turn him into a reckless philanderer, as seen in the character of Sunil, Anju's Americanized husband.

Finally, Sudha arrives in America with her daughter, Dayita. Coming together, however, does not resolve the individual problems of Anju and Sudha. Sudha is aware of the fact that her presence in Anju's marriage will cause problems and unhappiness. Anju is clever, but she is less imaginative and is ready to sacrifice her relationship with Sunil to help Sudha find her own space in America. Thus, Anju and Sudha are reunited, sharing the joy of parenting Dayita who binds them together as they integrate their time tested bond with the renewed hope for a fulfilled future. The novel closes with Anju's thought:

We have formed a tableau, two women, their arms entwined, like lotus stalks smiling down at the baby between them. Two women who have travelled the vale of sorrow and the baby who will save them, who has saved them already. Madonna's with child ... for now the three of us stand unhurried, feeling the way we fit, skin on skin, into each other's lives. A rain-dampened sun struggles from the clouds to frame us in its hesitant holy light? (*SMH* 349)

Thus, the novel ends not with the celebration of assimilation but with the creation of a new identity and a new home. Sudha's and Anju's coming together, helps in recharging their energy to face life anew. Commenting on the ending of the novel, C.N. Eswari writes:

By synthesizing these two contradictory yet complementary characters, Divakaruni succeeds in presenting the new identity of the immigrant who validates the cultural part to reconstruct a meaning full present in the new world? (217)

Thus, Chitra Banerjee Divakaruni's novel *Sister of My Heart*, celebrates the tenuous bonds between women, tried and tested against the citadel of convention, the strife of being torn between two worlds, the traditional India and modernized west.

The relationship they enjoy becomes symptomatic of a hybridized sensibility as it bridges the gap between home and exile, subjectively and agency, domination and subjugation as well as exposes the slippages inherent to our construct of ethnicity, sexuality, and identity against the broader frame work of a

transcultural experience that gravitates between India and America. (Narula 52)

In the fiction of Divakaruni, connections between women consolidate the platform from which women struggle to find their identity. In *Sister of My Heart*, the relationship between Sudha and Anju builds up the space of interventions that enable both women to extricate themselves from meaningless relationships and rewrite their strategies of survivals. Hence *Sister of My Heart* is the microcosmic representation of the lives lived by women who are caught in the cross-roads of a cultural shift as they try to balance eastern culture with western thoughts.

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¹Plight of the Native the Mechanics of Imperialism in Achebe's things fall Apart and other approaches

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Abstract—Chinua Achebe is considered as a household name as far as African literature is concerned. He has shown his prowess in his critical essays, letters and short-stories. However it is the discipline of novels that took him to instant and everlasting fame. Particularly **THINGS FALL APART** and **NO LONGER AT EASE** are his masterpieces in which he portrayed a picture of African culture and showed his concerns on the policy of colonisation that drenched his nation into all sorts of trouble. This novel is still taught and remains as fresh as it was.

The purpose of the concerned paper was to reexplore the mechanics of imperialism on Igbo society. Alongside this, there was keen focus on the contemporary approaches to this novel. Several schools of thought were explored that led to a variety of ideas. Literary articles on all fronts by African and international scholars were helpful in widening the scope of research despite showing hints of conflict. Especially Said's work on post-colonial theory was of importance as well.

Keywords— African, Culture, Igbo, Imperialism, Post-colonial.

I. INTRODUCTION

²China³ Achebe (1938-2013) is considered as a canonical literary figure as far as African Anglophone writing is concerned. He is well known for his short stories

, poems and novels. Alongside these accomplishments, he has made huge strides in the field of literary criticism. His collection of literary essays entitled **LETTERS TO THE GREAT QUEEN** has won him great recognition among the literary circles. However, his novels have diverted more ⁴attention than other works, among which two of the novels namely **THINGS FALL APART (1959)** and **NO**

LONGER AT EASE (1960) stand out. Particularly **THINGS FALL APART (1958)** stands out as it is well known and well read all across the globe. It has helped Achebe attain canonical status due to the brilliance and literary genius portrayed in it. Biographical records show that Mr Achebe belonged to a Christian household as his father served as a missionary in the local church. which often is depicted in his works. As far as literary style is concerned, he was greatly influenced by Joyce Cary's **MR JOHNSON (1957)** which he had read in his early adulthood. We seem to observe this dilemma with all post colonial authors as their ideas are influenced by the West

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Chinua Achebe, *Things Fall Apart*, Heinmen, London, 1958.

Chinua Achebe, *No Longer At Ease*, Heinmen, New York, 1960²²

which may be the result of long years under colonial subjugation and Achebe is no exception. But it is evident that Achebe had Igbo roots embedded in his flesh and blood. Despite being influenced by Christian values, he was aggrieved to see his Igbo and Nigerian brethren suffer at the hands of Western colonial⁵ subjugation and this grievance has been displayed in his works⁶.

⁷**THINGS FALL APART(1958)** came on the literary circuit in 1958 which is actually four years prior to Nigeria's independence in 1962. The socio political and economic condition of the Nigerian people prompted Achebe to write such a masterpiece. If we take a closer look at the political scenario of the lower Niger, we observe a lot of agitation in the air as the locals finally woke up from their slumber and realized that their colonial masters were doing away with their resources and lands at the expense of their being and the Western promise of salvation was nothing but a cover on the Western imperial designs. The novel's plot is note worthy as it begins with Okonkwo's description as a gallant wrestler and revolves around the trials and tribulations of the hero. Achebe masterfully decorates his novel with the depiction and symbolism which are central to a comon rural setting. However, there is debate upon his style as mentioned earlier and scholars seem to find similarities between Cary's **MISTER JOHNSON(1956)** and **THINGS FALL APART(1958)**

The story and tragic chain of events seems identical as Achebe was influenced by Cary. However, Achebe maintains his distinct stature even in the midst of all this debate. This distinction and unique flavour incites attention and paves way for literary debates on all fronts in which the post colonial narrative stands out.

⁸As pointed out earlier, the novel sheds light upon the socio cultural and political fabric of a common rural society such as Umuofia. There is great emphasis on rituals and tradition which shall be elaborated later. The religious ontology is also one of the major points of focus as Mr Achebe prods out the religious faiths and beliefs of his community. Alongside these points the text also lays emphasis upon the role of fate, hereby discovering the pros and cons of tragedy If we compare Cary's **MASTER JOHNSON(1957)** to Achebe's **THINGS FALL APART(1958)**, two distinct things would pop up Infront of our eyes. The protagonists in both novels are designed upon the exact same principles and even the plot construction and conflict is developed upon the exact same principles. After seeing this unanimity, scholars do ponder upon the traits that make these two texts different from each. other, herein

comes the angle of post colonialism. One is to wear his post colonial glasses on and then see rhe texts. He soon detects the rival nature of the other and will tip the scales in favour of the African novel and would definitely sympathies with Achebe's protagonist and would condemn the other which is to be Cary's protagonist in this case. Similarly, the culture and tradition of a subjugated would also gain affection in comparison to the narrative of supremacy summing up this entire scheme of action and thought, one would have to ponder that even though the African Anglophone writing is deeply imprinted by the fabric of Western imperialism, it has its own distinct persona and raw texture and is filled with its free wild spirit which signals life. Now that we have mentioned the keyword **imperialism**, we shall now proceed to the real purpose of the research. The claim which we are making is of high steaks here and it shall require a great bit of effort to prove it and tilt the balance of power in our favor. This research claims to prod upon the working and mechanics of imperialism on a native community in Achebe's **THINGS FALL APART(1958)**. It also intends to focus its attention upon the plight of any subjugated community which in this case happens to be Umuofia. Along-with these concerns, it also shall shed light upon some other contemporary literary approaches and angles from which this text could be viewed. Before starting our discussion, there are some basic questions that storm the mind of our readers. One burning question which bothers the most is that does Achebe actually portray a just representation of his people through his work, does imperialism really eats up an entire community inside out, does imperialism serve any good to a native society, what are the mechanics on which it works and how can other literary approaches help in widening the scope of research and are they useful in any possible way? These and such other questions require prodding and excavation and a compiled answer would be given covering all these aspects of the research. In the next portion of the paper, we shall discuss the pros and cons of imperialism, its background, working and consequences of this philosophy withheld by the Western powers. Also the paper would focus at other concepts which prevail among the literary circles.

II. MAIN ARGUMENT

2.1. An Introduction to the Concept of Imperialism and its Development

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⁷Chinua Achebe, *Things Fall Apart*, Heinmen, London, 1958.

Cary, *Master Johnson*, 1957

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Before moving towards our discussion, we must brief our readers about the concept of imperialism and its historical development. Imperialism is a modern concept in international circles. A general definition of imperialism could be referred to as the formation of imperial dominion that spreads across international borders. In other words, it is a sophisticated form of colonization which involves the exploitation of an occupied state at the hands of the occupant state. It can be of various types such as cultural, political and economic. In cultural imperialism, the domineering states exploit the occupied state by tampering with the culture of the occupied state

They can also enforce their culture over the exploited state too. This is done through the mechanisms of propaganda and education. Propagating the domineering state's culture superior and reducing the traditions and values of the dominated state. This is done so meticulously that the unsuspecting masses cannot unmask the conspiracy behind it. Another form of implementing this kind of imperialism is through education

Education can be a deadly weapon if used with dexterity. Western powers have enforced their mode of education, thus defaming their opposition and molding the colonized masses in their way. This is why education is a deadly cork in the arsenal of the colonial powers. Let us now turn our attention towards the remaining two forms of imperialism i.e political and economic

Political imperialism works upon the same principles which could be observed in economic imperialism. Colonial powers may either mould the political views of the colonized through speech, media and propaganda or they can invade the land directly and use the political representation of that territory in their favor. The ideology behind this is really simple which involves splitting the masses into factions and solidifying their interests and agendas associated with the territory. This implementation is modified when we shed light on economic imperialism.

Economic imperialism is the most lethal form of imperialism as it completely drains out the colony of its resources which is a common practice even in this age of globalization.

Historical records can help us to understand the concept in depth and the audience can grasp the development of imperialism in depth. The European Renaissance towards the middle of the fifteenth century could be termed as the starting point of imperial doctrine. It was the Spanish who initiated these dirty tactics in the 1450s and towards the end of the century, they established their foothold in Latin America as they took the local market by the scruff of its

neck. They started to annihilate local identity and culture and crushed all opposition via brute force. They used all kinds of foulplay which could be associated with imperial powers. Exploitation and slavery were brought in the game as the Spanish made hay with the spoils

These tactics were later adopted by Italy, France, Britain and other European powers

The breaking point of imperialism could be jotted down with the development of the **nation state** in 1648. The national fervour promoted the feeling of superiority and xenophobia which led to the propagation of the colonial doctrine.

It⁹ is¹⁰ in the middle of the eighteenth and towards the close of the nineteenth century that the race for new markets escalated and went into overdrive. Britain under Queen Victoria took the lead as she swept away each and every territory in sight. Seeing this move, European powers in general and Germany in particular also decided to wash their hands in the Ganges. The colonial doctrine engulfed the nations in slavery as it devastated them on all fronts. The African context came on the scene in the 1880s as Europe set its eyes on the valuables of the continent. This struggle is touched upon in the African novel and writers like Achebe utilize this to full potential. Achebe in his **THINGS FALL APART (1958)** sheds light upon the mechanism of imperialism and its impact upon the African setting. We shall now turn the focus

of discussion to the heart and soul of the paper as we now observe the working of this theory on various sections of society in the novel.

It seems though that Achebe was deeply influenced by the historical background of African politics. In the 1880s, the Western scholars were intrigued in the myth of the **Dark Continent**. Africa had always been the focus of attention even before the European Renaissance in the mid fifteenth century

Muslim historians and cartographers portrayed a soft image of the continent in their records. It was this immense wealth of natural resources dominated by oil, gold, diamonds and uranium which caught the eye of the European block. The nineteenth century saw a sudden **rush** for Africa which resulted in the occupation of the continent and the exploitation of the resources thus enforcing the imperial doctrine and this was the main reason behind Achebe's writing of the novel. As mentioned earlier, imperialism is that virus which engulfs a community silently

⁹ Chinua Achebe, *Things Fall Apart*, Heinmen, London, 1958

¹⁰ Chinua Achebe, *Things Fall Apart*, Heinmen, London, 1958.

What initially seems to be development and prosperity turns out to be the exact opposite as the occupying force deletes the occupied state through sophisticated mechanism

In the next section, this mechanics of imperialism on the Igbo society in **THINGS FALL APART(1958)** shall be thoroughly examined with references to articles by some renowned African scholars.

2.2. The Mechanics of Imperialism

A¹¹scrutinized observation of Achebe's text reveals the makings of a traditional Igbo society whose foundations are laid on complex strands. Its customs and traditions are similar to what could be expected of any common rural society. The political and socioeconomic status quo is built upon respect and reverence which are common in our sub continental rural settings. The central character Okonkwo is portrayed as **the greatest wrestler(1958,1,1)** who had brought honour and glory by throwing Amalinze**The Cat** in the greatest of wrestling contests in history. Achebe educates his readers about the tradition of strength and valour by starting with such a description. His portrayal of the Igbo society and Umuofia as glorious and war loving nation is an indication towards the past and Okonkwo had represented his clan in war and had brought honour to his tribe. The drive for honour and titles is one common trait of such rural societies and for Achebe obtaining honour and glory for nations is a good thing which is iluded to throughout the text. The social fabric of such African tribes was based on these golden values which were diminished with the arrival of the **white**.

As mentioned earlier, the latter half of the nineteenth century was a defining moment.in history as the imperial powers realised the true potential which the African markets offered. This new found optimism led to what we know as **Rush For Africa**. It is really obvious that territories that are rich in natural resources often attract foreign interest and Africa was no different as the lands were split between the major players like Britain, France, Belgiumetc who ignited this fowl game of slave trade and master manipulation. Now these imperial powers were bent upon establishing an iron grip upon the native people and were exploiting the land under the cover of education and salvation which shall be examined later. The history of imperialism is the same whether in the sub-continental context or in the African context whichis under observation in Achebe's novel. We shall now examine the mechanism

and function of imperialism on three major sections of the Igbo society. eulture, trade/economy and political structure along with the social fabric and shall prod its impact upon an enslaved and colonised society.

2.2.1. The Working Of Imperialism On Igbo Culture

Culture is considered as one of the stepping stones that leads towards representing a nation state or a society in the world politics. It comprises of language, values and tradition

This amalgamation of components makes a society to stand out among fellow societies. However in the world of structuralist and post structure list thinking and criticism, culture is a loosely bound structure of signs and signifiers that represents a society in (Baumaned Bloom,2010). To understand this question of representation and identity, we must refer to an article by a scholar Nyame(ed Bloom,2010)entitled **ACHEBE WRITING CULTURE** in which this fact is highlighted. The article prods upon the structurality of Foucault while discussing culture. A close reading of the articles finds out references to Clifford and such like minded scholars who advocate this idea of representation and identity. Nyiame continues the article by stating that Achebe's Igbo society holds masculine values and is a masculine society. This is further enforced by the starting of the novel which states that

“Okonkwo was the greatest wrestler in the clan

He had brought glory for his tribe by winning the greatest wrestling contest in history when he threw Amalinze the Cat.:(Achebe 1958 1,1-4).

¹²The description of this opening line highlights the values of valour and strength, qualities which represent this culture as male dominant or masculine. Such examples of representation could be seen throughout the initial chapters and the feminine side has very little or no representation in the story at all. Amin (2018) also highlights this question of representation and cultural attitudes in his article entitled **REPRESENTING PRE COLONIAL AND POST COLONIAL IGBO SOCIETY**. There are references to Booker and such scholars who are stressing the working of representation and cultural views against the native society. Mr Rashid is of the opinion that like traditions and values that represent the native spositively,there are attitudes that represent western

¹¹Chinua Achebe,*Things Fall Apart,ch-1,(1-3)*,Heinmen,London,1958

KwuardwowaOsiNyiamne,*Achebe Writing Culture,Modern Critical Interpretations,Bloom,Yale University,2010.*

¹²Amin-ur-Rashid,*Reading Achebe'*

s Things Fall Apart A Post-Colonial Perspective,International Journal Of Literature,Linguistics And Translation,vol6, March 2018,

Edward Said,Culture And Imperialism,Chatto And Vindus,First Edition,1991.

Chinua Achebe,Things Fall Apart,Heinmen?London,1958,Ch-16.

lines and thoughts which hints at the Initial stages of working of imperialism on native culture.

To understand this domination of ideology over native culture, we will have to go towards the root of the problem. Western culture and attitudes work upon the basis of superiority complex and national xenophobia. Said(1991) highlights this troubled symbiotic between the two narratives in his famous book **CULTURE AND IMPERIALISM**. The first section of the book that discusses **OVERLAPPING HISTORIES**(1-3) gives us a fair idea about this conceptual development. There are references to Beckky Sharp and Eric Hosbo wthat informs the reader about this feeling of superiority among the West. Said (1991,1.3)quotes thatwith the passage of time, this feeling of supremacy continued to grow and Western scholars represented and shaped such xenophobes and imperial narratives through literature, thus promoting that sense of loss which was generated when Western powers gave up their prized possessions in the shape of Oriental colonies and pilling damages to their interests and democracies and the rise of revolutionaries forced the West to rethink their strategy of supporting decolonization.

Now lets turn our focus to how cultural imperialism works against a native culture. Here we see a traditional rural society who lives by tribal values of valour and strength and is united like a family

The initial strategies of the colonizer is based upon cracking this hierarchal foundation. They employ various tactics for this purpose among which rhetoric and religion are the most lethal of combinations. They send missionaries like **Mr Brown(13,1958)** which is alluded to in the text. Achebe highlights the fact that the arrival of the missionaries was the stepping stone in the process of colonization. It is in the second section that the preaching's of the English Christian mission start to take effect as members of the Umuofia clan start joining the new faith and the family structure is jolted as a result.

“The clan can no longer function like oneas many of our brothers have left us and have joined the religion of the white man.” Said Obierika.(Achebe 1958 16).

The preaching's of the sweet tongued missionary is an act of representation and ideology that lays a vicious assault on the Igbo society. The whites knew very well that a fragmented tribe cannot resist against their might and they pounced upon these faults. This was also used in the Indian subcontinent as the British were able to rupture the binding forces of native religion by their preaching.

¹³ Another effective mechanism of cultural imperialism is education and representation of ideas. The Commissioner's thinking of writing a full chapter on Okonkwo symbolizes that

embedded conceptions of Western supremacy. Also the title of his book *THE PASSIFICATION OF THE PRIMITIVE TRIBES OF LOWER NIGER*((Achebe 1958 21) highlights that basic educational regime which was used to rewamp the natives' thinking to eliminate resistance and establish a feeling of obedience. The introduction of western education and schooling was a tool that paid dividents in the colonies as the natives accepted western education easily. It derailed their values and social structure and they jumped in the realm of enslavement unknowingly. Okonkwo as a true patriot realises this but is weak and cannot do anything as his own son Nuoyiye has joined the flank of Christianity and has willingly given away his identity(Achebe,1958,17)

This process of cultural destruction is highlighted in the book **THE INVENTION OF TRADITION** by Eric(ed,Terrance 1983) in which he sheds light upon the parasitic nature of Western ideology and narrative on traditional culture. The combination of religious work and educational reforming breaks a society in a sophisticated manner and complete control is attained over the Igbo society in this case as a result of intellectual enslavement. Now we shall turn our attention towards the working of imperialism on the political status quo of the Igbo society.

2.2.2. The Mechanics Of Imperialism On Igbo Politics

Like culture, a political setup of amative society has its own distinction in the circles of hierarchy. Like each primitive society, the Igbo people follow a standard order of norms and Achebe points out the presence of a counsel of elders that were the kingmakers in the Umuofia tribe and across the nine villages. It could be said easily that the counsel functioned like a panchayat of the Indo Pak where politics and legislation was run by a group of experienced heads. It seems though that the knowledge of this hierarchy was prevalent among the villagers. Achebe highlights in the closing sections of chapter 8 that how a crime was dealt with and how justice prevailed among the clan.

Upon a close inspection of this mechanism of political imperialism upon a primitive society,one can easily see that there is a relation between both cultural and political imperialism. Perhaps an article byPatrick(ed Bloom,2010) entitled **PLIGHT OF A HERO**, could explain this cohesive nature of both ideologies. He is of the opinion that when a native society is culturally enslaved, its political will

¹³Eric Osborne, *The Invention Of Tradition*,ed Terrence Ranger,Cambridge University Press,1983Patrick C Noromele,

Plight Of A Hero,Modern Critical Interpretations, Harold Bloom,Yale University,2010.

flames out and it falls victims to the colonizers. He analysed that although Okonkwo stood for his tribe and wanted to continue the fight, he found no ally and perhaps he broke down after seeing his comrades aligning with the white and took his life. Therefore the cultural death of a society leads to a political one and all last ditch efforts go in vain.

It ¹⁴is essential to understand how the imperial ideology eats away a strong unit like Ummofia. As mentioned earlier, the preaching of Christianity paved way for the creation of a new sociopolitical order on native territory. Among the prevalent tools, the use of force is a common tactic for narrative building. We can see how William (1983) in his **THE PURSUIT OF POWER**, explains this functioning. He excavates the fact that the British were able to establish dominance over its colonies through military supremacy and force. The European imperialists followed this regime and as a result got hold over 85 percent of the covered land as colonies, protectorates and dominions by 1910.

Now let us see how Achebe highlights the working of imperialism over Igbo political order. Towards the close of Part two, we are introduced to reports of the first British settlement near the banks of the Niger River. The native leaders report that

“The white man has brought a strange religion and has brought a government.”(Achebe 1958 14)

This description shows that the British are finally staking a claim over native territory and have established their political structure for the very purpose. They gradually cut the Umuofia tribe by using rhetoric and propaganda and numb their fighting spirit to the point where they are forced to accept the humiliation of Okonkwo and other tribal chiefs. They try to set themselves free and plot against the messengers of the Court but are met by stern reprimand which states

“Who wants to kill the white man?”(Achebe 1958,19)

This is a clear indication that the imperial might has taken over and is not relenting at the moment. Perhaps this tactic was visible in the acquisition of India where the British mastered the art of force and dictation which strengthened their grip in the region by the end of 1850s.

Another tool which the imperialist regime utilizes is law and legal legislation. It is eminent after observing chapters 20 to 24 that the law of the imperialist lawmaker is

manipulating conditions in its favour and is now breaking the Ummofia tribe into bits as far as legal order is concerned. It continues to diminish the influence of the counsel and is now deciding matters according to the Victorian law and this is the height of political control over off shore colonies. We can understand this phenomenon in an article by Reichmaint (ed,Bloom,2010)entitled **UNDIGNIFIED DETAILS,THE COLONIAL SUBJECT**, which points to a historicland dispute which was set aside under Victorian law and the counsel's decision was overruled. This is an indication to a similar event in the novel where a land dispute was decided on similar terms. These dark realities hint at the grim working of political imperialism which is lethal for the survival of a primitive native society like Ummofia.

2.2.3. The Mechanics Of Imperialism On Igbo Economy

¹⁵This kind of imperialism is considered dangerous as it deprives a native society of its very last breathe. Like cultural and political imperialism, economic imperialism is interlinked with the two forms of imperialism discussed earlier. To describe its aggressive nature,one may safely say that the economic imperialism is at the centre of cultural and political imperialism. To further excavate its mechanics we would have to refer to historical record and literary documents.

It is towards the back end of the sixteenth century that the British managed to defeat its rival European imperialists like Spain,Netherlands,france etc. They took over colonies and established new markets in Latin America and India where they dominated the local market that provided spices,silk,cotton etc. Towards the eighteenth century, other European powers who although had been driven out of the game by the might of Britain tried their hand to regain lost markets but their efforts were foiled after both sides threw haymakers at each other. Towards the middle of the nineteenth century, it is observed that the British East India Company takes over India and establish their monopoly over native soil. Its in the 1880s when the quest for new markets and Britain's colonial drive turned attention towards African markets that had too much to offer. In 1884, after the publication of a pamphlet entitled **THE RUSH FOR AFRICA**, the entire European imperial doctrine shifted its focus towards the so-called **Dark Continent**. The imperial white came in Africa like sheep and engulfed the continent like wolves. All mighty players clung on to

¹⁴William Mcneil, *The Pursuit Of Power*, University Of Chicago,1982.

Chinua Achebe, *Things Fall Apart*, Heinmen,London,1958,ch15-16.

Revit Rechment, *Undignified Details The Colonial Subject,Modern Critical Interpretations*, Harold Blm, Yale University,2010.

¹⁵Edward Said, *Culture And Imperialism*, First Edition, □Chatto and Vindus,1991,ch1.3.

Chinua Achebe,*Things Fall Apart*,Heinmen,London,1958,ch18. Thomas Carlyle,*The Nigger Question*, ed Henry Duff,Cambridge University Press,1899,pp342-389

their share of the continent. The native land was colonised and a bloody game of exploitation started.

We again turn to Edward Said's (1991,1,5)documentation of Conrad's **Heart Of Darkness** in which Kurtz ivory enterprise flourishes at the cost of exploiting native soil which is a religious and cultural obligation of the white man known as **the white man's burden**. It is this literary representation of native Africans as **noble savages** which is a bone of contention among scholars. To be fair scholars like Carlyle and Ruskin were under the sway of popular narrative and they preferred working for the Victorian regime and it was their passion of patriotism for their motherland which gave way to such ideology. The basis of the economic imperial enterprise could be detected in Carlyle's (ed,Duff 1899) **Nigger Question** which states the prohibition to the native Caribbean people to own their land is clearly visible and there is a tendency that their right to rule is Divine and thus cannot be challenged. Therefore it is Carlyle who encourages slave trade which plagued the entire African continent towards the end of the nineteenth century.

So the phrase that raises eyebrows in Achebe's novel encircles throughout parts two and three

“the white man has brought a market and a government.:(Achebe,1958,18)

Such business enterprises also include the establishment of plantations that ensured Western control of the land

The native slaves worked under terrible conditions which is a heinous aspect of the colonial period. These imperial roots are encouraged by novelists like Dickens and Foster who glorify a cruel English business tycoon as a gentleman who performs the duty assigned by the state. Economic imperialism spread in Africa as the imperial powers took control of the mineral ores and gold and diamond reserves,creating an atmosphere of highway robbery. This sophisticated imperial doctrine is lethal because it hampers any resistance which may pose threat to Western interests in the region.

In this section, we discussed the mechanics of imperialism on Igbo society in detail and found satisfactory results that Achebe tried his best to educate his people about the great game which had been played in the name of salvation and religious,socio-cultural harmony. However, his efforts may seem futile as his Nigerian bretherins continue to suffer at the hands of Western players and we still observe the remains of past calamities in the region.

2.3. Other Contemporary Approaches to Things Fall Apart

It is real disconcerting to find out that the literary traditions in African Anglophone writing are limited to questions of nationalism and post colonial doctrine. The same could be established about Achebe's **THINGS FALL APART**(1958)which came towards the end of the 1950s which is also known as the era of decolonization. The Second World War tolled innumerable damages in Europe as far as life and property is concerned. Perhaps this devastation provided an opportunity as the colonies began to embrace independence. Perhaps this tragic experience of subjugation could be the reason that prompted this flooding of nationalist and post colonial response. As a result, a sort of humanity surrounds such texts and they lose their unique flavor and texture. Over a period of time, **THINGS FALL APART** has continued to gain attention among literary circles and has initiated several responses. In this section of the paper,we shall prod upon the prevalent literary approaches to the novel. Among these approaches, the nationalist, universal and feminist approaches would be crucial for our discussion. The Marxist approach will not be touched upon as the text does not implied to the approach and very little or no work has been done in this regard. Let us begin by discussing the nationalist approach as it is the popular mode of expression to this kind of genre.

2.3.1 The Nationalist Approach

¹⁶One of the most popular and much talked about approaches to Achebe's novel is the **Nationalist Approach**. It is understood that Achebe's text is post colonial as far as the question of its nature is concerned. One can simply say that nationalist movements and literary approaches are a bi-product of the post colonial era. As the colonial era ended and new states started emerging, the literary circles out of pure national fervour wished to recover native literature in its original form with all its purity and nationality intact and this question of recovering the pure could also be observed in the African context. Herein,we shall see how the nationalist approach reacts to an author with a colonial past and is writing in the language of the colooiser which happens to be English in Achebe's case. Along with these debates the voice of the other side and particularly Achebe would also be the focus of our discussion

If excavated carefully, the African nationalist movements on a lterary context, the wave of Marxism was sweeping the continent in the 1960s and therefore these authors and critics wished to recover a true African literature,thus not attending Achebe's **THINGS FALL APART** with the kind of response the author would had

¹⁶ObiajunwaWali,The Dead End Of African Literature,Transition,vol13,1963.

Chinua Achebe,On African Writer And The English Language,Morning Yet,CantanDuo,vol55,1975

hoped for. They took a typical hardiners' position and criticised Achebe for his use of the English language. Among these hard-lined critics were Obenseileu(1962) and ObiajunwaWali are cordial figures. It wasWali(1963)in particular who in his essay, THE DEAD END OF AFRICAN LITERATURE raised this question of lack of representation of the African languages as far as literary master pieces are concerned. He was of the opinion that the modern African writers have modelled themselves on European methods and tradition and called this practice a mere parroting of the clitches of Western criticism. He also complained that despite the introduction of native languages like Yoruba in universities,the practice of using the English language is denting all such practices and such programmes would not have any future as the African authors do not consider their languages fit for any substantial work rather than a few proverbs and short stories.

Towards the middle of the 1969s,this question of pure and authentic African literature enticed heated debate as Wali and his nationalist school was responded by fellow critics in the continent. One such name is South African critic and writer Richard Rive (1964)who explicitly dismisses the idea of an authentic and pure African literature displaying uniqueness in its essence and experience. He asserts that such an endeavor is denying the varied social and cultural differences in the African experience. According to him the search for a pure African literature which shows uniqueness in its essence is impossible given the cultural hybridity through which the continent has gone through. Here Achebe (1975)also steps in the debate and in his essay **ENGLISH AND THE AFRICAN AUTHOR** stresses upon the achievements of the Mackerere Confrence stating that the conference failed to reach to a consensus upon the question of a truly African literature and in his later works, he stresses upon the need to mould the English language according to the needs of African expression or else the African community would lose any sort of representation it is claiming to

Perhaps the rigidity and hard-line attitude might be the reason why this approach fails to express itself openly and limits the scope of research on this novel.

2.3.2 . The Universalist Approach

Perhaps a close minded approach is not ideal to understand Achebe's work in its full capacity,therefore scholars suggest a universal or humanist approach to read the great African novel. It covers all aspects such as native culture,society and human individualism and provides a

comprehensive analysis regarding the characterization and events in the story. For the sake of ease, we have divided it into three sections which shall be touched upon briefly in our discussion. These are as follow;

2.3.2.1. Anthropologist Approach

¹⁷This approach deals with the cultural analysis of Achebe's work. There is a concern among critics that Achebe, in his writing has taken a hard-line nationalist response and sometimes lean towards racism. Shelton(,1964) in his essay **THE OFFENDED CHI** highlights this problem complaining that Achebe is being racist and makes a vainglorious attempt in his work but at some places hints at the truth that the demise of his characters is a result of his own individualistic flaws and exonerates the white man of his crimes.

However, Shelton's claim lacks substance as there are observations that cultural influences also shape the course of history and Okonkwo's demise is not totally a result of individualism but influenced by outside events.

We must consider Margrette(1968)s observation here who brings the question of cultural invasion and states that Okonkwo is destroyed by a combination of extreme individualism and outside factors

His inability to accept gentleness was a result of cultural and social environment and the Igbo traditional structure in all its close-structuredness and rigidity was responsible for the demise of the hero and the Igbo tribe of Ummofia. There might be a disagreement with Laurence's idea but her approach in someway rescues Achebe and removes the charges of racism and nationalism laid by the Western critics like Shelton. The cultural analysis has its lacking therefore we shift our focus towards the humanistic aspects of Universalism.

2.3.2.2. Universalism As Humanism

One important aspect of this approach is the angle of humanism which opens up different avenues of argument. The central character Okonkwo is the centre of attention as all assessment is based on the individualistic properties but there are people like John Povey who stress upon methods of close reading and by referring toLewis'(1948)s **THE GREAT TRADITION**. This emphasis on the Leva site method is clely visible as Povey(1955)and other like-minded critics emphasize upon organic unity and other concepts that lead towards universalizing humanism. Also,critics like Larson (1971)complain about the lack of dialogue in the novel that weakens Achebe's characterization but to Achebe's

¹⁷Austin Shelton,The Offended Chi In Ache's Novels,Transition,vol13,1964p333
MargretteLauren,Long Drums And Canons,African Dramatists And Novelists,Macmilan,1968pp105-106
Fr Lewis,The Great Tradition,Chatto and Vindus,1948.

John Povey,How Do You Make A Course In African Literature,Transition,vol18,p43,1955
Charles Larson,The Emergence Of The African Novel,Bloppinton,Indiana University Press,1971

defense, it must be understood that his work is a result of situational fiction. Achebe does not take kindly to this universalizing of his work by such scholars and demands the banning of the term universalism in one of his essays. Therefore there are limitations with this school of thought as well.

2.3.3 Universalism And Neo-Aristotelianism

This is another concept that incites call for developing an effective African literary tradition that makes allowance for linguistic constructs and adapts a flexible approach to literature. Among the prominent figures were Irele (1971) and ¹⁸Izenbve [1975] who point out the dilemma of discouraging second-rate works and excavating a mode of criticism which is able to carry the weight of the African tradition on its shoulders. The adoption of a sympathetic approach has also been deemed essential in this regard. This leads to a post-structuralist reading but the national character must be kept intact.

¹⁹ Then there is another group of scholars that belong to the Aristotelian School Of Tragedy that maintains their argument upon the rules of Aristotelian tragedy. Critics like Echerou (1975) and Emenyumo (1971) consider Okonkwo a fit subject for tragedy whose actions are directed by a tragic flaw of failure to accept gentleness and Irele (1973) also sides with this idea in his essay **THE TRAGIC CONFLICT IN CHINUA ACHEBE'S NOVELS**. He highlights the fact that fate also plays its role as Okonkwo is exiled after accidentally shooting his kinsman. The play of irony is at its prime as the hero falls due to opposition by his son Nuwoyie upon whom Okonkwo placed his hopes. Thus we can say that this approach covers all questions of concerned comprehensively analyses the dimensions of characterization and structure of the novel.

III. FEMINIST APPROACH

The question of gender and its politics has always been a core issue in African literature. We have discussed earlier that the Igbo culture is masculine in nature but the role of feminine characters cannot be ignored and thus lead to the study of the novel on feminist grounds. Particularly, the characters of Echeife and Ezinmare require appreciation

and the role of Chiello, the priestess is influential in shaping the religion of Ummofia. However these characters are not represented to their true potential. This lack of representation is raised by Florence (1981) who points out at these feminine characters and states that the author has not done justice with these characters but one may say that the traditional outlook of the Igbo society could be held responsible as depicted by Dr Linda (2011) in her essay entitled **READING AS A WOMAN, A STUDY OF THINGS FALL APART**. Generally speaking, things don't fall apart for the Ummofian women as their state remains the same. This is a genuine concern upon which the entire feminist approach stands. The women were in a state of minority and weakness before the colonial invasion and their date remains constant even after the colonial invasion. This approach is commendable thus for raising the concern on the weakness and lack of representation which surrounds the feminine gender and provides an avenue of discussion.

IV. CONCLUSION

It is evident that Achebe's work has remained under European influence from the beginning. The stylistic attributes of Yeats, Joyce Cary and Conrad are visible in all his work and **THINGS FALL APART** is no exception on this regard. In this paper, we tried to understand the mechanics of western imperialism on a native African society and tried to excavate the deadly nature and lethal weapons of imperial powers. The socio-cultural, political and economic subjugation of an African society depicted in this novel was the centre of discussion. We also shed light upon the popular approaches to the novel. To *Abijola Irele* sum it up Achebe enjoys a canonical status in African and World literature. Despite various concerns and Western influences, it could be established that Achebe tried to educate his people about the atrocities of the colonial past and had justly represented his community on the literary map. Denying these efforts on any grounds would be injustice to his potential and contributions made in literature

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¹⁹ Abijola Irele, *Modern Criticism On African Literature*, ed Christopher Hangield's Perspectives In African Literature, Heinmen, London, 1971
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The Banalization of Mental Disorders and its Relationship with the Improper Judicial Sentence of Individuals in the Prison System

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Abstract— *Analysis of the prison population with mental disorders and court decisions. It analyzes the stereotypes that guide the scope of mental health, especially with regard to individuals in the Brazilian prison system. It aims to verify the social disbelief about the effectiveness of psychic health treatments as a driver for the occurrence of sentences that transgress the non-imputability of people with mental disorders; investigate the decision of judicial authorities in requesting the imprisonment of subjects with mental disorders instead of plausible psychiatric hospitalization; investigate the performance of interventions within prisons to adapt the environment to those sentenced with mental disorders; address the incoherent incarceration of mentally impaired individuals associated with the occurrence of overcrowding in prisons; report the damage to social reinsertion of the impertinent court decision of people with mental disorders. The methodology consisted of bibliographical research and published articles, books, legislation and other documents related to the theme were used. Thus, based on these parameters, the violation of fundamental rights of individuals with mental disorders was observed as a result of the lack of measures to adapt the prison environment to their specific needs, contributing to the destabilization of the prison system and hindering resocialization. It concludes with the defense of a perceptible urgency concerning social actions with a focus on the importance of treatments that are attentive to individual subjectivities in order to attenuate the trivialization of this situation.*

Keywords— *mental disorders, judicial decision, prison system.*

I. INTRODUCTION

Today's society is marked by a closer look at the specifics of man, but it still shows great challenges related to this. In this sense, this research aims to examine the relationship between the existence of stereotypes about the need for therapeutic treatments for mental disorders and

court decisions that violate the appropriate sanction to individuals according to the psychic health framework. Thus, the possible negligence of the role of justice that judges should have under the law is analyzed, noting the interference that the arrest of subjects without proper examination of the situation by the judiciary authorities

affects the principles of equity and dignity present in the psychological ethics and Brazilian legal rules.

Discussing court decisions through the social view of mental disorders is relevant due to the trivialization of treatments for mental disorders and its relationship with the improper judicial sentence of individuals in the prison system. In this sense, “Accepted by Brazilian doctrine and jurisprudence, the fair process, however, is far from corresponding to an effective reality in the country's criminal procedural system, as will be seen notably regarding the treatment of defendants with psychiatric problems.” (OLIVEIRA; GEMAQUE, 2021, no page).

Nowadays in Brazil there is a need to debate judicial decisions through the social view of mental disorders. From this perspective, there is, in the practice of the country's legal system, a trivialization of the treatments for mental disorders, considering inappropriate and negligent judicial sentences towards individuals in the prison system. In this sense, there are failures in the Judiciary itself in safeguarding fundamental rights and guarantees guaranteed by the Brazilian Magna Carta (BRASIL, 1988).

Regarding the theme, the research problem was: What extent is the existence of stereotypes linked to measures to minimize mental disorders related to court decisions that violate the appropriate sanction for individuals? Wherefore, the general objective based on verification of social disbelief about the psychic health treatments effectiveness as a driver for the occurrence of sentences that transgress the inability to blame for people with mental disorders.

Proportionately, the specific objectives correspond to: a) Investigate the judicial authorities' decision in requesting the imprisonment of subjects with mental disorders to the plausible alternative of psychiatric hospitalization; b) Investigate the performance of interventions within prisons to adapt the environment to those sentenced with mental disorders; c) Addressing the incoherent incarceration of mentally impaired individuals associated with the occurrence of overcrowding in prisons; d) Report the damage to social reinsertion of the impertinent court sentence of people with mental disorders.

In the research, it was intended to verify the negative consequences for subjects with mental disorders imprisoned incoherently and, in this regard, in addition to inadequate prison can become traumatic and increase the recurrence of crimes, the chances of worsening psychological instability reveal a situation in which the individual reintegration into society is only made difficult. Thereby, understanding the prejudices that influence

inappropriate judicial decisions is essential for the development of this work, as well as to avoid the occurrence of further impacts such as these on society.

The methodology understood the bibliographic research apprehended as one whose “[...] main sources for conducting the research are bibliographic (books, book chapters, scientific articles) [...]” (MAZUCATO, 2018, p. 46). Articles, books, legislation, magazines and other documents related to the theme were used.

The bibliographical research is based on the works of Negrelli (2006), Sequeira (2006), Damas (2011), Sousa (2019), Fiorelli and Mangini (2020), among others. The sections that make up the article are: Court decisions and the arrest of people with mental disorders; intervention measures in prisons for mentally challenged individuals; incarceration of people with mental disorders and prison overcrowding; unfair court sentences and its impacts on the social reintegration of prisoners; and the last considerations.

II. JUDICIAL DECISIONS AND THE PRISON OF SUBJECTS WITH MENTAL DISORDERS

They aim to cover the population in general, the written laws have as a parameter the common human being of a certain time or social context. From this perspective, “[...] in cases of people with some type of mental suffering, the intensity and quality of the disorder must be assessed, in order to assess the possibility or not of making it responsible”. (FIORELLI; MANGINI, 2020, p. 162). Thus, there is a need to adapt judicial decisions to ensure the effectiveness of rights and sanctions related to criminals with mental disorders.

Depending on the social context, it appears that the presence of prejudice in society associated with the essentiality of psychiatric treatment for mentally impaired individuals enables the formation of a situation in which “Data from the National Council of Justice (CNJ) reveal that hundreds of prisoners with mental problems they are in prison when they should be in psychiatric treatment, inpatient or outpatient treatment”. (OLIVEIRA; GEMAQUE, 2021, no page).

Furthermore, the State in the condition of protecting the social organism, has failed, mainly, regarding the occurrence of transgressive sentences against the non-accountability of people with mental disorders, leaving society vulnerable to various social pathologies. Firstly, requirements that can ensure health in a broad way must be guaranteed.

It is not by chance that Fiorelli and Mangini (2020, p. 163) state:

People with psychological distress who have committed criminal offenses, in the event of a psychological disorder preventing discernment of the act committed, will be responsible for determining, in light of this understanding, instead of the penalty, a security measure in the modality of hospitalization or treatment. It occurs in some psychoses that can lead the individual to commit a crime, without having an understanding of the act caused (for example, the memory gaps in twilight states).

With regard to the judicialization of the social issue, it is understood by the transfer of responsibility from the Executive to the Judiciary regarding the guarantee of social rights, in the interdiction process, causing the deprivation of the interdict with regard to the enjoyment of civil and political rights. In this bias, in contemporary Brazil, we can see the configuration of reckless practices in dealing with those who experience the most diverse specific mental disorders (IAMAMOTO, 2008; NETTO, 2010).

About civil interdiction, it is understood:

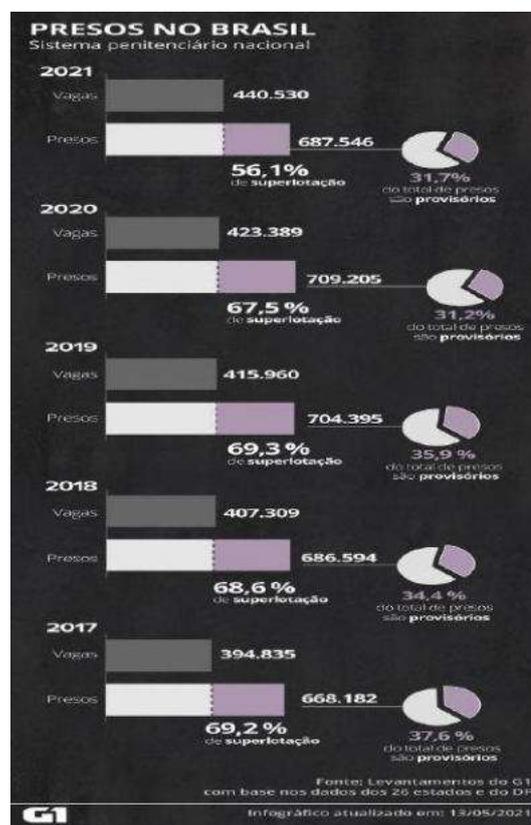
[...] as a judicial measure that promotes the protection of people with mental disorders, as they do not have the autonomy to exercise civil life acts and, consequently, need the help of third parties for their needs, from all orders, are heeded. The curator, appointed by the judge based on criteria established by the Civil Code, is expected to exercise his functions with zeal, with a view to guaranteeing the satisfactory material and psychosocial reproduction of his trustee. (BARISON; GONÇALVES, 2016, p. 53).

However, in view of the reality of the country, there is negligence regarding the legal treatment of these special cases and, after such sentence, there is a violation of fundamental rights, such as health, as Brazilian prisoners are at margin of Sistema Único de Saúde¹ (SUS), as the hospitals and services of these penitentiary areas do

not have their expenses covered by the SUS, being defrayed by the penitentiary system's needy funds (DAMAS, 2011).

III. INTERVENTIVE MEASURES IN PRISONS FOR MENTALLY IMPAIRED INDIVIDUALS

Contemporary Brazil reaches the epicenter of a social and political crisis. In this sense, the negligence of the Executive Power regarding the promotion of measures that have the objective of significantly reducing the overcrowding rates of the prison system, reveals the cruel face of the reality of Brazilian prisons with unhealthy structures and that reached the mark of 682,000 people in the prison all over the country, with a total of 241,000 people above the system's capacity (WITH overcrowded prison system [...], 2021), according to the infographic on the G1 news portal (Figure 1).



Picture 1 – Prisoners in Brasil

Source: With overcrowded prison system [...] (2021).

Photo: Élcio Horiuchi (2017).

Structural factors, such as insufficiency, overload and unhealthy cells, create a harmful environment for individuals in prison, with the proliferation of epidemics and the spread of diseases. In addition to these, there is

¹ Unified Health System.

also the precarious diet of inmates, indiscriminate use of drugs, and the need for hygiene, which affect the individual entering prison due to some type of disease. With regard to medical-hospital treatment, this does not exist in prisons. When there is a need for transfer to hospital detainees need an escort by the Military Police which, in most cases, is not available. Moreover, in addition to this dependence on the escort of the Military Police, prisoners also depend on the availability of places in public hospitals, which are not always free to receive these patients.

In view of this serious scenario, we are aware of the fact that Brazilian prisons are marked by a mixture of structural and procedural shortages, which directly affect the synthesized results regarding the much-desired inmates' resocialization and their health. In this bias of needs, investigations currently admit that prisoners have higher percentages of mental disorders when compared to society in general (CONSTANTINO; ASSIS; PINTO, 2016).

The problem of this serious situation directly affects the growth of people in prison with psychiatric problems in the Brazilian prison system. The Union's Public Defender's Office conducted a study in 2017 on mental health in federal prisoners and found a significant increase in cases of suicide attempts in these individuals who already suffered some type of psychiatric problem: 12% have resorted to suicide and 60% suffer from some psychic damage. In this study by the Defender's Office, it is noteworthy that it was taken into account that such prisoners were subjected to constant isolation rules, serving the sentence away from their families and the lack of specific medical treatment for which disorder they were suffering and no intervention in prisons to adapt this environment towards these individuals (OLIVEIRA; GEMAQUE, 2021).

References from the assistant judge of the Presidency of the National Council of Justice (CNJ) Douglas de Melo Martins, coordinator of the Department of Monitoring and Inspection of the Prison System and of the System for the Execution of Socio-Educational Measures (DMF), in 2013 demonstrate the range of prisoners with mental disorders in prisons with unhealthy and overcrowded cells, while these people study being in psychiatric treatment, outpatient treatment or inpatient treatment. This reality denounces a lack of interventions with the objective of enabling the execution of the sentence, pertaining to psychiatric problems, within these prisons. In addition, she also accuses of non-compliance with Resolution n° 35 of the body that provides for the rules to be analyzed by the country's Judiciary Branch with

regard to the treatment of judicial patients and the execution of security measures. In this sense, when updating the agency's guidelines after the publication of Law n° 10,216 / 2001, an anti-asylum policy was instituted, but this was not evidenced in practice, according to the assistant judge of the CNJ presidency (Agência CNJ de Notícias, 2013).

A cause that can explain this need for interventions in such specific areas, also pointed out by the representative of the CNJ, is the Brazilian penal legislation interpretation, which is linked to compliance with security measures for the prison system. For the magistrate, it lacks an evaluative aspect of the law when it comes to individuals who suffer from some mental problem, in what concerns mainly, the taking of a sentence.

Likewise, the magistrate also draws attention to the problem of resistance found in the public health network. Since, according to this CNJ representative, Sistema Único de Saúde (SUS) uses as an argument an alleged danger to refuse to take in these people. Therefore, according to the aforementioned magistrate, most of the time they remain in prison in prisons without any specific treatment.

IV. PEOPLE'S INCARRIAGE WITH PSYCHIC DISORDERS AND PRISON OVERCROWDING

According to the authors Fiorelli and Mangini (2020, p. 335): "The risk when evaluating the impact of a penalty is to do it from the perspective of a relatively well-established society, for which the dimension of the penalty seems substantial, forgetting realize that there is a marginalized society, without rights and expectations". It is possible to prove this fateful reality, since the percentage of provisional prisoners (without trial) corresponds to 31.9% of the total, according to the G1 news portal (SILVA; GRANDIM; CAESAR; REIS, 2021). Ergo, the analysis of the incarceration of people with mental disorders is of substantial relevance, since several criminal behaviors can be performed due to a mental disorder.

In this perspective, Fiorelli and Mangini (2020, p. 163) highlight that:

[...] with the advent of Law No. 10.216/01, which deals with psychiatric reform and redirects the care model in mental health, the penal institutions destined to carry out such intervention would also be the so-called judicial asylums, or Hospitais de Custódia e Tratamento

Psiquiátrico² (HCTP), obliged to discharge their patients, referring them to public services, preferably constituted in the extra-hospital network, such as the CAPS (Centros de Atenção 3.4 Psicossocial³).

However, in relation to the incarceration of mentally debilitated individuals, it is possible to notice that there is a distortion of this recommendation, in view of the aforementioned data. It appears, therefore, that the multidisciplinary action is violated, causing the elements related to subjectivity to get lost in the midst of procedural rites. Thus, instead of individuals who commit acts of psychotic delinquency being referred to Psychosocial Care Centers, they add up to the prison population in penitentiaries, which according to G1 are 54.9% above capacity (SILVA; GRANDIM; CAESAR; REIS, 2021).

Under this panorama, it is important to highlight that:

The number of individuals with mental illnesses who are involved in the criminal justice system is increasingly on the rise. Studies have found incidences of 10 to 15% for severe mental illness among prisoners compared to an incidence of 2% in the general population. (SILVA; ROSA; AMBONI; MINA; COMIM; QUEVEDO, 2011, p. 74).

In view of this, it appears that the lack of adequate psychological assistance to offenders who commit crimes committed as a result of a mental disorder, directly contributes to the population growth in penitentiaries, therefore, it is worth highlight that:

In the United States, as of mid-2005, more than half of all prison inmates had mental health problems, including 705,600 inmates in state prisons, 78,800 in federal prisons, and 479,900 in local jails. These estimates represented 56% of state prisoners, 45% of federal prisoners, and 64% of inmates in local jails (9). Several reasons were cited for this phenomenon. These include lack of access to adequate treatment for people with mental illness in the community, limited bed availability

in psychiatric hospitals, interactions between people with severe mental illness and law enforcement, and more formal and strict criteria for civil engagement. (SILVA; ROSA; AMBONI; MINA; COMIM; QUEVEDO, 2011, p. 73).

At the same time, it is observed that the overcrowding of the prison system can impact the mental health of the prisoner, generating risk factors in the prison population. According to Gomes and Molina (apud FIORELLI; MANGINI, 2020, p. 334):

[...] the penalty may be essential, however, ..., it stigmatizes the offender, triggers his 'criminal career', consolidating his 'deviant' status and fatally fulfills the always pessimistic social expectations regarding future behavior of the ex-punished (*self-fulfilling-prophesy*).

Thereby, the inclusion of individuals with mental disorders in the outdated penitentiary system causes alarming consequences for the entire society. The shortage of spaces and, consequently, the overcrowding “[...] which is accompanied by mistreatment and violence among prisoners, in some cases with total loss of control by the State – added to the growing violence throughout the national territory it can lead to a strangulation of the system [...]” (FREITAS, 2012, no page).

Thus, the lack of psychosocial assistance added to the aggravating unhealthy conditions in the penitentiaries, they appear as decisive factors for the improper judicial decision of mentally debilitated individuals in the prison system. It is evident, therefore, the need for interventional actions to resolve this issue. Therefore, it is emphasized that:

In the prison setting, including early intervention and treatment, post-release follow-up to divert mentally ill offenders away from substance use, and support their return to the community are goals that can help reduce these rates seen in many countries. In the community setting, active case management, including access to inpatient beds and coordination between mental health services and other agencies, is critical to continuing care for patients at risk of violence in the community. Recommendations to reduce

² Hospitals for Custody and Psychiatric Treatment.

³ Psychosocial Care Centers.

criminalization through greater coordination between police and mental health professionals, increase training for mental health workers and police, improve post-prison mental health services, and develop effective community treatments for criminals with mental illnesses. (SILVA; ROSA; AMBONI; MINA; COMIM; QUEVEDO, 2011, p. 74).

It is reported the need for actions to reintegrate prisoners into society, especially those with mental disorders, when providing psychological support, guaranteed by public policies.

V. UNEQUAL JUDGMENT SENTENCE AND ITS IMPACTS ON THE SOCIAL PRISONERS' REINSERTION

When referring to the issue of social reintegration of common prisoners, there are major obstacles to their integration, as it can be seen that:

Prison is a human dump, a horror place, of total invisibility, a place of annihilation of man, of imprisonment of being. Inhuman conditions, or, as the prisoners teach me, a place where you don't sleep peacefully, where no one trusts anyone, nor is anyone guaranteed who will be alive tomorrow, a place outside the law. In the name of the law and an alleged penal treatment, we find men abandoned, in groups, excluded, without a place, although included by the law. One observation is inevitable: non-place kills a man alive. (SEQUEIRA, 2006, p. 668).

In this sense, it is observed that, if a mentally healthy individual before becoming imprisoned has their social rehabilitation hampered by the current prison system, subjects who are unfairly sentenced are much more affected. In this regard, "[...] it is common for a delinquent, after having been subjected to unfair or excessive punishment, to justify his act. That is, he defends himself from unfair treatment in prison, and decides to 'cash' and get revenge when he has the opportunity, becoming a real criminal". (DAMAS, 2011, p. 50).

At the same time, it is noted that subjectivity needs to be taken into account in criminal treatment, since it is essential for the repair of the offender, and there

should be an appreciation of the seriousness of the examinations that indicate the causes of their criminal attitudes, respecting the non-imputability of the mentally debilitated when applicable (SOUSA, 2019). In this way, the court decision that does not prioritize the need for specific recovery of people with mental disorders formulates a situation that makes them susceptible to the worsening of the previous clinical condition that collaborated to commit a certain crime, constituting an object contrary to basic psychic recovery, which is the right of every human being (SANTA RITA, 2006).

Linearly, it can be noted, together with the worsening of psychiatric problems, the significant increase in the frequency of suicides among prisoners with poor mental health. In this bias, it appears that:

[...] Although prison is a form of punishment for the crime committed, it also acts as a filter for social problems and shelters groups that present high degrees of deprivation, configuring the final social exclusion. One of the factors identified as a cause for the growing number of suicides in the prison environment is the high rate of mental illnesses observed in the incarcerated population. As an explanation for this fact, the beginning of the deinstitutionalization process of psychiatric hospitals has been mentioned, with the consequent criminalization of mental illness. (NEGRELI, 2006, p. 40-41).

At the same time, the growth of these problems related to mental health is not only fueled by the hostility of the prison environment itself, but also by the neglect of the social bonds imposed by the restrictive measures. In this way, it must pay attention to the study presented by the Public Defender of the Union, in which it was pointed out that federal prisoners marked by regular isolation rules in federal prisons and by the prohibition of serving their sentence close to family members are related to an alarming increase in cases suicide attempts and psychiatric problems (OLIVEIRA; GEMAQUE, 2021).

Furthermore, in addition to the damage caused to the psychological and emotional relationship of incarcerated individuals with mental disorders, there are challenges to their employment in decent jobs and consequently to their appropriate social rehabilitation. In this conception, there is discrimination by employers in society in general, who do not even consider the possibility

of having in their establishments an employee who has already been a prisoner (GASPARIN, 2010).

Therefore, given the prejudice that contributes to the discrimination of prisoners with mental disorders due to negligent decisions by judges and the marginalization by society in general, the integrative role of education is highlighted to mitigate this problem by raising awareness of the basic needs of these excluded from society. Thus, it is noteworthy that:

[...] the precariousness of assistance to the prisoner and also to victims and ex-convicts, also linked to the chronic lack of resources of all kinds for the penitentiary system as a whole, in addition to non-compliance with the progression of the regime, they are making the application of the law of criminal executions unfeasible, causing the system to have to amortize these difficulties, having to seek an escape from all this. It is within this framework that education assumes a preponderant role in the process, whether as a process of social awareness or as a mechanism of alienation, the school, and, therefore, education becomes one of the greatest lifelines of and in the system. (GARUTTI; OLIVEIRA, 2012, p. 29).

In this sense, prisoner reintegration actions need to be supported by educational policies that are effectively implemented with a view to alleviating social discrimination responsible for inappropriate prison conditions and social treatment that prevent the correct recovery of people with impaired mental health to life in society.

VI. LAST CONSIDERATIONS

The research was concerned with addressing aspects related to court decisions that do not take into account the need for specific treatment of people with mental disorders, while seeking to understand the context that supports it, as well as the damage to the prison system as a whole and to the social rehabilitation of individuals. In this regard, the importance of developing measures that make sanctions more appropriate to the situation of each offender and facilitate the dignification of their reintegration into society was highlighted.

For the development of the research, the problematic was: What extent is the existence of stereotypes linked to measures to minimize mental disorders related to court decisions that violate the appropriate sanction for individuals?

The general objective was related to verifying the social disbelief about the effectiveness of psychic health treatments as a driver for the occurrence of sentences that transgress the non-imputability of people with mental disorders, and the specific ones: Investigate the judicial authorities' decision in requesting the imprisonment of subjects with mental disorders instead of plausible psychiatric hospitalization; Investigate the performance of interventions within prisons to adapt the environment to those sentenced with mental disorders; Address the incoherent incarceration of mentally impaired individuals associated with the occurrence of overcrowding in prisons; Report the damage to social reintegration of the impertinent court sentence of people with mental disorders.

From the bibliographical research, it was verified the frequent disrespect of court decisions to the specifics of treatment that subjects with mental disorders must have in order to correct their tendency to commit infractions. From this perspective, society's prejudice was observed about the need for recovery of these individuals in psychiatric hospitals or adapted prisons, which made it possible to perceive worsening conditions of mental disorders, prison overcrowding and challenges to their social reintegration.

In this perspective, this article sought to draw the attention not only of the community in general, but also of public authorities in relation to the problems that the mentally unstable prison population suffers in contemporary times. Wherefore, it aimed to bring a reflection that the only right the detainee must lose when being convicted is freedom, the others must be ensured by institutions and society.

Thus, with the approach of Fiorelli and Mangini (2020), in the work *Legal Psychology*, and mainly, the criticism present in Damas' (2011) dissertation about mental health related to the penitentiary scope, one can see the seriousness that guides the reality of mentally debilitated detainees, who have most of their fundamental rights, such as health, neglected by the Public Power. It is important to emphasize that the results present in such works, in this research, can provide fundamental elements for future operations in the Brazilian prison system and for the creation of public health policies, especially with regard to mental recovery.

The elaboration of other researches on the social context is suggested, which contributes to the development

of inequitable judgments for mentally debilitated people, given the prevailing social discrimination that excludes them from carrying out psychiatric treatments according to their subjectivities. Thereby, it emphasizes the importance of collecting and analyzing data that can improve the understanding of this situation, as well as provide a better awareness to society from the analysis of scientifically supported information that highlights the current marginalization of these subjects.

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Hayavadana and the Contemporary Theatre

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Abstract— *Hayavadana*(1971) by Girish Karnad is an experimental play in many ways as it adopts stylistic features of the two major theatre forms moving away from the regionalist tradition of drama: Epic and Absurd. The Absurd dramatic tradition presents the post-modern human condition as against the conventional depiction of life. The conventional drama presents plays in a structured way with its beginning, middle and end. This paper attempts to trace *Hayavadana* in the light of both theatre traditions to evaluate how the play itself was a new influence on Indian drama that merged in it the influence of the existential philosophy of the West as reflected in the rapidly evolving theatre forms while presenting a tale from mythology on stage. Hence the paper attempts to unravel the enigmatic human relationship in the light of absurdism and incompleteness as a whole. Therefore, the paper is divided into two parts to understand the influence of the absurd movement on the theatrical style and to bring out the absurdity of the human relationships. Absurd Theatre, a form heralded by its proponents Samuel Beckett, Jean Genette, and Harold Pinter and Epic Theatre propounded by Bertolt Brecht are both distinct theatre traditions developed in the 20th century.

Keywords— *Girish Karnad, Absurdity, incompleteness, Bertolt Brecht, Hayavadana.*

I. ABSURDITY OF HAYAVADANA:

Karnad's plays differ from the contemporary traditional Kannada theatres for their innovative approaches towards drama. He borrows his materials from the treasures of mythology, history, and folktales. The source of *Hayavadana* has its roots in both Somdatta's Kathasarithsagara, Sanskrit collection of stories and Thomas Mann's *The Transposed Heads*. The plays of Karna combine the contemporariness of content and reflect the sensibilities, concerns of the modern period too. The viewing of the story with the modern philosophy is essential to the understanding that the human identity irrespective of the ages has always been in a fix. Situating a tale from mythologies in a supposedly contemporary situation adds to the absurd element of the play. The interpolation of the classic with contemporary elements is intended to blur the period of the plot. In a drama within the drama, Bhagavatha, the narrator narrates the story of Devadutta-Kapila-Padmini as an occurrence of the past in the city of Dharmapura ruled by Dharmasheela. The reference to rishis, imaginary kingdom of Dharmapura gives us the impression that the drama has taken place

many years ago. However, the introduction of Padmini's son at the end of the play confounds the time period. *Hayavadana* singing a national anthem add the contemporary dimension to the plot. The plot has an intersection of the stories of Padmini-Devadutta- Kapila and *Hayavadana*. Both stories underscore the identity crisis as the main thread running through the two plots. However, the strong undercurrent messages in both the stories are the misery of human condition, its chaos and sheer despair.

Hayavadana resembles the Theatre of the absurd in certain aspects that subscribe to the tradition. The setting of the play is unrecognizable and it is often difficult to guess the period of the plot. The plot does not have a conventional division of three or five acts arrangements. It has two acts, the story of Padmini and *Hayavadana* overlapping in both the acts. The play's central focus is human relationship as well as the human nature. Padmini, Kapila, Devadutta's suffering and tragedy are linked to the frictions between social expectations of human relations versus the arbitrary nature of the sexual tensions/preferences. Ghastly scenes of suicide follow

light, humorous scenes involving Bhagavatha, poetic scenes in which Devadutta professes his love towards Padmini. This mixing of comedy and tragedy, strongly criticized by Aristotle in *Poetics*, is a stylistic feature of the Avant Garde writers. It even sends out signals of the impression of disunity. However, *Hayavadana*'s affiliations to the Theatre of the Absurd seem to come from the fact that it presents a sense of despair and meaninglessness of human existence. Completeness is presented as an insufficient as well as an incomplete ideal that evades reason and logic. The plots that are cyclic and ending in the same way they began further characterize the Absurd Theatre. Language is superficial and superfluous because communication-using words are highly impossible. The story takes place in a dream-like setting in which the characters are bewildered by the chaotic turn of events.

It also reflects the Brechtian influence like the introduction of Chorus who acts in the play and involves the audience in a way of conversation to induce the realistic touch and to reduce artistic illusion. Another frequent feature of the Epic theatre is introducing play within a play. *Hayavadana* has speech that is both poetic and purposeful. It also has the use of songs, connected narratives and the focus is the study of human relations replacing the study of human nature.

Hayavadana as the name itself indicates is a man who has the head of a horse and human body frustrated of achieving the completeness in his life. Both Padmini and *Hayavadana* share the similar experiences in the play. Padmini who represents the collective female sensibilities of the modern age, aspires for an ideal husband having all the qualities of intelligence, beauty and physical prowess combined in one man, a good mixture of "fabulous body and fabulous brain." Her hunting goes in vain, as it does not exist in the real sense of the word. In the same way, *Hayavadana*'s quest for attaining completeness is utterly a fiasco.

The opening scene is not only striking but quite appropriate from the dramatic technique is concerned. The play opens with the mask of Lord Ganesha who embodies the concept of incompleteness. Therefore, the use of Ganesha and *Hayavadana* on stage symbolically connects with life of the heroine Padmini. Bhagavatha, the narrator cum commentator, introduces the characters to the audience. His conversation with the Actor illustrates that some of these radical techniques have been highly influenced by the Brechtian Epic theatre. Bhagavatha is the one who speaks with the characters and comments on their thoughts. Bhagavatha is the main sutradara, the main thread of the play who connects and reconnects the characters by his narration and songs. Interestingly, he is like many Brechtian characters, a 'SpectActor' and a

detached observer. Bhagavatha is quite aware of the truth that he is on stage and to deliver his job. He wants the audience to 'think' of the particular situation, which he is dealing with. He develops a sort of rational thinking among the audience, which is further emphasized by *Hayavadana* when his civic sense is questioned. The actors, (Actor I and Actor II) have a stage presence in the drama they are supposed to be acting, rather seen on stage while hassling with *Hayavadana*. This is again an influence of Brechtian theatre where the characters engage in conversation with the actors so to make audience realize that they are watching the play.

Karnad's use of dolls in the play further enhances the dramatic beauty, which plays a vital role in it. The entry of two dolls is really striking who are totally different and human like in their nature. The intervention of dolls scene highlights the extremity of psychological understanding of the characters. The dolls go deep inside the minds of the characters and exhibit their hidden feelings to the audience. If Karnad has not made use of these dolls, the audience would have failed to grasp the unknown feelings of these characters. The dolls expose the true nature of human minds and exemplify the dichotomy between the real personality and the hidden temperament. These dolls are also used to interpret the dreams of Padmini. This is one of the remarkable devices used on stage. These dolls render the hidden thoughts of characters to the audience by depicting their true natures. Kirtinath Kurtkoti rightly remarks about Karnad's theatrical style:

Karnad uses the conventions and motifs of folk tales and folk theatre-masks, curtains, dolls, the –within-a-story-to create a bizarre world. It is a world of incomplete individuals, indifferent gods, dolls that speak and children, who cannot, a world indifferent to the desires and frustrations, joys and sorrows of human beings. . . (*Hayavadana*, vii).

Throughout the play, stage is occupied with full of songs of female chorus and Bhagavata, the paintings of sati, music and use of dolls as a whole is employed to evoke a sense of dramatic success. The playwright also makes use of classical references; the rishi and the Gandhrava serve the purpose while convincing the audience. These dramatic devices not only represent the vividness on stage but places Karnad in a unique position away from the traditional playwrights. Arguably, it provided an exclusive space for the modern theatre replacing the traditional one.

Karnad's makes use of songs, dance, mimes, and masks to heighten the element of absurdity in the drama. One of the techniques employed in the Brechtian theatre is

“man can change” in the process of the drama. The characters are not stagnant as they appear in the beginning. In the same way, the characters are shown to be in constant turmoil that shifts their ideologies leading to chaos and tragedy. Padmini’s character is subjected to numerous changes from the beginning to the end. Denouncing the age-old feminine theories, she acts according to her wishes and crafts her own ideal husband. Unfortunately, it never stays for long and again goes in search of what she dreamt of and ends up by performing sati. Padmini’s yearning for her ideal partner keeps on changing till she fulfills it. Therefore, Hayavadana in the sub-plot and Padmini in the main plot consistently change in the course of action. Hayavadana’s yearning for completeness turns the table against the assumptions that the best of the things, the converging point of perfection is a farce, unable to bring happiness and satisfaction to any. Ultimately, it results in becoming a complete horse but again unable to get rid of the human voice. Padmini’s quest for completeness is fulfilled in the form of her child who along with Hayavadana stands for the future hope and happiness. The mixing of tragic and comic elements is a common trait of the absurd theatre, which often has a happy conclusion.

Characters in Hayavadana are presented as “mechanical puppets,” (Esslin foreword xvii) and characterization and motivation often includes “dreams and nightmares; if a good play relies on witty repartee and pointed dialogue, these often consist of incoherent babblings (Esslin foreword xviii). Camus in *The Myth of Sisyphus* reflects the split between man and his outside world and the lingering loneliness in these lines, “His [man’s] is an irremediable exile, because he is deprived of memories of a lost homeland and as much as he lacks the hope of a promised land to come. This divorce between man and his life, the actor and his setting, truly constitutes the feeling of absurdity” (qtd. in *The Theatre of the Absurd* xix).

II. ABSURDITY OF THE IDEAL OF HUMAN PERFECTION

The two plots in the play are centered on theme of chasing the ideal of perfection. The two plots are both complementary and averse to one another. Padmini wants the best of both the men- the person she is betrothed to and the person she desires. Padmini’s struggles begin when the sustaining of the desired combo fades and Hayavadana’s struggle begins when the superior elements of the man/nature species sustained him. He is born with a body of the horse endowed with human voice. The best of both traits or the lack of it is the cause of resentment and frustration in all the characters which is observed by Martin Esslin in *The Theatre of the Absurd*, “The theatre of

the absurd strives to express its sense of the senselessness of the human condition and the inadequacy of the rational approach by the open abandonment of rational devices and discursive thought” (Esslin xx).

The theme of loneliness is presented through characterization of the trio, Devadutta-Padmini-Kapila. An irreparable gap exists between Padmini and Devadutta. Padmini is shown to be always coveting Kapila. Devadutta complains explicitly about the growing attachment between Kapila and Padmini. He senses Padmini’s passion for the physical charms of Kapila and complains about her “drooling” about him. Kapila professes his passion in silent loyalty. The sexual tensions between Kapila and Padmini are not hard to be noticed by Devadutta. The love triangle is met with an unexpected, tragic end when the two kill themselves in front of the Goddess Kali. Even the Goddess is bored and indifferent looking at the meaningless sacrifice of the sacrificers. Kapila vouches that he is dying for friendship and Devadutta takes oath that he is giving away his life for a word that he gave many years back when he wished to have Padmini in his life. He says that if he ever gets her he would give his hands to Rudra and head to Kali. He had not taken the promise seriously, until when he was disillusioned by the attraction between his wife and his friend.

The sleeping Goddess discerns the fakeness of the reasons of the sacrifice. She does not stop the two from killing themselves. Just like the relationships between them, the reasons they profess for their suicide are absurd. Their suicide is prompted by the realization of the senselessness of their living conditions. The dead end they reach in their individual living conditions triggers them to take extreme steps. Mixing of the heads creates another absurd situation where the identities are mixed and confused. The confusion leads to chaos about who is Devadutta and who is Kapila. Devadutta’s body with Kapila’s head claims to be husband of Padmini and Devadutta refutes the claim of Kapila saying that head is superior therefore he is the rightful husband of Padmini. Padmini is bewildered and happy to choose Kapila’s body with Devadutta’s head. The safe option would ensure her the object of her desire and social sanctioning that would recognize Devadutta as her husband. The dejected Kapila abandons his town and starts living in forest. In a few years, the plot repeats that will again end in the death of the trio.

Therefore, situating Hayavadana in two dramatic traditions helps in adapting the Indian theatre to the growing demands for experimentation with different form, content and genres of theatre as was necessitated by contextualizing a myth of the yesteryears in the contemporaneous situation. Besides, the absurdity and

human existentialism is aptly enacted by the tangled relationship who unsettle in search of completeness.

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Narrative Techniques in Ernest Hemingway's Shorter Fiction

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Abstract— Hemingway is the representative of short stories of modern times. The article focuses on Narrative Technique in the short fiction of Ernest Hemingway. It includes setting, character, point of view, atmosphere, symbolism, style and theme. He looks for social and ethical issues focusing on social criticism of people's attitude. Hemingway supposed to be created out of knowledge and no interfering elements should be allowed to fake that form and deceive that skill. As a consequence, all that can be dispensed with should be pruned off: conference, decoration, rhetoric. It is this propensity of writing that has brought Hemingway approbation as well as disparagement, but it is apparent that the writer knew what he was doing when he himself commented on his aim.

Keywords— Narrative Techniques, Clipped, spare style, naturalistic presentation, narration and writing style.

I. INTRODUCTION

The narrative means the sequence of events and actions; it is an attainment that fetches jointly mundane details and incredible creations; time and place are incorporated. The narrative allows for the inclusion of actor's reasons for their acts, as well as the causes of happening. (Sarbin: 1986). Hemingway's protagonists are characterized by their untiring dependability. He is susceptible but is not distinct by his susceptibility. Hemingway's male and female are frequently rebellious of what society expects of them: They eat with pleasure, devour adventure and have sex merely and honestly. His first persona was Nick Adams, a young man who accompanies a physician to an American Indian camp and watches the physician use a pocketknife to piece into a woman's stomach and send infant. In the early hours, Nick promises not at all to die. Shortly, he defies demise and the sanity intimidating injuries that he receives in Italy during World War I.

Hemingway reiterates, in blind faith, the knee-bending exercises for his firm, battle-scarred knee. Impulsively, he comes back to the north woods of Michigan to cure his spirit of the distress of war.

Hemingway himself undergoes an awful knee injury throughout the combat and returned to hunting and fishing in Michigan's northern woods. In his more mature tales, such as "The Snows of Kilimanjaro" and "The Short Happy Life of Francis Macomber," he generates far more multifaceted characters and incidents. "The Snows of Kilimanjaro" is a stylistic, explores the power of deep, bracing, interior-monologues, flashbacks as contrasts to sections of present-time narratives, throughout which the protagonist, a writer named Harry, is gradually disappearing of gangrene. Representatively, Harry is also decomposing away because of the venomous nature of his wife's money.

"The day before we had been sniped out of a good place to film from and I had to crawl back holding the small camera to my belly, trying to keep my head lower than my shoulders, hitching along on my elbows, the bullets whacking into the brick wall over my back and twice spurting dirt over me". (Hemingway: 1899, p353) As his life ebbs absent, he realizes that his writing skill has been outgoing tide away for years, as certainly as his life

is, symbolized by the hyena and the buzzards that stay to banquet on his dead body.

In "The Short Happy Life of Francis Macomber", Macomber undergoes a drastic transformation from a cuckold and coward to a man of substance. But Hemmingway gives the story a twist where Macomber dies right at the time when he feels happier than he has felt in years. This is a triumph of Hemmingway's art. Again in "The Snows of Kilimanjaro", the central character Harry is shown hopelessly dejected towards life. He feels he has wasted his time and talent on luxuries and procrastination by marrying a wealthy woman. Here the art of narration of Hemmingway, which is first persona, reaches its culmination when Harry dreams of the Snows of Kilimanjaro which is the highest peak in Africa which means "the house of God." There is also a power use of images and symbols in the story. The vulture and Hyena are the symbols of death. The wound of Harry, the gangrene, is the depiction of art decaying at the hands of a society where money and power dominate. Such a society kills the soul of man and thrives on the superficial and rotten dogmas of greed, lust and fear.

"A Clean Well-Lighted Place" and "Hills Like White Elephants" are illustrations of Hemmingway's most pared-down style, in which he eliminates himself from the task of narration. Again, a setting of gloom and sorrow can be seen. A powerful image of NADA is used which means NOTHINGNESS. What is Life...nothing. It gives nothing. It has nothing to offer. This one comes to know only when one gets old and is counting his days when death finally will take him. Paradoxically, death too is not in one's hand. But once this realization dawns that life is nothingness, it gets difficult to carry on with. This is well depicted in A Clean Well-Lighted Place. In, "The Hills Like White Elephants" the man insists the girl for an abortion, yet the word "abortion" has not been used even once. Isn't this a triumph of Hemmingway's art!! Here we see the use of Hemmingway's poignant iceberg theory which states that like iceberg only 1/8th part is visible, but the real and substantial lies hidden. In the same way, and he himself stated this...that the omitted part would strengthen the story. Its left for the readers to understand. And when the reader comprehends the deeper meaning, that gives him more satisfaction of reading any story.

Hemingway is renowned for his standard fiction and his inconspicuous style of writing even among those who have never read him. Several people imagined that everybody is believed to write in the brief, abrupt style of Hemmingway, but this isn't the case. Each word wants to calculate regardless of your style. The words that compose abundant, lyrical sentences are still mandatory to do their

jobs along the way and having a complicated method is no reason for stuffing. Hemmingway's famous story is "*Hills Like White Elephants*" in which a pair discusses an abortion without ever declaring the word. It's a magnum opus of delicacy and an outstanding session in how to write about sensitive experiences without succumbing to melodrama. We lastly study that the girl's nickname is "Jig." Ultimately we learn that they are in the cafe of a train station in Spain. But Hemmingway tells us zilch about them or about their past or about their future. There is no description of them. We don't know their ages. We know virtually nothing about them. The only knowledge that we have about them is what we learn from their dialogue; thus this story must be read very carefully. He chose a concise technique to present his themes.

Hemingway's applies the objective point of view in which we as readers are never allowed introspection of characters' hearts also supplies a motivating lesson in how to imply discussion, descriptions and the events of the characters to express story and meaning. The tale is influential examples of the writing axiom that you should show instead of telling. Hemmingway's life and movements incorporated safaris to Africa and time spent among other writers and artists in Paris and provided the backdrop for several of his tales. Every life is predominant with dominant experiences, burly feelings and convincing people and associations and you can draw on those things to add deepness to your fiction. Hemmingway's style, which is sometimes burlesque as stilted and flat and some of his attitudes such as the treatment of women in his fiction and the stress on tremendously mannish pursuits like big game hunting have made him a contentious figure in contemporary period. Nevertheless, his imaginary tale has stood the test of time and critical scrutiny.

An outstanding illustration of Hemingway's style is found in "*A Clean, Well-Lighted Place*." In this story, there is no maudlin sentimentality; the plot is simple, yet highly multifaceted and thorny. Fundamentally, characteristic features of Hemmingway novels or short stories are written in plain, straight, unembellished prose. Perhaps, the style flourished because of his early journalistic training. The actuality, though, is this: Before Hemmingway started publishing his short stories and sketches, American writers affected British mannerisms. Adjectives mounded on top of one another; adverbs tripped over each other. Colons congested the gush of even small paragraphs and the overabundance of semicolons frequently caused readers to fling their hands in frustration.

Hemingway has frequently been illustrated as a master of conversation; in tale after tale, novel after novel, readers and critics have remarked, "This is the way that

these characters would really talk." Yet, a secure examination of his dialogue reveals that this is seldom the way people actually talk. The result is accomplished, rather, by calculated stress and replication that makes us remember what has been said. On this evening "I was walking home from the censorship office to the Florida Hotel and it was raining. So about halfway home I got sick of the rain and stopped into Chicopee's for a quick one. It was the second winter of shelling in the siege of Madrid and everything was short including tobacco and people's tempers and you were a little hungry all the time and would become suddenly and unreasonably irritated at things you could do nothing about such as the weather. I should have gone on home." (Hemingway: 1899, p346)

Hemingway provides the readers two contrasted portraits which have taken place during the war, the contrast between the time of war and the time of peace. The atmosphere was dejected beneath the panic of de cease, no one has the want to laugh or even smile, the weather was dark and the hands were on the guns "I remembered the flit gun man with his grey wax hands and his grey wax face, his arms spread wide and his legs drawn up and he did look a little like a butterfly" (Hemingway, p.121). The theme of war is employed by the writer to complicated that in "The Butterfly and the Tank," the anguish seems to be much less traumatic; the narrator is now sipping alcohol in the bar, where the assassinate was dedicated, looking out at the bright morning sunlight. This enlighten at the last scene of the story, though, does not necessarily show how bright the narrator's heart is. Though, there is a lot of concealed connotations and signs that demand the vigorous participation of the person who reads to grab the meaning of Hemingway. "Old Man at the Bridge" is one of the works that completely illustrates the genuine meanings disguised in the apparent simplicity (Amrollahi & Faghfori: 2015, p195). Hemingway was one of the modernist writers; the spotlight is on the techniques that Modernism had at that time to narrate the short stories.

Modernism was an age of disbelieve and distrust. There was indecision concerning every matter even the spiritual ones. For Hemingway, the reader supposed to get the whole picture that he drew. He created his narrators in agreement with what he truly saw. This procedure becomes comprehensible when Hemingway articulates his themes in the literary work. The narrator describes the events and sometimes includes an understanding for the characters' actions into the dialogue. Hemingway creates the reader look much deeper into the dialogue, forcing him/her to understand the character's words. Hemingway brought up arguments that have been going on for a truly long time as in his stories "The Butterfly and the Tank", "Old man at the Bridge" and "Night before Battle " which

deal with the thought of de cease and emotional pressure that comes with making conclusions. Hemingway's tales twisted normal citizens into philosophers, inquiring their own method and the paths a new society should follow. The lessons are very lucid when he calls for the end of the civil war and the hope of tranquility without submitting to the predictability of death. Hemingway was also motivation to some people, he kept on writing even though he was psychologically unbalanced and to some people that made his stories even more interesting. Hemingway has vast experienced war and adventure as Jing Li, states that Hemingway from his dreadful life has found a new vocabulary for *The Lost Generation*. He lived in a time full of brutality, pain, blood and antagonism. Virtually his works and his experiences are undividable and have been entangled in many aspects. Looking back through his major works, there is no exception that Hemingway poured his war experiences into his literature works. However, his viewpoints on war were not stable but underwent an ever-changing process. (Li, 2014).

Since Modernism concerted on the text and its analysis more than the biography of the author, Hemingway was famous by using the kind of literary style which gives the reader the audacity to extrapolate the deeper meaning of the story rather than focusing on the surface exhibition. This style is called "Iceberg Theory". The Iceberg Theory is the writing style which Hemingway used for the reason that his journalistic career influenced him. He concentrated on the surface elements without discussing the underlying themes explicitly. He assumed that the accurate meaning of a piece of writing should not be palpable from the surface tale and the reader should see below it. Oliver (1999) talked about in his book about Hemingway's life and works that Hemingway himself summarized his theory as: If a writer of prose knows sufficient of what he is writing about he may omit things that he knows and the reader, if the writer is writing really sufficient, will have a emotion of those things as powerfully as though the writer had stated them.

II. CONCLUSION

A great deal has been written about Hemingway's unique style. In fact, the great stylists of 20th American literature are Hemingway and the styles of the writer are so infinitely dissimilar that there can be no contrast. The parodies of Hemingway's writing style are possibly the more fun to read because of Hemingway's eventual simplicity and because he so often used the same style and the same themes in much of his work. He himself had been a journalist and so touches upon every detail of the setting yet hiding its deeper meaning, leaving for the reader for

some mental churning. Such a unique style of writing is certainly like a Kohinoor in his crown. All this makes him the greatest writer of modern American fiction.

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Influence of Social Media on Adolescent Mental Health

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Abstract— *Social media use during adolescence can adversely affect health and development. It could be safely assumed that social media is the most famous and preferred leisure activity among adolescents. Most teens report that social media gives positive contributions to their lives, but the modern research literature documented that social media use and adolescents' mental health are adversely connected. Social media is a double-edged sword, so it can affect their mental health in a constructive or destructive way. Hence the excess use of social media comes with some risks for adolescents. The present study found the impact of social media on adolescent mental health. Depression, anxiety, stress, and aggression have been found as mental health issues of adolescents. The participants for the present study were randomly chosen, consisting of 312 (N= 312) adolescents aged between 14 and 19 years randomly selected from Kerala, India. The variables like viz., social media use, Depression, Anxiety, Stress, and Aggression were selected for the study. The outcome of the study reveals that there is a positive correlation between social media use and depression ($r= 0.62$), anxiety ($r= 0.59$), stress ($r= 0.57$), and aggression ($r= 0.51$). All the correlations were found to be statistically significant. The findings of the present research can be explained how mental health could be affected if the time spent on social media is considerably higher than usual.*

Keywords— *Adolescents, depression, mental health; social media, stress.*

I. INTRODUCTION

People have an innate need to be recognized and embraced. People use social media to satisfy their socio-emotional needs of acceptance and inclusion. Therefore, social media has taken a poignant position in everyone's lives. Social media's effect is such that it could effortlessly alter one's perspective regarding anything under the sky. As per Pew Research Centre (2015), 92 percent of teenagers are vigorous social media users. Lenhart et al. (2015) found that children between the age of 15-17 are predominantly heavy social media users. In another study, Lenhart (2015) has said that social media plays a substantial part in youngsters' daily lives. Surprisingly enough, such platforms have transformed into an essential

space for development among adolescents and young adults.

It could be safely assumed that social media is the most famous and preferred leisure activity among adolescents. They are not just influenced by cyberspace and several media associated with it, but they turn into content makers or content creators. The engagement in the creation is a vigorous process inclusive of the constant involvement in constructing and reconstructing their identities. The heavy users, adolescents, are constantly involved in 'connecting', 'reconnecting' or 'unfriending' relationships. As a result of their choices and their decisions, they seem to be challenging, influencing, and thus transforming the

cultural norms applied both offline and online (Galarneau, 2011, 2012; Rutledge, 2013).

II. LITERATURE REVIEW

The abundance of research shows that the younger generation of society uses social media platforms for self-presentation and self-disclosure. Such behavior is interconnected to their personality, intimacy development, and well-being (Subrahmanyam & Smahel, 2011; Michikyan & Subrahmanyam, 2012; Bartsch & Subrahmanyam, 2015). Social media use could facilitate the most significant developmental task of adolescence, i.e., identity formation. Cyberspace provides adolescents with an expansive opportunity to freely express different shades of their personality. The shades of their personalities disclose their real, ideal, and false selves (Michikyan, Dennis, & Subrahmanyam, 2014). With the comfort inherently provided by an enclosed space (of their rooms) and their computer or mobile phone, adolescents consider it easy to find new and nuanced meaning thus continuously adding to their personality characteristics. For an adolescent who is constantly engaged in self-questioning and self-doubting, a platform that gives the privilege to be anonymous is mostly seen as a savior of the difficult times. Additionally, it enables them to create a narrative of the constantly dwindling sense of self. Overall, such an engagement is seen as bringing some order and meaning to their complex life.

Being a double-edged sword, social media entails both positive and negative impacts. Social media use comes with some risks for adolescents. Moreno et al., 2011, observed that social media is related to depressive symptoms, stress (Egan & Moreno, 2011), and social anxiety (Shaw, Timpano, Iran, & Joormann, 2015). According to Schneider, Gruman, & Coutts (2012), violent media can lead to a temporary escalation of aggressive thoughts or long-term emulation of aggressive behaviors. The time invested in social media is directly linked to poor sleep, low self-esteem, and an increase in depression, anxiety, and aggression. If not monitored or restricted, social media usage by adolescents can severely affect their overall wellness. Uncontrolled usage of social media among teens can lead to internet addiction.

Adolescents place great importance on peer relationships while mobile phones enable them to connect with their peers; they also feel intense pressure to respond to messages, posts, and other paraphernalia associated with social media. They fear losing social relationships since their sense of social belongingness will be in danger. The intensity of the pressure to remain in the virtual group is such a swift change of priorities among adolescents. The

attention to health, safety, family, and academics takes a back seat. Huang H(2013) noted that out of 75% of teenage mobile phone users, 25% use it for social media, 54% for messaging, and another 24% uses for instant messaging. It is significant to note that many adolescents' socio-emotional development occurs whilst engaged on their mobile phones and the internet. The compulsivity to maintain and remain in a virtual group leads them to addiction. Problematic conduct associated with internet use is deemed in psychiatric terminology as 'dependence'. Social media addiction is considered a habitual disorder.

Adolescents' morning starts with scrolling through the social media pages (Osatuyi, & Turel, 2018). One could sit for hours doing nothing but scrolling through the posts and pages on social media. The intensity of the addiction could react to a level where one could imagine having notifications in their head and pushing them to check their phone. Looking at the adolescents' perspective, a focus group study among 11-18 years by Michelle O'Reilly et al. (2018) reported that social media was seen as a threat to their mental wellness. Furthermore, three significant themes were recognized, i.e., a) they believed that it could cause mood and anxiety disorder, b) it was seen as a platform for cyberbullying, c) it was often framed as a sort of 'addiction'.

Kim (2017) noted that understanding social media effects on adolescents' wellness is of supreme importance because of the alarming mental health problem. Assessing the relationship between the use of social media and depressive symptoms among children and adolescents, a systematic review of 11 studies showed a significant relationship (McCrae, Gettings, & Pursell, 2017). A Meta-analysis of 23 studies revealed an association between problematic Facebook use and psychological distress among adolescents (Marino et al. 2018). Numerous studies have found a significant association between excess social media use and depression (Best et al. 2014 & Hoare et al. 2016). Persons with mental health issues are prone to be physically inactive. Inactivity caused due to the use of the internet could increase the risk of mental health problems if overused. This finding was supported by Asare (2015). Social media users have multiple accounts leading them to do multitask. Rosen et al. (2013) indicated that multitasking activities in online anticipate signs of mental disorders. Primack and EscobarViera (2017) revealed that the number of social media accounts and anxiety levels is correlated.

Hanprathet et al. (2015) observed a substantial nexus between depression and Facebook addiction among adolescents. Li et al. (2017) observed that insomnia has a mediating influence on social media addiction and

depression. In a study, Wang et al. (2018) opined that social media addiction and depression are positively associated. It was found that poor self-esteem constituted the influence of dependence on depression through rumination. Lisa Barman, DiptaKanti Mukhopadhyay et al. (2018) observed that intense use of social networking sites, especially odd hours, was significantly linked to depression and anxiety. Pantic et al. (2012) observed among high school students that the time spent on Facebook and depression are correlated positively. Lou et al. (2012) showed that the intense use of Facebook predicted an increase in loneliness.

Certain inquiries noted that the use of social media predicts exaggerated mental health in the future (Vannucci, Flannery, & Ohannessian, 2017; Coyne, Padilla, Holmgren, & Stockdale, 2019), while in some other studies, mental health anticipated future use of social networking sites (Scherr, Toma, & Schuster, 2018). Moreover, few other studies have obtained a bi-directional and longitudinal relationship between mental health and social media use (Frison, & Eggermont, 2017; Nesi, Miller, & Prinstein, 2017; Houghton et al., 2018). A significant investigation regarding the topic was conducted by Twenge, Joiner, Rogers, and Martin (2018), who investigated differences among generations in the use of social media and several outcomes in adolescents. The study revealed that the present generation (termed as 'Igen' for those who are 1995 born or later) shows a greater propensity to face depression, loneliness, sleep deprivation, and avoidance of adult roles than the previous generation. They also stated that the duration spent on social media could lead to a steep increase in problems of mental health in adolescents. In such a scenario, an inquiry to understand the impact of social media and adolescent mental health is vital.

III. METHOD

1 Participants

The participants for the investigation were randomly chosen, consisting of 312 adolescents belonging to the age group of 14-19 years. They were selected from schools and colleges in Kerala.

2 Variables

The variables like viz., social media use, depression, anxiety, stress, and aggression were selected for the study.

3 Measures

Three instruments were used for collecting the data. The details of the tools used are enumerated below:

a) Social Media Disorder Scale (Eijenden et al., 2016)

As a screening tool, the scale measures Social Media Disorder using 9 items based on the nine criteria for internet gaming disorder (DSM V, 2013), viz., Preoccupation, Tolerance, Withdrawal, Persistence, Displacement, Problem, Deception, Escape, and Conflict. The scale claimed to have internal consistency, convergent and criterion validity, strong structural validity, and appropriate test-retest reliability.

b) DAS Scale (Lovibond and Lovibond, 1995)

It is a 21 item, four-point Likert scale which measures the intensity of depression, anxiety, and stress. The Internal consistency reliability of subscales of DAS was found to be 0.94, 0.88, and 0.93 for depression, anxiety, and stress, respectively. The Construct validity of DAS was found to be correlated with the indices of convergent validity (0.65 and 0.75).

c) Aggression Scale (Roma Pal and Tasneem Naqvi, 1986)

It is a 30-item scale that identifies and evaluates different aspects of aggression among adolescents. Each item has five alternate answers, and it is graded on a five-point scale on the positive dimension and a zero point on the negative dimension. The reliability of the test was found to be 0.82. The content validity of the items has been collected through expert opinion.

4 Statistical techniques

To determine the correlation between social media use and adolescent mental health problems, Pearson Product Moment Correlation was computed.

IV. RESULTS AND DISCUSSION

The current study investigated the correlation between social media use and mental health among adolescents. Mental health concerns such as depression, anxiety, stress, and aggression have been assessed in the study. To assess the relationship between these variables a Pearson Product Moment Correlation (r) was employed. The results of the same are illustrated in the table given below.

Table1: Correlation among the study variables

Variables	Social media Disorder	Depression	Anxiety				Stress	Aggression
Social media Disorder	0							
Depression	0.62**	0						
Anxiety	0.59**	0.75**	0					
Stress	0.57**	0.61**	0.69**				0	
Aggression	0.51**	0.49**	0.14				0.06	0

The results show that the social media use is positively correlated with depression ($r= 0.62$), anxiety ($r= 0.59$), stress ($r= 0.57$), and aggression ($r= 0.51$). All the correlations were found to be statistically significant. The results indicated that the adolescents who engage in problematic use of social media experience symptoms of depression, anxiety, stress, and aggression. The results were substantiated by many research findings (Kim, 2017; McCrae, Gettings, Pursell, 2017; Marino, Gini, Vieno, &Spada, 2018). This may be since the current generation is dependent on social media. Because of their restricted self-regulation capacity and their susceptibility to peer pressure, teenagers are at a higher risk of facing backlash in overusing social media, and therefore, they are at a higher of developing a mental disorder.

Kraut et.al. (1998), Nie and associates (2002), Robinson et.al. (2002), and Baym (2010) proved that social media has an impact on adolescents' mental health. But Anderson and his colleagues (2017) mentioned that the impact reduces inter-personal interaction, promotes addiction-related behaviors. cyberbullying, and social comparison led to social pressure. Furthermore, due to the elevated exposure to suicide stories on social media, it poses a threat of contagion effect (Bell, 2014).

Vidal et.al. (2020) summarized the findings of many studies which revealed that the time spent on social media and depression are positively correlated. Sampasa-Kanyinga& Lewis (2015), Sampasa-Kanyinga&Hamilton (2015), noted that frequent use of social media, i.e., greater than or equal to 2 hours a day, was positively linked to suicidal ideation and para-suicide. Lee et.al. (2017) additionally found links to self-regulation arrears in adolescents due to excess usage of social media. Factors such as the number of social media accounts and the frequency of visits to sites are associated with depression. (Barry, Sidoti Briggs, Reitor, &Lindsey, 2017).

Wang et al. (2018) concluded that social media use and depression are mediated by rumination in adolescents with

low self-esteem. Scott (2016) found that nighttime engagement in social media was related to poor quality of sleep, anxiety, and symptoms of depression. Wood and Scott (2016) noted that excessive social media users experience poor quality of sleep, weak self-esteem, and greater levels of anxiety and depression.

Aggressive behavior is a general problem among young internet users (Ku et al., 2012; Hindiya&Patchin, 2013). Cyberbullying is an antisocial behavior intended to inflict pain, boredom, and behavioral imbalance. Cyberbullying is general and has a significant impact on adolescents' wellness (Cappadocia et.al 2013; Kowalskiet. al. 2014; Tsitsika et al., 2015; Hanm et al., 2015). The problem-generating use of social media leads adolescents to get involved in overt-reactive and instrumental aggression and reported escalated levels of different kinds of victimization (Martinez-Ferrer, Moreno, &Musitu, 2018).

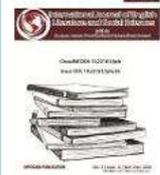
The findings of the present research can be explained based on Lins's displacement hypothesis and use and gratification theory. Lins's (1993) displacement hypothesis suggests that the hours spent on social media have the potential to displace other essential activities such as sleep (Scott, &Woods, 2018) or face-to-face interaction with friends (Twenge, 2017). This concept explains how mental health could be affected if the hours invested on social media is considerably higher than usual. In contrast to the displacement hypothesis, the uses and gratification theory (Katz et.al. 1974) posits that poor mental health is linked with the future use of social media (Quan-Hasse&Young 2010; Bulut&Dogan, 2017). The same perspective considers individuals as active choosers of social media, with everyone actively choosing to be a part of which particular social media so that their needs are fulfilled. According to the displacement hypothesis, social media usage is nothing but a means of escapism and digression from ordinary life (Coyne et.al. 2013). In such a situation, to avoid pain and stress, a teenager may decide to connect with others online through social media. They turn to social media to alleviate the pain.

V. CONCLUSION

Adolescence is one of the most stressful and strain instances of a person's life. Adolescents engage in a variety of recreational activities to reduce or avoid that stress. In today's world, social media is the main entertainment zone of these people. This study reveals the consequences of excess usage of social media. In the wake of such alarming research, the current research implies that excess use of social media may adversely affect adolescents' mental health.

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Confessional Mode of Feminist Poetics: Sylvia Plath on Love, Life and Death

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Abstract— *The purpose of the present paper is to focus on voices of feminism in the poetry of Sylvia Plath, credited with advancing the genre of confessional poetry. The main aim of this paper is an introduction and analysis of Sylvia Plath's early poems so as to highlight her major themes and concerns. It incorporates a brief survey of origin and emergence of feminist writers of the twentieth century. This paper is based on Thematic, Interpretative, Exploratory and Critical analysis. The paper critically analyzes and examines the female literary tradition to find out how women writers of their time have perceived themselves and imagined reality particularly through the poems of Plath. The paper through close textual reading explores and exposes the patriarchy through a delicate balance of radical and social feminism. The paper concluded that Sylvia Plath and her contemporaries believed in broadly feminist ideals. Sylvia Plath through her poems was giving a closure for the treatment she received from the male domination. It reinforces the fact that much ground still needs to be traversed towards achieving gender equality in the new millennium.*

Keywords— *Feminism, Confessional Poetry, Feminist Writers, Patriarchy, Twentieth century, Sylvia Plath.*

I. INTRODUCTION

In the current inquiry, the modest goal is to examine Sylvia Plath's poetry because in her writing she presents a feminist point of view even though her mental illness and subsequent suicide have characterized her life and her legacy. Sylvia Plath is widely considered one of the most emotionally evocative and compelling twentieth century American feminist poets. She wrote about her life's critical issues, but from those issues she made expert art. Sylvia Plath's voice was heard, as that of a fighter, alongside other writers in the righteous anger of the 60's. Some of these writers are Marina Tsvetaeva, Pablo Neruda and Tadeusz Różewicz. All of these writers, including Sylvia Plath, lived through great personal pain and wrote out their experiences in ways that touched people across

cultures and generations.

The poetry of Plath is frequently associated with the confessional movement and contrasted with poets like Robert Lowell, her teacher, and Anne Sexton, her fellow student. Her work is frequently picked out for the extreme combination of her aggressive, distraught imagery and her playful use of rhyme and assonance. In the late 1950s and early 1960s, this form of writing emerged and the mid-twentieth century confessional poetry dealt with themes and subjects that had not been previously explored in American poems. In this type of poem, private experiences with feelings about death, trauma, depression and relationships, sometimes in an autobiographical mode, were explored. The confessional poet's preoccupation with the 'personal' has been seen as an effort to alienate oneself

from the distressing social realities as reflected in the twentieth century. The confessionals have a tendency to wear a 'mask' that would hide the 'actual face' of the poet. Lowell's book on *Life Studies* was a highly personal significant impact on American poetry. Plath and Sexton were both students of Lowell and noted that his work influenced their own writing. Sexton in particular was interested in the psychological aspect of poetry, having started writing at the suggestion of her therapist. The confessional poets were not just documenting on papers their feelings; their work was extremely necessary in terms of craft and structure. Through their close attention to the use of prosody, they maintained a high degree of craftsmanship.

One of Sylvia Plath's best-known poems is "Daddy", where she expresses her true feelings about her deceased father. Sylvia Plath referred to her first suicide attempt in her most famous poem, "Daddy", she wrote, "At twenty I tried to die. /but they pulled me out of the sack, /And they stuck me together with glue" (222). Plath uses the confessional form throughout the poem. Plath's poems are inspired by the death of her father and her husband's divorce. Sylvia wrote this poem that she thought was triggered by either her father or her husband, about the many hardships in her life. All these hardships left her with a sense of meaninglessness towards men. Plath, by writing this poem, releases her inner hostility and animosity as a means of closure for the treatment she received in her life.

Her "Morning Song" exposes us to feelings of love, detachment, bewilderment and rejection. Most of Sylvia Plath's poems attempted something different from her contemporaries. Irving Howe says "after the noise abates and judgment returns, Sylvia Plath will be regarded as an interesting minor poet whose personal story was poignant" (15). AnneCluysenaar describes that "her determination not to accept relief from any ready-made dogma is admirable" (10). Most writers comment on Plath's victimization, heroism, and psychopathology. Plath used private images to form dramas. She had a gift for realistically portraying her feminist beliefs, by powerful language and imagery. Most of her poems show the self, going from a state of symbolic death to one of rebirth. In the poem "Lady Lazarus", Plath says "dying is an art" (245) and ends the poem by saying, "I eat men like air" (247). She describes suicide in her poem, "Suicide off Egg Rock". Marina Tsvetaeva and Virginia Woolf, like Sylvia Plath, took their own lives.

Some critics seem to think that Plath's poems would not have been popular if she had not committed suicide. Plath's last poem "Edge" opens with the famous

lines "The woman is perfect. Her dead body wears the smile of accomplishment" (272). The famous lines describe Plath's accomplishments. "The end determines what precedes it", as Kenneth Burke writes, "a history's end is a formal way of proclaiming its essence of nature" (13). It is in conclusion that the tragedy of Plath's life lies buried.

Writes Lucy Rosenthal, "Miss Plath doesn't claim to 'speak for' any time or anyone – and yet she does because she speaks so accurately" (365). She rewrote the story that women writers might tell in poetry and, to some degree, in fiction and diaries. In her brief yet momentous career writing American feminism avant la letter, and before the feminist revolution of Adrienne Rich, Plath wrote unforgettable poems about the victimization, indignation and resistance of women. Having studied Sigmund Freud and James Frazer, she also wrote poems with psychoanalytic and mythic dimensions, the most startling and unsettling such poems of her time. Her poetry ought to have healed her into a form of catharsis. Therefore, poetry is a kind of burden that must be released, the burden of a genius who has a duty to convey deep universals. Anne Stevenson explains that "Sylvia was at war within herself, that the 'real' Sylvia – violent, subversive, moonstruck, terribly angry – fought for her existence against a nice, bright, gifted American girl"(163).

Radical feminism argues that women's oppression comes from the categorization of 'women' as an inferior class to the class 'men' on the basis of gender. It aims to destroy this sex-class system. It focuses on the roots of male domination and claims that all forms of oppression are an extension of male supremacy. Whereas socialist feminism believes that - women are second class citizens in patriarchal capitalism which depends for its survival on the special exploration of women. Jacqueline Rose remarks that feminism "has rightly responded to this form of criticism (the reading of Plath as guilty for her own troubled conscience) by stressing the representative nature of Plath's inner drama, the extent to which it focuses the inequities of a patriarchal world. Plath becomes innocent - man and Patriarchy are to blame" (3). Plath was a perfectionist, whose drive for success proved intense. She enjoyed many accolades, placing fiction in national magazines and winning first prize in the "Mademoiselle" fiction contest in 1952. Despite her success, Plath suffered from depression, and after her college year, she attempted suicide, an experience that appears metaphorically in her later poems. Feminism has gradually become far more subtle in its attacks on male dominated society. Many injustices still need to be corrected, but equally necessary is a more down-to-earth, tolerant and compassionate view

of fellow human beings. European and American women in the nineteenth century lived in an age characterized by gender inequality. At the beginning, women enjoyed few of the legal, social or political rights. Women were to remain subservient to their fathers and husbands. Their occupational choices were extremely limited. In some cases, however, the private sphere of nineteenth century women had arguably more positive images, defining women as more morally refined of the two sexes and therefore the guardians of morality and social cohesion. Thus, women were able to use this positive image as a means for demanding access to public arenas long denied to them and asserting the need for more 'civilized' and 'genteel' influence in politics, art and education. This societal transformation provoked gender consciousness and reform as the roles assigned to women became increasingly at odds with social reality. Women on both sides of the Atlantic, expressed and influenced the age's expectations of women.

Through their novels, letters, essays, articles, pamphlets and speeches these and other nineteenth century women writers portrayed the often-conflicting expectations imposed on them by society. These women, along with others, expressed the sentiment of countless women who were unable to speak, and brought attention and support to their concerns. Thus, the aim of modern critical analysis is to focus on the methods used by women to advance their cause while still maintaining their delicate balance of propriety and feminine appeal by not 'threatening men' or the family unit.

Sylvia Plath has long been hailed as a feminist writer of great significance. Anne Stevenson reads Plath's life through its end: "What I have tried to do is to approach this extraordinary artist as I believe she herself would have asked to be approached – as a poet" (15). Plath's awareness of and distaste for the submissive and insubstantial role a woman in the 1950s was expected to play is apparent from her early journals to the poems completed in the last month of her life, that the same body of work also makes plain that she had accepted some of that role for herself on her own terms: a common theme throughout the writing is the author's intense desire to be a beloved and loving wife and perhaps even more strong, her desire to become a mother-as long as she could still speak from within her 'deeper self' through her writing.

The woman is seldom seen as determining her own future. Nor has her voice been heard when venturing her frustrations at being treated with the lack of respect usually given as a child. This is what the women of Plath's generation had to contend with. Many highly gifted women had emerged from within the American education

system of that period with sterling figures like Betty Friedan, Gloria Steinem, Naomi Wolf, Adrienne Rich, Anne Sexton and Germaine Greer. Yet they were faced with the kind of discrimination, social expectations and other obstacles to the development of their talents, despite having the benefits of a quality, liberal tertiary education. Sylvia Plath being highly ambitious and gifted, while low in self-esteem and self-confidence, led to her psychological problems and extreme mental depression. Whilst struggling with the ardent feminist within her, she went all out to embrace the ideology of femininity that has been indoctrinated into the women of her generation. Hence that led to a schizophrenic split within her.

The forward movement of Plath as a poet can be divided in four stages, where every stage makes her intensely conscious of her achievements and the drawbacks that need to be scaled. The first stage comprises the pre-1956 poems 'constructed around reading' in which the inner experience is precariously handled. The second stage represents the poems, Plath submitted in 1957 to her 'twelve black gowned examiner'. "The Cambridge Manuscript" or "Two lovers and BeachComber", as the manuscript was called, gives a suggestion of invincible artistic seriousness. The third stage is marked by the publication of her first volume of poems, *The Colossus* (1960). The overall theme seems to be of rebellion by the author against the world and against her life. There are death and dying images throughout. The poems don't have relevance to each other, but they were written at about the same time. So, for the poet, there is a unifying theme, a window of time in her life.

"Two Lovers and a BeachComber by the Real Sea" is significant because it suggests the tone of disenchantment that is at the heart of the major part of the Cambridge collection. It exemplifies Plath's vision of waste, sorrow, and death. She gives the subject of her divided female selves and opposing aspirations in 1956 poem. In "Two sisters of Persephone", the piece paints a portrait of two sisters, different as dark and light. "Two girls there are: within the house/One sits; the other, without/Daylong a duet of shade and light Plays between these" (31). The poem is quite obviously a self-portrait, where Plath sees in her the potential for a dry, spinsterish life of intellect alongside the conflicting looming vision of herself, as a vital and sparkling woman made complete in motherhood. "And sallow us any lemon, /the other, wry virgin to that last, /Goes grave ward with flesh laid waste, /worm-husbanded, yet no women" (32). "Tinker Jack and the Tidy Wives" embody the notion that a man can have the power to make a woman more than she is in and of herself. "Come lady, bring that face/Fallen from luster. /Times soot in a bleary eye/can be made to glisten/For a

small charge" (34). In "Window", the man makes a woman whole and is conspicuous by his absence.

Plath's desire to bring her own life cycle to full, complete fruition in motherhood is strongly evinced in her earlier work. Writer Katha Pollitt says that: "the feminists, too, will have to come to terms with tenderness and purity of Plath's maternal feelings" (69), as displayed in "Brasilia", "Child" and "For a Fatherless Son". In several poems, there is an imagery of the baby as a God. In "I want, I want", she feared she was sterile. "The baby/god"(106) is a demanding and controlling force of nature. "Mary's Song" has a Madonna-and- child metaphor. This time with a more direct and ominous warning to her innocent baby about the dangers of life in modern society: "O golden child the World will kill and eat" (257). The poems after the split with her husband are universally hailed as the strongest, the deepest, most profound of all Plath's works. "Nick and Candlestick" and "Mary's Song" is a reflection on the future of her children. In "For a Fatherless son" there is a melancholic knowledge that the innocence of her youthful baby will not last. "The Munich Mannequins is a portrait of mannequins in snow-drifted shop windows who represent artificial women, whose perfection in beauty is accompanied by sterility and barrenness? In "Medusa", she lashes out at her mother savagely.

The fourth stage is represented by the poems written during 1960-1961 and early 1962. The poem of this period is transitional in nature. In "Crossing the Water" there is a fusion of strength and elegance, direct callousness in her voice and a growing subjectivity. "Stars open among the lilies. /Are you not blinded by such expressionless sirens? /This is the silence of astounded souls" (190). Plath's development as a poet is complete. Her later poems are bleaker than the fiery Ariel poems. They tend towards obscurity but their brevity and compactness make them her finest achievement. The hope of rebirth has dissipated. The message of these final works is that death is the end, and not a route to any kind of rebirth. The progression in Plath's work continues as the poetry rises, "above private iconography to become universal" (234). Anne Stevenson writes of the production of the *Ariel* poems that:

She was suddenly able to focus the full force of her expert craft, her huge energies, on the unresolved inner predicament that had brought her to this pass. She could now examine every facet of it and definitely conquer the predicament by writing it out. She could then go forth, encumbered, to a new world full of possibilities. In the long hours she spent alone, the poems came in a spate – replays, almost effortlessly, with a hugely amplified

freedom and felicity (262).

Her collections of poems, *Ariel* published after her death, depict the failure of a troubled marriage. The poems in *Ariel* have speakers who have the uncompromising intensity of Electra, on whom she wrote an early poem. Her lines "Dying is an art, like everything else"

(245) or "Daddy, daddy, you bastard, I'm through" (224) or "I rise with my red hair/ and I eat men like air" (247) - are declarative, sing song lines, crudely self-involved. "Poppies in October", or the deathly "Edge" are rhetorical monologs about the invention of a self-see. Her later poems are related to her battle with mental illness, despair, sense of betrayal and suicidal thoughts. In the poem "Sheep in Fog", she creates a world of rejection, coldness and the dismal. Here, Plath sees herself as a disappointing creature to all who observe her, whether living 'people' or inanimate beings, 'stars'. While not living up to the stereotypical image of the 'ideal women' of the 1950s, Plath sees herself as a disappointment to her family and friends.

In "Lady Lazarus" Plath had created a poem of chilling imageries, morbidity and feminist triumph. "I do it so it feels like hell/ I do it so it feels real. /I guess you could say I've a call" (245). In the poem, she talks about her suicide attempt. The obsession with dying thus becomes a part of her writings and poems. "Lady Lazarus" triumphs over patriarchy by refusing to allow further commoditization and objectification of her. The "red hair" and "eat men like air" signifies a new hope and zeal with which lady Lazarus /Plath wishes to reclaim herself. In "The Applicant", Plath makes a caustic, satirical attack on the institution of marriage. It is semi-auto biographical, a response to her own failed Marriage. "Black and stiff, but not a bad fit. /Will you marry it? /It is water proof, shatterproof, proof /Against fire and bombs through the roof. /Believe me, they'll bury you in it" (221). "Tulips" is a poetic rendition of the autobiographical novel, *The Bell Jar*. The poem is about her battle with mental illness and psychiatric treatments. While Plath committed suicide before she managed to fully realize herself, the collection of poems from *Ariel* proclaims her genius as a poet and as an insightful feminist. Similar events are recorded by Mary Jane Ward in her autobiographical novel *The Snake Pit*. The fact that Sylvia was a patient at Mclean Hospital Corresponds to the "Snake pit" (5) experience that is portrayed in Ward's book.

The poetry of Sylvia Plath is like watching a kaleidoscopic image turning. Her poem isn't a poem to dissect in a stuffy classroom. It should be admired as it explodes inside. It can be related to life, feelings and fears. Plath proved that poetry isn't the preserve of men. She has

proved that women's experiences can be transmuted into poems with no loss of art or craft, of course, she wasn't the first female poet, but without doubt she is the one with the highest profile and reputation. Her ineffable qualities, makes her poem last. The poems remain relevant because they explore the big themes and our personal hells- all the stuff of which life consists. Her rage against men, dwelling on suicide, her sessions of traumatic experiences have an undeniable appeal-it is this extreme of experience which are so fascinating and stimulating. Her work still sounds completely contemporary. To take a line from her poem "Daddy" such as "A man in black with a meinkampf look" (224) or a poem like "Gigolo" - "The battle of my/ Gold joints, my way of turning /Bitches to ripples of silver /Rolls out a carpet, a hush" (268). Her poems flow like a snappy, sparkling rhythm of a falling rain and are not hidebound by the constraints of academia. Her subject matter makes her appeal to young people. It's perhaps impossible to separate the poem from what we imagine to be the woman, but I think it's worth at least attempting to read the poems as they stand - in its feministic splendor.

It is more important to consider her writing for its truthful exploration of intimate vulnerability in a patriarchal, conservative world while researching her poem. It is her poem that must take priority and her work has remained paramount even in her darkest moments. She does not seem to be interested in supporting the feminine cause, but she displays an expression of indignation towards men where she is the victim. Plath's poems never open a transparent window onto her lived experience. They make verbal spectacles of the experience, transforming it into something rich and strange.

The struggle of Plath to portray the problems of women has won her a significant place in feminist literature and her poem is marked by the tension between her role as an artist and her role as a wife and mother. In her 1976 book, *literary Women*, Ellen Moers writes: "No writer has meant more to the current feminist movement and still today, at a time when the equality for women isn't so, radically revolutionary as it had been earlier in the century. Plath is a literary symbol of the women's rights movement" (67-68).

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Comprehending surface reading through *The Fly*

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Abstract— Surface reading is a lesser-used yet effective method of critical reading. The more commonly practiced method of symptomatic reading focuses on unearthing meaning from a depth that texts supposedly hide on the surface. On the contrary, surface reading positions all interpretations of the text on its surface itself. The text presents all its interpretations through its verbal structure, critical descriptions, patterns, et al. Renowned short story writer Katherine Mansfield's works present best interpretations best when surface reading is employed. She connects themes, characters and textual content in an intricately and carefully designed web on the surface. In particular, her short story - 'The Fly' - is a classic case where methods of surface reading as a verbal structure of language, critical descriptions, patterns that exist across and within text(s), et al. can be studied exhaustively. This article elucidates the benefits and techniques of surface reading through a case study of Mansfield's 'The Fly'.

Keywords— surface reading, symptomatic, ideology, interpretation, criticism.

I. INTRODUCTION

The most commonly practiced method of critical reading in literature is symptomatic reading. Right from school classrooms, one is first expected to read up on the socio-political and cultural “background” of a text, the author’s biography and the underlying themes; only then is the text opened for perusal. The interpretation of the text is thus narrowed down to a few ideological constructs and contexts. Textual analysis tends to be perceived through ideological lenses, owing to the rise of various ideological movements in the 20th century (Best and Marcus, 2009). Sadly, texts are even chosen to be taught and read critically based upon their conformism to particular ideologies as found by critics, who crown them as the ‘canonical texts’ of a representative ideology. Texts thus become mere examples of a particular agenda.

Strangely, symptomatic reading is not the norm when reading is done for pleasure. Readers do not adorn the role of detectives who suspiciously view the text as an object of deception. There is no prior study of authorial intention and contexts made. Readers accept or refute what the text intends to communicate on its surface. Interestingly, such

interpretations of a text are not purely unique. Often, interpretations are shared and similar among many readers of the same text. A text can, hence, have plural meanings, but neither can it have infinite meanings beyond its scope (Belsey, 2013) nor a single, ideologically restrained meaning. This calls back to Best and Marcus’ observations about “surface reading” (2009, p. 9) - a method that this essay will attempt to identify as a beneficial and viable reading method vis-à-vis *The Fly*.

II. CONTEXTUALIZATION IN SYMPTOMATIC READING

The Fly is a short story by Katherine Mansfield that explores the psyche of an unnamed “boss” in conversation with his former employee, Mr. Woodifield. The story has intrigued many readers, for the story spans only about two thousand words, has an office setting and just two pivotal characters present. Mansfield conveys deep emotional content within this space and establishes parallels between dominance and toxic emotional restraint; grief and stoicism; exuberance and dullness. The work naturally sprung various critiques that attempted to unearth what the

story conceals beneath its surface and supposedly protests to reveal. For such revelation, a popular tool used is placing the story within its historical context, especially in tandem with the author's biography.

In Mansfield's case, such unearthing does reveal a plethora of additional information:

"...in 1915, when Mansfield received the news that her brother had been killed fighting in France...When her mother died in 1919, she described her banker father's reaction thus: 'Of course he had money, but it makes no difference to him. He falls into absolute pits of depression and loneliness.'" (Hagopian, 1963, p. 385)

Early critics of *The Fly* have interpreted the characters of the boss' son and the boss to correspond to the author's family members, as described in the aforementioned excerpt. Such multiple symbolic assumptions about characters resulted in the text being declared as a failure by Sylvia Berkman. She observed that "the central symbolism is confused." (Berkman, 1951 qtd. as cited in van Gunsteren, 1990, 230). She surmised that Mansfield's reading of *King Lear* shortly before penning the short story was the plausible reason behind the boss' torture of a mere fly. Similarly, her struggle with tuberculosis and eventual death at the hands of the disease were read as analogous to the fly's life-and-death situation in the hands of the boss. Nonetheless, she found the assumed symbolisms about the family confusing, owing to the boss' personal sufferings being juxtaposed with his egotistical cruelty. (Hagopian, 1963, pp. 385-386).

Symptomatic reading tends to lead towards such crossfire as seen above. The suspicion of a "covert progression of the plot" (Shen, 2013) that the text veils from interpretation led to the unfair decreeing of this work as a failure. In positioning the text as an obstacle that hides truths, it can be witnessed that:

"Context is, in this sense, an endlessly contested concept, subject to often rancorous rehashing and occasional bursts of sectarian sniper fire." (Felski, 2011, p. 573)

The search for historical contexts and authorial intentions in a text is indeed beneficial for holistic reading. The challenge arises in positioning the text as an inert surface from which meaning, hidden at a depth, has to be wrenched out or forcefully inserted (Best and Marcus, 2009). What critics with a symptomatic reading approach fail to see is that the text lays out elements that help procure these deep meanings on its surface itself.

III. APPLICATION OF SURFACE READING TECHNIQUES IN THE FLY

3.1. Verbal structure

The Fly conveys rich and comprehensible meaning through surface reading. For instance, Woodfield is depicted as a weak man even before his boss' dominance is exerted on him. Mansfield cleverly illustrates Woodfield's dependency and frailty by comparing him to a baby:

"...he peered out of the great, green-leather armchair by his friend the boss's desk as a baby peers out of its pram." (Mansfield, 1922/2007, p. 406).

The image continues when Woodfield is depicted as dependent on the women in his family, much like infants. Additionally, the ellipsis between "his" and "stroke" (Mansfield, 1922/2007, p. 406) clearly indicates the pause in Woodfield's life that the disorder has created. Through a close reading of the punctuations, words and comparisons, the form of the text lends itself to interpretations. Surface reading hence observes closely the "intricate verbal structure of literary language" (Best and Marcus, 2009, p. 10) to elicit meaning.

Verbal structures further reveal the dialectics of dominance between Woodfield and the boss. A notable instance is in Woodfield's recollection that his family had visited the boss' son's grave. Interestingly, a close reading of the surface becomes beneficial in determining Woodfield's pivotal assertion of agency here. The only point wherein he mobilises his agency is brilliantly depicted via his own mobility:

"That was it,' he said, heaving himself out of his chair." (Mansfield, 1922/2007, p. 408)

It is only through reading the surface as an "intricate verbal structure of language" (Best and Marcus, 2009, p. 10) that we notice the lone instance of Woodfield's agency; a key occurrence that reveals the cause of the boss' emotional indifference. Mansfield's style of narration across her oeuvre carries a detailed verbal structure that often helps in interpreting her ideas on the surface of the text itself.

3.2. Critical descriptions

The tension for dominance between the boss and Woodfield is well established through descriptions. Woodfield's jealousy of his boss' prosperity and the narcissist boss' resultant pleasure in exerting dominance upon the weak, former employee is seen in the critical description used here:

"So there sat old Woodfield, smoking a cigar and staring almost greedily at the boss, who rolled in his office chair, stout, rosy, five years older than he, and still going strong, still at the helm...As a matter of fact he was proud of his room; he liked to have it admired, especially by old

Woodfield. It gave him a feeling of deep, solid satisfaction to be planted there in the midst of it in full view of that frail old figure in the muffler.” (Mansfield, 1922/2007, p. 406)

The boss' apathy becomes evident when he schedules time to unwind his deep grief but fails to weep. The description of his scheduled grief intervals and futile attempts to cry excellently execute the rendering of his character. The interpretation becomes clear that grief, which is natural, feels foreign to him because he “wanted to feel” strong and dominant:

“The boss took his hands from his face; he was puzzled. Something seemed to be wrong with him. He wasn't feeling as he wanted to feel.” (Mansfield, 1922/2007, p. 409)

Quite immediately after he understands his emotional instability, the titular fly appears. The boss' mistreatment of the fly is again an instance of critical description. His actions shift between finding joy in seeing the fly “ready for life again” (Mansfield, 1922/2007, p. 410) But simultaneously, he enjoys testing the fly's endurance by dropping ink on it, crushing it to its earlier fate. Nevertheless, he quickly follows this action by breathing onto the insect and drying its wings. Noticeably, he demands the fly to be quick about its resurrection, just as he orders Macey around:

“‘Come on,’ said the boss. ‘Look sharp!’” (Mansfield, 1922/2007, p. 411)

Critical description plays a significant role in textual interpretation through surface reading here. Having been introduced to the boss' domineering quality and the cause of his emotional indifference, the fly can be read as an embodiment of his own tragic state without external tools of literary criticism. The miserable circumstances of his life pushed him to exert dominance as a cover for his emotional numbness. The authoritarian role he performs hence can be viewed as self-inflicted mental torture that unfortunately ends up in his apathetic nature.

3.3. Patterns within and across texts

The boss' domineering nature can further be traced from various other instances throughout the text as a network of “patterns that exist within texts” (Best and Marcus, 2009, p. 11). One such pattern of domination is in names, or the lack thereof. The boss rarely refers to anyone by their actual name. His son is never addressed by name; the fly becomes a “little beggar”, and Macey is reduced to a “dog” – a loyal servant who follows its master's orders obediently. Even his former employee becomes “old” Woodfield, despite being five years younger than him. His own name remains unrevealed; only his role of a dominating “boss” is portrayed. Likewise, the fly and

Macey are expected to “look sharp” and be quick about their work. This pattern of names and repetitive phrases hence reveals to the readers much about the character without assuming any contextual information. The interpretation is independent of a surface-depth hierarchy between the text and the context.

Moreover, the boss' apathy can be read as a “pattern across texts” (Best and Marcus, 2009, pg. 11). Mansfield's narration usually shifts between a glimpse into her characters' thoughts and back into a third person narration omnipresent narration. A similar pattern can be seen in her narration technique in *The Fly*, where readers know what the boss and Woodfield are thinking but also, are left to discover more information from the events that are presented in narration. A classic example of a character, away from Mansfield's oeuvre, whose need for dominance is hinted at through peeks into their psyche is of the Duke of Ferrara in *My Last Duchess*. The Duke is deluded in his own need to exert control and power that the innocent acts of the duchess prove to be fatal to her. This pattern can be seen in the boss' self-deluded nature. The narrative techniques of both works are also alike. Such parallels that exist across texts and within texts are devoid of ideological constraints. This reveals that texts have visible and coherent patterns of meaning on the surface itself and do not need to be excavated from beneath the text.

IV. CONCLUSION

Throughout this textual analysis, there were no hierarchical placements between the text and context or between the form and the content. Nor were ideological references, socio-political backgrounds or the author's biographical study used to support interpretations. Surface reading encourages such interpretations that stem from the text rather than from its agenda (Belsey, 2013). By assuming a depth where latent meaning hides under the surface, an ideological framework arises that restricts the text from expressing what it truly means. This further negates the possibility of a text surviving trans-temporally (Felski, 2011); only a fixed canon that conforms to ideological frameworks can survive. For instance, in surface reading *The Fly*, much about the characters and the plot was comprehensible from the critical description employed, the patterns they drew within and across texts and the intricate verbal structures present. If the context of the author's biography was placed as a “depth” where meaning lies, the primary interpretation made would have been that the text is an allegorical retelling of the tragic instances in the author's life. The interpretation would thus have been locked within the author's biographical context alone.

Evidently, surface reading allows for the most beneficial form of reading in inviting original interpretations without any fixed, preconceived expectations from the text. There are a plethora of methods in which surface reading can be practiced apart from those elaborated in this essay. This widens the scope of approaches to literary criticism, alongside pleasurable reading. In symptomatic reading, the critical exercise is largely dependent on the need for some ideological or symbolic revelation. This pressure to unearth is nullified in surface reading, wherein patterns, descriptions and verbal structure naturally reveal themselves on the surface of the text. Surface reading thus ensures pleasurable reading as well.

This does not endorse the negation of contexts altogether. The text and the form it presents itself in must be addressed first. This allows for broader and interpretations, independent of contextual biases. Contexts identified in symptomatic reading can be used to eliminate implausible interpretations and add additional possibilities of meaning in a text after the suggested initial interpretative process. Surface reading enables this inclusive model of interpretation by neither pushing the text nor context to the background or the foreground, but considering them as a “constellation of multiple surfaces” (Cheng, 2009). Surface reading thus indicates hope for a holistic critical approach in literary criticism.

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The Conflict between Widowhood and Sexuality in Tagore's *Chokher Bali*

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Abstract— Rabindranath Tagore epitomizes the dilemmas of the young widows who are the victims of the orthodox society in the late nineteenth and early twentieth centuries. The Widow Remarriage Act could not change the mentality of the people; through the contribution of social reformers such as Tagore critically analyses Binodini's psychology, tension, inner agony as a beautiful widow with western education. She has desires, passion and intelligence to fulfil her incomplete desire with Mahendra. She enjoys the game of love with Mahendra, but at the same time, she wants to captivate Behari, who is most virtuous in character. This paper attempts to explore the critical condition of Binodini, who fulfils her sexual desires with Mahendra and later rejects his marriage proposal. She realizes that the conservative society will not allow widow-remarriage.

Keywords— Love, desire, identity, sexuality, marriage, mutual understanding, emotion.

Binodini is a young educated widow who follows orthodox rituals, but unfortunately, she cannot overcome her sexual desires for Mahendra. Tagore portrays Binodini's gender stereotypes which remain active still now. Binodini's character is a combination of uncertainty of emotions and social morality. She is a young widow with contradictory passions. Binodini is the Tagore's agent of independence. Binodini engages in passionate love with Mahendra and enjoys their happy moments in an isolated house. She later develops her passion for Behari and removes her sexual pleasure of life. It is the heavenly love that wins. Binodini realizes her actual identity in the conservative society and rejects Behari's marriage proposal.

Binodini is the central character of the novel. She represents the women of Renaissance classical Bengali literature. Iyengar says that she is portrayed as "the eternal feminine trudging through the ages in quest of her lover, weary with pain, distracted with longing, bursting the throb of desire, trailing through poetry, through the song until she stands on the other shore crying 'Ferry me across

O boatman!'".¹ She plays different roles in the novel and is the outstanding creation of Tagore's among all the characters of his novels. She is a convincing and full-blooded creation of Tagore. Her father appoints an English lady teacher and spends money on her education. Binodini's father fails to find a suitable husband for his daughter and dies without giving her any money. In contemporary times, this was rare because dowry in marriage was very common, but her father does not offer it. Women rarely received higher education at that time. However, the dowry system in marriage was a matter of prestige and obligatory for survival. Mahendra refuses to marry Binodini, and coincidentally she becomes a widow within a year of her marriage to Bipin.

Binodini becomes jealous, frustrated and vengeful when she enters Mahendra's house and observes his happy conjugal relationship with the immature Asha. Binodini plays the role of a governess, and her widowhood has deprived her of happiness and sensual pleasure. She plans to capture Mahendra, and makes friends with the innocent

¹ K. R. S. Iyengar, *Indian Writing in English*. (New Delhi: Sterling Publishers Private Ltd., rpt. 1985). P.318.

Asha to fulfil her desire. She tactfully changes the relationship around her, which destroy any existing relationships. She cannot accept the restriction of widowhood because and she expresses her boldness. She is the creation of Tagore's 'New Woman' in Bengali fiction which he portrays her as a model of modern colonial Bengal. She can fire her passions and transform into a repented and conforming woman, and she sacrifices the rest of her life. Her misfortune transforms her from a timid young girl to a challenging woman. She avoids her destiny, the moral world and religious beliefs of the contemporary time. She transforms into a blatantly sexual woman who has nothing to lose. Tagore imagines her inner agony and realizes the woman character's transgression. Binodini appears with her ruthless motive which is generally projected in a negative light. A young woman becomes a widow, and society is cruel to her. Tagore can analyze her psyche and inner agony.

Mahendra and Asha were happy in their conjugal life before Binodini came to their house. Rajlakshmi loves Binodini a lot because the latter is intelligent, an expert in managing the household works and taking care of all the family members. Binodini follows the rituals of Hindu orthodoxy. Binodini meets Asha, and their friendship starts with humour and enjoyment. Binodini's envies Asha her marriage with Mahendra. She becomes a widow at a tender age, and she thinks in her burning embers: "Such a happy household, such a loving husband-I could have made it a home fit for royalty and turned him into my devoted slave state, and this man would have turned heads. But in my place rules this child of a girl, this infantile doll!"² Mahendra finds her a responsible woman who would be a perfect match for him. Unfortunately, this opportunity is gone, and Mahendra feels Binodini emotionally and physically. However, Binodini attempts to draw the attention of Mahendra and instigates him physically and emotionally. On the other hand, Mahendra becomes bored of his conjugal life with Asha. Here, Tagore portrays the human psyche that is impossible to achieve or not legitimate appear lucrative. Rajlakshmi praises Binodini's smartness in household works to Mahendra. Later, Mahendra observes her caring nature, which is similar to his mother's.

The title *Chokher Bali* has significance in meaning. In the plot construction of the novel, Binodini and Asha choose their loving nickname *Chokher Bali*. The mean of 'eyesore' is a general address between Asha and Binodini that characterizes the friendship between the two women. The title of this novel has been translated from an

² Rabindranath Tagore, *A Grain of Sand: Chokher Bali*. Trans. Sreejata Guha (India: Penguin, 2003).p.94.

idiomatic expression, which is called 'sand in the eye'. It is similar to the phrases "throwing a spanner" and "a destabilizing factor". It also means the third person entry in an intimate relationship between a happy couple. Mahendra says to Binodini,

'What you call your friend, Chokher Bali.

Binodini didn't give a mocking reply as she usually did—she continued silently with her sewing.

Mahendra said, 'Has that become our true relationship now, and so it cannot be played at any more?'"³

Shirwadkar also says about the role of the women characters: "The three women Binodini, Asha and Rajlakshmi represent the evolving social and moral climate at the turn of the 20th century."⁴ Behari and Binodini's conversation is poignant and Asha becomes the matter of their discussion. Binodini says, 'I don't know, Thakurpo, it doesn't look good to me. I just feel terribly concerned for my Chokher Bali.'⁵ In the situation of Mahendra returning home and observes Binodini's ignorance towards him. Mahendra says to Asha, 'It looks like I have now become the *grain of sand* in your friend's eye. She is nowhere to be seen these days'.⁶

She leads a miserable and lonely life as a widow in society. Tagore portrays the sufferings of women in the male-dominated society. However, Annapurna and Rajlakshmi have each other's company. Annapurna is childless, but she takes care of Mahendra and Bihari. Binodini is an educated modern woman who desires love and satisfaction.

Rajlakshmi goes to her father house and brings Binodini with her to Calcutta. Tagore metaphorically represents that like a single garden vine planted in a jungle, Binodini, since her husband's demise, has led a listless existence in the dreary environment of the village. Binodini shows care and hospitality towards Rajlakshmi and Bihari in the village home itself. Binodini is a village lady who is not like the typical Bengali woman. She is the new woman subjectivity in Tagore's portrayal. She has gained British education with its Midas touch has

³ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*. Trans. Sreejata Guha (India: Penguin, 2003).p.94.

⁴ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.93.

⁵ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.93.

⁶ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.93.

transformed everything artistically. She has a spirituality that society could not allow to offer. She wants to fulfil her desire, happiness and satisfaction.

Binodini symbolizes a new area of emancipated women. They struggle for their rights in the patriarchal materialistic dominated society. Binodini, as a Hindu widow, fights against the injustice of mortifying existence. Showalter says, 'She is not a woman whose sphere was defined and maintained by men'. Binodini as a widow has confined her life. She asserts her freedom to love and be happy. She wants love which is only an illusion and a figment of her thinking as society does not permit it. Therefore, Binodini desires love though she is conscious of this social taboo. She also rejects the marriage proposal of Bihari. Tagore artistically portrays that Binodini does not remarry in the end. She says, "I shall pray that I have you in my next birth—in this lifetime I hope for no more, I deserve no more. I have inflicted much misery, received much sorrow, I have learnt a lot. If I had forgotten those lessons, I would have sunk lower by dragging you with me. But since you remain on your pedestal, I am able to hold my head high today—I shall not raze this monument to the ground."⁷

Binodini wants to fulfil her physical desires and tries to attract Mahendra. She wants love emotionally and biologically. She feels interested in hearing from Asha about the enjoyment of conjugal love. Binodini's love for Mahendra is not carnal and mundane. Tagore says,

'Binodini herself didn't matter in the least! She seemed to be born to protect Asha, to free Asha, to free Asha's path of thorns, to fulfill every wish she ever had! Since Mahendrababu wished to wed Asha, Binodini had to be exiled to the wilderness of Barasat and married off to an uncouth ape. Since his Highness Beharibabu couldn't bear to see tears in dear Asha's eyes, Binodini must keep her shoulders ready at all times for her to weep on. Just once, Binodini wanted to smite this Mahendra, this Behari down to the dust at her feet and make them understand the difference between Asha and Binodini! Her helplessness at the injustice of fate, that had prevented her from planting a victory-flag in any man's heart, burned like wildfire inside

Binodini and her very soul became combative."⁸

Binodini seeks true spiritual love. She looks for true love to fulfil her physical need, and then she becomes a transgressor. She fights for freedom, emancipation and rights as a human in society. She plays a significant role in Mahendra's house with love and dedication. The artistic plot construction of the novel does not draft Binodini as a villainous woman. She becomes a victim of fate, coincidence and domination of patriarchal culture. She shows 'motherly' instincts in taking care of Rajlakshmi. Rajlakshmi is on her death bed. She says,

'Don't weep, Mahin; the queen of grace is still in your home. Give the household keys to Bou-ma. I have kept everything in order—you two wouldn't lack for anything in the house. One other thing, Mahin, don't tell anyone before I die—there are two thousand rupees in my box that I bequeath to Binodini. She is a widow, all alone in this world—the interest from this money would suffice for her. But Mahin, my request to you is don't keep her within the walls of your own home.'⁹

Binodini is the most dominating character and she dominates Asha in education, sexuality, maturity, household chores and sexual appeal. She makes friends with Asha but always feels jealous and wants to attract Mahendra. She convinces Rajlakshmi to dominate all the members of the family. She takes care of Rajlakshmi and wants to praise her all the time. Annapurna focuses on the traditional religious widow who abides by the rules of the rituals and restraints. Tagore represents the customs in his contemporary society that widows followed and these are still prevalent now-a-days. Binodini is a bold widow and she rebelliously avoids her fate, rituals. She only approaches the humanitarian grounds. Binodini does not follow the path of Bankimchandra's kunda in *Bishabriksha* who is a widow and commits suicide. Binodini asserts her identity and Tagore portrays Binodini as a modern woman who becomes a social rebel and rejects the conventional codes. Kabir says, "as a woman of great beauty and charm with country feelings and wishes and torn by rival passions that pull in different directions."¹⁰

⁸ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003). p.169.

⁹ Ibid.p.283.

¹⁰ Humayan Kabir, *The Bengali Novel* (Calcutta: Firma K. L. Mukhopadhyay, 1968). P.37.

⁷ Ibid. p.269.

Tagore draws a time of the contemporary when women need identity and position. Here, he presents his central character with beauty, knowledge of English, intelligence. She takes challenges of the orthodox society. Binodini tells the story of a widow's revolt against the conservative society. Amaresh Das explains, 'the household which could have honoured Binodini as Mahendra's wife receives her like a refuge. This increases both her prudence and her tact in handling issues concerning the intricacy of human relationships.'¹¹ However, Binodini has to pay a high price. She creates a wedge between Mahendra and Behari to catch them. She uses the passion of both Mahendra and Behari. It is the result of neither her fickleness nor the nature of frivolousness. She is considered a toy of pity, incognizance and destitution in society and it instigates her to attract him of this attitudes. Binodini later makes it clear to Behari,

'I do not have the right to leave you. You are involved in beneficial activities for others—give me some duties in one of your missions. I shall perform them all my life and consider myself at your service. But for pity's sake—you cannot marry a widow. Your generosity may have room for anything, but if I do this and ruin your name in society, I shall not be able to hold up my head for the rest of my life.'¹²

Binodini abides by the rules of the orthodox Indian society as a widow. She has irrational values, and her life is like imprisonment in this world. She expects self-identity and respect in a patriarchal society with her versatile knowledge. Behari gives her proper honour, and Behari says to Mahendra 'But it won't take long for her to come right back. I suggest you marry off this widow—that'll take care of her for good.'¹³ Binodini technically targets Behari and tries to convince him in marriage through the social reformation movement of widow remarriage. She reads Bengali literature, and novels especially inspire her for that. Binodini decides that the following the flow of widow remarriage cheer up Behari or Mahendra proposes her to marriage. She must utilize such opportunity to remove her solitary unhappy life. She is progressive in thinking and activities.

¹¹ Amaresh Das, *Rabindranath Upanyas: Nabamulyayan* (Calcutta: Pustak Bipani, 2002). P.52-53.

¹² Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, trans. Sreejata Guha (India: Penguin, 2003).p.269.

¹³ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p 45.

There are triangle love, emotions and sexuality in *A Grain of Sand*. It is a sensitive novel which was first published in 1905. The colonial Bengal is based on customs, religious dogmatism, morality, rules and rituals of contemporary society. There are child marriage, age differences in marriages, sufferings of women, superstitions of the society about widowhood and education. In this novel, Mahendra marries Asha against his mother's will. After marriage, he engages with Asha in making love and amusement. He revolts against his mother for occupying Asha in the household works all the time. However, Mahendra keeps Asha to his near for teaching and learning lessons. Asha feels so happy for the caring attitude of Mahendra. Mahendra's conversation with Asha:

Mahendra would sound forlorn. 'Ooh, that much? Want to see how I have read?' He would point to the chapter heading in his medical text. Asha would widen her eyes. 'So what were you doing all this while?' Mahendra would caress her chin and say, 'I was lost in somebody's thoughts—a heartless person who was in turn lost in the life and times of the bumblebee.' Asha could have responded to this unfair accusation. But alas, modesty compelled her to accept this iniquitous defeat in the battle of love.

This will be proof enough that Mahendra's little school did not follow any private or public schooling methods.¹⁴

Mahendra tries to avoid Behari in their new conjugal life's romance and Asha cannot realize her responsibilities after marriage for the family. Mahendra is very immature and does not realize the value of love must have to cope up with family, responsibility, social norms-behaviours and reality. Asha and Mahendra pass their honeymoon period peacefully and enjoyably. Their bonding becomes strong until Binodini comes to their relationship. Asha makes friendship with Binodini and always praise her to Mahendra. It makes Mahendra explore the beauty, aptness, wit of Binodini. Binodini gives the name of the friendship 'Chokher Bali' which ironically in the last part of the novel happens truly. Asha and Binodini's conversations is:

Asha suggested many pretty names like flower and bee, Ganga and Yamuna. But

¹⁴ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, trans. Sreejata Guha (India: Penguin, 2003).p.21.

Binodini said, 'All those are outdated; an affectionate name is no longer worthy of love.'

Asha said, 'What would you like us to be?'

Binodini laughed and said, 'A grain of sand in the eye. Chokher Bali.'

Asha was more inclined towards the sweeter names, but she took Binodini's advice and settled for the affectionate invective of Chokher Bali—a grain of sand in the eye that drew pearly tears. She hugged Binodini and said, 'Chokher Bali,' and rolled to the floor, giggling.¹⁵

Binodini becomes a grain of sand to Asha's eyes. Asha seems cheap and available to Mahendra and he feels curious about Binodini. Mahendra considers Binodini perfect to fulfill his incestuous desires. Here, Tagore focuses on the peculiar human psychology of the impossible relations attracting men, and already the achieved things are considered cheap. Binodini is intelligent enough who convinces Rajlakshmi with her taking care. Though she is a young widow, she has unquenched sexual desires and emotions. She also abides by the rules for widows. The widow marriage is a serious issue of that time and Binodini wants to play a game with Mahendra and Behari. She acquires mental peace by hypnotizing men with her attraction. She has the conflict of her beauty, intelligence and desires. She has no interest in the sacrifice of a widow according to the Hindu religion. She considers her widowhood as the injustice of Almighty. She knows very well how to increase a person's curiosity; that is why she wants to fulfil her incomplete desires. She has the quality to catch every men attraction and respect. Binodini feels jealous of Asha and her self-talking is

Actually, only Binodini knew the taste of this spice, but in her life the vegetables were missing from the curry. The blood flamed in her veins; wherever she glanced, her eyes showered sparks of burning embers: 'Such a happy household, such a loving husband—I could have made it a home fit for royalty and turned him into my devoted slave. This home then wouldn't be in this sorry state, and this man would have turned heads. But in my place rules this child of a girl, this infantile doll!' She hugged Asha and said, 'Dear Bali, please tell me

what happened last night, won't you? Did you say all that I taught you to say? When I hear of your love, I lose both sleep and hunger.'¹⁶

Women try to break the hindrance and become free in the society. Mukhia tells that,

Binodini also successfully undermined male domination and male ego by making Mahendra grovel before her and then quietly transferring her loyalty to Bihari ... she subverted the social norm as well as the individual norms of behavior ... she had the fortitude to take her own decision and stick by it which is the ultimate testimony to the realization of one's self-identity.¹⁷ Binodini firstly targets Mahendra and becomes so intimate with him but their perfect love making destroyed because of social honour. It turns tragedy because Mahendra genuinely love Asha and at the same he considers Binodini to fulfill his desire. Mahendra says, 'Am I the only surplus object here, Binod? If that is so, why did you drag me here? What is the point of hunting that prey which you do not like to devour? Tell me honestly—have I surrendered to you of my own free will or have you hunted me down at your will? Why should I endure you playing such games with me? Yet, I shall keep my word—I will go back and stay in that house where I have crushed my own place underfoot so callously.'¹⁸

The Widow remarriage became valid in Colonial Bengal. Binodini is educated and she knows the fact to fulfil her desires. She targets Mahendra and attempts to draw his attraction. She makes friends with Asha and finds good terms with Mahendra and Asha. It is very difficult to find even a few minutes to steal away to Mahendra. Tagore focuses on Binodini's mentality-

'Binodini laughed a cruel, jagged smile to herself when she thought of Asha's husband sitting in a corner of that lonely

¹⁵ Ibid.p. 40.

¹⁶ Ibid. p.43.

¹⁷ Banani Mukhia, *Women's Images Men's Imagination: Female Characters in Bengali Fiction in Late Nineteenth and Early Twentieth Century* (New Delhi: Manohar, 2002).p.69.

¹⁸ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003). p.204.

room on the terrace, bursting with impatience and thwarted passion.¹⁹

Here, Binodini wants to create barrier in Mahendra and Asha's relationship. She also mentions to Asha the importance of love and says-'oh dear, and I suppose that would be so terrible? There is no fun in romance if there isn't a bit of provocation sprinkled on the love-it's like the spice in the curry, it brings the flavor out.'²⁰

Binodini plays with men's hearts and she starts playing games with Mahendra. She enjoys tempting men's hearts for wanting her, admiring her beauty, wit and aptness of works. She has no interest in sacrificing her desires for the dead traditional inscriptions which are written in religious books. She knows very well the duties of a widow but she does not want to acknowledge God's wish. She becomes angry about her widowhood which she considers the injustice of Almighty. She is very concerned about her sexual needs which she wants to fulfil. She does not follow the renunciation and austere methods of enjoys attracting men's attraction towards her. However, Binodini avoids meeting to instigate Mahendra's desire and curiosity for herself. On the other hand, Mahendra uses tricks to show his indifference and reluctance to Binodini. Binodini's conscious mind says:

'I've been in this house for so long and Mahendra has never once tried to catch a glimpse of me. When I am in his mother's room he never ever cooks up an excuse to come and speak to his mother. Why all the indifference? I am not a piece of furniture, I am a person, I'm a woman! If he ever got to know me well, he'd know the difference between me and his cherished Chuni!'²¹

Binodini attempts to provoke at first Mahendra and then Behari to come into her life and she wants to draw their attention. Binodini is envious of Asha because both Mahendra and Behari love and respect Asha. Binodini wants to make Asha sufferer Behari takes care of Asha who has genuinely done a lot for Asha's happiness. On the contrary, Mahendra elopes with Binodini and throws Asha in great regret. Behari could not marry Asha because of

Mahendra but Behari developed a sense of belonging, affection and care for Asha which remains till the end of his life. At the end of the novel, Mahendra regains his true feelings for Asha in a derogatory manner.²² Binodini's conspiracy makes Asha a sufferer. Rajlakshmi is full of maternal pride and there is a misunderstanding between Mahendra and Rajlakshmi because of the intimacy of Asha and Mahendra after their marriage. Mahendra has no knowledge about the world of privacy of newly emerged conjugal attraction. Mahendra enjoys the company of Asha in a limitless way. Their relationship with Asha is a limitless way. Their relationship is the cause of the anger of Rajlakshmi. Binodini stimulates her anger by saying- 'I was wondering about that myself. But then your son has been so busy with his wife ever since he got married-why would friends come round anymore?'²³ Rajlakshmi feeds the criticism is justified and Mahendra has distanced from his near and dear ones for the sake of his wife.

Binodini and Mahendra are engaged in an affair, and Mahendra is much more interested in physically in this relationship. He wants to enjoy his sensuous pleasure like the kings of ancient times. He starts making a romance with Binodini, and he completely surrenders, craves to get held over Binodini. Binodini is happy to see that she can steal away Asha's love. Binodini conscious mind says, 'where can he go? He will be back. He is mine.' Binodini expects to be the mistress of a wealthy household by taking the love of the master of the house. She does not surrender entirely to Mahendra. The relationship between Binodini and Mahendra is shown-up of the achievement of possessing over each other. Binodini ignores Mahendra and forces him to go to his house, which penetrates his heart with sorrow for the sake of Binodini, he leaves everything in his life. Mahendra says to Binodini,

'Am I the only surplus object here, Binod? If that is so, why did you drag me here? What is the point of hunting that prey which you do not like to devour? Tell me honestly-have I surrendered to you of my own free will or have you hunted me down at your will? Why should I endure you playing such games with me? Yet, I shall keep my word-I will go back and stay in that

¹⁹ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.43.

²⁰ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.43

²¹ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, trans. Sreejata Guha (India: Penguin, 2003). p.43

²² Anchal Tiwari, "Chokher Bali: A Collage of Diverse Paradigms of Love and Sexuality", *European Journal of English Language and Literature Study*. Vol.4. No.2, February 2016, p.53.

²³ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.44.

house where I have crushed my own place underfoot so callously.²⁴

Mahendra becomes annoyed by Binodini's continuous mood swings and misbehaviour with Mahendra. Mahendra thinks, 'I have sunk myself so low in this ordinary woman's esteem that she has acquired the right to dismiss me at any time, in any manner! This is not her rightful privilege. It is I who gave it to her and made her think too much of herself.' This rebuff makes Mahendra resolute to establish his superiority to himself. Binodini gradually becomes interested in Behari whom she calls "thakurpo" which means the younger brother of the husband. She develops a passionate love for Behari. She notices that Behari gives more importance to Asha which makes Binodini envious. Binodini tries to tempt Behari, which is a difficult task for her. Binodini tells Behari, 'why shall I stop him? For your Asha's sake? And I suppose I have no dreams and desires of my own? I am not so pious that I'd wipe out all my wishes from this life, for the sake of your Asha's well-being, for the sake of Mahendra's family- I have not studied the holy books so faithfully. If I give something up, what do I give something up, what do I get in return?'²⁵

Behari proposes to Binodini for marriage which she considers as sympathy, not empathy for her. Binodini observes her identity as a widow in society. She has destined to remain alone in her life, and she realizes her faults. Binodini says to Behari, 'I do not have the right to leave you, you are involved in beneficial activities for others-give me some duties in one of your missions. I shall perform them all my life and consider myself at your service. But for pity's sake-you cannot marry a widow. Your generosity may have room for anything, but if I do this and ruin your name in society, I shall not be able to hold up my head for the rest of my life.'²⁶

She prays for her re-birth in the world. She knows that Behari will treat wrongly by society if he marries her. Binodini pleads Behari with folded hands, 'Don't misunderstand me-you will not be happy marrying me. I, too will lose my self-esteem. You have always been detached and contented with your lot. Stay the way -I shall serve you from a far. I hope you will be happy and fulfilled.'²⁷ The triangle of love is formed between

Binodini, Behari and Mahendra. Shormishtha Panja says- "It's a generous chamber suffused with sensibility and its denial."²⁸ Binodini has sexual desires and passionate feelings.

She is the widow of typical middle class of Colonial Bengal. Binodini has conflict between the social taboo as a widow and her desire of the heart and body. She is the modern woman who can create distinctive features in the society. Binodini is break up the traditional widowhood and attempts to carry her own identity. C. V. Raj says- "Although, Tagore is dealing with a predominantly social theme in revealing his concern for the problems of a young widow subjected to humiliation by society, the novel has a twentieth century psychological interest in it."²⁹

The psychological exploration of Binodini has focused on the contemporary social context. Tagore focuses on the sensual modernity of Binodini in two ways traditional and modern outlook. It is the reality in that contemporary era, and Tagore emphasizes this uncommon. The Bengali Renaissance has awakened the consciousness of the people and the Brahma Samaj, the young generation of modern Bengal work for the emancipation and education of women. Tagore narrates the conflict between widowhood and sexuality. Chakravarty says, "She [Binodini] has lent colour and vitality to its story from one end to the other, her radiant youth is the life-blood of the whole novel."³⁰

The contradiction of widowhood and sexuality is dealt with by Bankimchandra Chatterjee also, but in his novels, there is no psychoanalytical analysis that Tagore has observed in *Chokher Bali*. G.V. Raj says about *Chokher Bali*, "the first psychological novel in India." *Chokher Bali* focuses on the psychological exploration of progressive mind of Renaissance Bengal and twentieth century. E. M. Forster says in his book, "The hidden life that appears in external signs is hidden no longer, has entered the realm of action. And it is the function of the novelist to reveal the hidden life at its source."³¹ Tagore

²⁴ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.204.

²⁵ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.175.

²⁶ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.269.

²⁷ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.269.

²⁸ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.35.

²⁹ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003). p. 24.

³⁰ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, Trans. Sreejata Guha (India: Penguin, 2003).p.169.

³¹ Anchal Tiwari, "Chokher Bali: A Collage of Diverse Paradigms of Love and Sexuality", *European Journal of English*

sets the plot of the novel in a dynamic way. At one level, the novel mirrors the Tagore's humanism in the plight of widows. He expresses the society's attitudes towards widow inhuman way. Dipesh Chakrabarty says, "the widow, denied voice and desire represents the ultimate level of subalternity within the domestic sphere."³² Binodini is a confident, intelligent widow who can take challenges from society. She has that kind of stigma, and her transgression makes her a new woman.

Binodini has an ideological paradigm, but she can't deny his biological fact. She finds dilemmas of being a widow who has sex, but the fear of society gives autonomy over her body. The patriarchal society dominates women sexuality and imposes restrictions on them. Bakshi says about *Chokher Bali*, "Tagore seems to portray the natural yet society forbidden desire of a widow ironically called Binodini-which is a name that often recurs in Vaishnavkirtan connoting sensuousness and pleasure loving."³³

She is spontaneous and extroverted enough to manage the household works. She convinces Rajlakshmi of her expertness in household works. Like other traditional women, Binodini has the art of managing the chores of the household smartly, but the exceptionality is her educated conscious mind, selfless devotion and sacrificing spirit. Consequently, she realizes her real identity in society. Her fate binds her to be a widow in a poor living position, and the patriarchy restricts her lifestyle. She has a positive attitude of accepting her remarriage, like Bankimchandra Chatterjee's *The Poison Tree*, but Tagore shows the reality of life in the light of modernism. Binodini believes from her heart that Mahendra is solely responsible for her widowhood in her tender age. Mahendra had refused to marry without seeing her, which she considers a great offence. She attempts to take revenge by trapping Mahendra in her love. Later on, both Mahendra and Binodini are in love, but the societal barriers do not give them the chance to become united.

Binodini's infatuation with Mahendra becomes faded away from his selfishness and immaturity, which she has found in Behari. Mahendra does not respect her, and he loves neither Asha nor Binodini truly. Mahendra thinks, 'I have sunk myself so low in this ordinary woman's esteem that she has acquired the right to dismiss me at any time, in

any manner! This is not her rightful privilege. It is I who gave it to her and made her think too much of herself.' This rebuff makes Mahendra resolute to establish his own superiority to himself. He says, 'I shall win- I'll break her hold over me and I'll go away.' When Asha read the letter she understands the actual character of Mahendra and she becomes shocked. Asha carries at the end of the novel the mirror image of Binodini in terms of assertion and willpower. Tagore portrays the transgressed and submissive nature in Asha's character. Binodini maintains a positive attitude towards Behari from the very beginning of the novel but their relationship has changed during the time. Rahha Chakravarty asserts: 'In the first part of the novel, Binodini is a transgressive figure, a widow who deliberately seduces a married man. But, in the second half of the text, her love for Behari transforms her personality and she gradually turns to a life of austerity. She thus combines the dual stereotypes of the transgressive woman and the widow in love.'³⁴

Binodini loves Behari truly but she rejects his marriage proposal for the society's attitudes towards widow. She says to Behari, 'I do not have the right to leave you. You are involved in beneficial activities for others-give me some duties in one of your missions. I shall perform them all my life and consider myself at your service. But for pity's sake-you cannot marry a widow. Your generosity may have room for anything, but if I do this and ruin your name in society, I shall not be able to hold up my head for the rest of my life.'³⁵

Tagore portrays Binodini's character in an artistic way of gender stereotypes which remains true to date. Binodini's character is a combination of ambivalent emotions and social morality. She is the perfect example of a young widow, who has in contradiction of passion and psychological conflicts. Binodini is the forerunner in Tagore's persuasive manner.

Critical Review

The three women characters Asha, Rajlakshmi and Annapurna are live in a joint family, which exposes their trauma. Binodini and Asha belong to the young generation. Rajlakshmi and Annapurna belong to the older generation. Binodini is capable enough to break the conjugal happiness of Asha and Mahendra, but lastly, she willingly rejects the house forever. This is the rebellious attitude of Binodini, which gives her more popularity in the

Language and Literature Study. Vol.4. No.2, February 2016, p.45.

³² Ibid. p. 66.

³³ Anchal Tiwari, "Chokher Bali: A Collage of Diverse Paradigms of Love and Sexuality", *European Journal of English Language and Literature Study*. Vol.4. No.2, February 2016, p.58.

³⁴ Anchal Tiwari, "Chokher Bali: A Collage of Diverse Paradigms of Love and Sexuality", *European Journal of English Language and Literature Study*. Vol.4. No.2, February 2016, p.66.

³⁵ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, trans. Sreejata Guha (India: Penguin, 2003).p.169.

contemporary societal perspective of the twentieth century. Asha almost fails to attract Mahendra because of the relation between Binodini and Mahendra. Asha creates her own identity for the management of the household chores, which she achieves from the bitter experiences of her life and she becomes experienced from innocence like William Blake's *Songs of Innocence and Experience*. However, Mahendra comes back to Asha because he is rejected by Binodini.

Tagore wrote *Chokher Bali* at the controversial and transitional time when widow remarriage was acceptable according to law but socially unacceptable. Binodini's real and powerful identity is expressed when she says to Behari with folded hands, 'Don't misunderstand me-you will not be happy marrying me. I, too, will lose my self-esteem. You have always been detached and contexted with your lot. Stay that way – I shall serve you from a far. I hope you will be happy and fulfilled.'³⁶ This makes her identity strong as an emancipated woman in the context of Colonial Bengal. She is considered as a 'new woman' who has a rebellious spirit and self-will.

To recapitulate, Binodini has read Bankimchandra Chatterjee's *Bishabriksha*, translated as *The Poison Tree*, and she is inspired by the widow remarriage in that novel. Binodini is the progressive woman of her time, and Tagore portrays her in his hand who can take challenges and revolts against the orthodox society. Binodini rejects Mahendra because she realizes this is not the perfect relationship which ruins Asha's life and forwards Rajlakshmi's death. Binodini always remains confused about her sexual desire and religious duties as a widow. She gets heavenly love from Behari's magical touch. She goes religious place forever for the sake of her purgation of soul. Rabindranath Tagore portrays women like Binodini and Labanya with challenging personalities. They refuse to the scope of marry their lovers. Tagore, through his women characters, represents the importance of the emancipation of the women of contemporary society. He is ahead of his time and has the vision of the future. Tagore's novels speak against the contemporary social and religious malice towards women and women get importance in literature.

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³⁶ Rabindranath Tagore, *A Grain of Sand: Chokher Bali*, trans. Sreejata Guha (India: Penguin, 2003).p.169.



Structural Equation Model on Subculture Perceptions of Philippine National Police Personnel

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Abstract— *The aim of this investigation was to discover what model most appropriate fits for the perception of the police subculture of police personnel in Zamboanga City Region IX. To find out the singular and combined influence of independent variables on the perception of the police subculture. Employing correlation research design, population and sampling, and structural equation model, data were obtained from 400 police personnel from various municipalities and city Police stations in Zamboanga City. On other hand, the study established that there is an important connection in the police personnel among police stress, multifactor leadership, personality, and police subculture. A conclusive statement has been drawn based on the results of the research; police stress, leadership, personality has an important correlation in police subculture. Further, findings established that police stress, personality, and multifactor leadership is significant predictors of the police subculture. All independent variables are rejected which means that Police stress, multifactor leadership, personality are significant predictors of the police subculture. Furthermore, findings discovered that police stress, multifactor leadership, and personality established the best fit model of the study on police subculture of police personnel.*

Keywords— *Police Personnel, Police stress, multifactor leadership, personality, Philippine National Police station, correlation research design, Zamboanga City, Philippines*

I. INTRODUCTION

The police counterculture study is significant because it would help to assess the subculture perception among police personnel and current ethical work conditions of police organization in Zamboanga City. Police subculture applies to the cultural perceptions that policemen retain due to their collaborative work experience. Police subculture has the aspect to destroy the reputation and integrity of a police department. Police organization adhere to police subculture is an ethical lost to police personnel himself but also a disaster to the entire criminal justice system. It is crucial when subculture occurs negatively in the police organization. Hence, to study police subculture perception is substantial.

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There are several studies on subcultural perception that relate to factors that influence police personnel. Police stress is one of the factors related to

police subculture's offensive nature (Scheingold, 1984: & Pollock, 2007). Stressful working condition and hostile public bring norms and values that govern police behavior which makes the police subculture (Adler, Mueller, & Laufer, 1994: Vadackumchery, 2001). On the other hand, police subculture may link with multifactor leadership. Individualized influence or charismatic individuals used coercive power to lead evil ends (Northouse, 2016). Whereas, negative personality traits are often associated with police subculture (Skolnick, 2008).

With immense challenges posed by these problems, various studies around the world have been aimed at identifying factors, drawing conclusions and providing suggestions. It is difficult to draw any specific conclusions and generalizations from the literature, because of the diverse populations, therapies, and study designs. This subject has paved a center stage position on its significant effect and influence on police officers in meeting police demands of subculture workers, with the ongoing demand for more criminological studies. Since, no research has been conducted covering all the above-mentioned variables in the Philippines, especially in the City of Zamboanga, Mindanao. This present study aimed at adding evidence to a growing body of knowledge and developing a new model that aims to give a new direction on enhancing the ethical careers in law enforcement agencies.

1.1 Research Objective

The point of the study is to establish a causal model of perception of police subculture through police stress, multifactor leadership and policing recruitment factors. This study specifically deals with the following objectives:

1. To assess the level of police stress among Philippine National Police personnel in terms of:
 - 1.1 operational stress, and
 - 1.2 organizational stress.
2. To ascertain the level of multifactor leadership among Philippine National Police personnel in terms of:
 - 2.1 idealized influence,
 - 2.2 inspirational motivation,
 - 2.3 intellectual stimulation, and
 - 2.4 individualized consideration.
3. To describe the level of personality traits among Philippine National Police personnel in terms of:
 - 3.1 extraversion,
 - 3.2 agreeableness,
 - 3.3 Conscientiousness,
 - 3.4 neuroticism, and
 - 3.5 openness.

4. To evaluate the level of perception of police subculture among Philippine National Police personnel in Zamboanga City in terms of:

- 4.1 crime control,
- 4.2 service,
- 4.3 traditionalism,
- 4.4 receptive to change,
- 4.5 cynism,
- 4.6 solidarity, and
- 4.7 isolation.

5. To determine the significant relationship between:

5.1 police stress and perception of police subculture;

5.2 multifactor leadership style and perception of police subculture; and

5.3 personality and perception of police subculture.

6. To determine if police stress, multifactor leadership style, personality traits

best predicts the perceptions on police subculture.

7. To determine what model best fits for the perception of police subculture

among Philippine National Police personnel.

1.2 Hypothesis

The following hypotheses were tested at a significance level of 0.05:

1. There is no significant relationship between:

1.1 police stress and perception of police subculture;

1.2 multifactor leadership style and perception of police subculture; and

1.3 personality and perception of police subculture.

2. There is no variable that can best predict perception of police subculture among Philippine National Police Personnel.

3. There is no model that best fits for the perception of subculture among Philippine National Police Personnel.

II. REVIEW OF RELATED LITERATURE

This section presented different views from related studies pertaining to the dependent variable police subculture perception which consists of crime control, service, cynism, receptive to change, traditionalism, solidarity and isolation (Chen, 2016). On the other hand, the independent variable police stress has two indicators as identified by McCreary and Thompson (2006) namely: operational and organizational stress. The independent variable multifactor leadership has four indicators namely: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration (Hughes, 2014). Another independent variable is personality trait in which according to Goldberg (1993) has five indicators namely: extraversion, agreeableness, conscientiousness, neuroticism and openness.

2.1 Police Stress

Many investigators wanted to present a perfect and final list of categories of stress factors in the police profession. In everyday life, but also in professional life, the stress issue is becoming increasingly relevant. Stress seriously affects police officers' physical and mental health, their social lives, and the very organization, which hires them. Different people point to different sources of stress. Stress interferes with the standard flow at work hours. Police stress is an issue that is relevant to the professional life of police personnel. Stress greatly affect the police personnel physical and mental health, their social life and the police department which they are employed suffers damages. There are researcher's points put to different sources of stress. Police work is considered to be one of the most stressful job. As police officers, they are susceptible to trauma and stress (Anshel, 2000).

2.2 Multifactor Leadership

The term leadership refers to having an impact on the performance, efficiency, employee satisfaction, workplace engagement, pressure and endurance of employees (Allen, 2012; Britt et al., 2004; Cunniff, 2013; Dirks & Ferrin, 2002; & Everly, 2012). On other hand, the concept has often been recognized as the one key factor for institutional failure (Bass & Bass, 2009). In addition to leadership, it is important as to direct staff such as the police that could have favorable results and promote the workplace culture of the police that the police managers have to accept. Leadership is noted to be successful, it can create an environment of confidence, development, and progress that can boost performance (Bates et al., (2010).

2.3. Personality Traits

Many years of study, showed that there has been an increased interest in understanding the personality

characteristics of individuals drawn to law enforcement (Aamodt, Brewster, & Raynes, 1998; Aamodt & Kimbrough, 1985; Biggam & Power, 1996; Fitch, 2014; Hogan 1971; Hogan & Kartines, 1975). On other hand, individual personality is composed of several factors, including character traits, states values and attitudes, as well as cognitive and behavioural styles(Cohen & Swerdlik, 1999). The assessment of personality is important in law enforcement because simply put, not all applicants are suitable for the police profession (Fitch, 2014). The American Psychological Association (APA, 2017) describes attitude as gender differences in habits of thought, thinking, and action feature.

2.4 Police Subculture

Police subculture is a mixture of common cultural standards, objectives, job preferences, attitudes and professional frameworks which is somewhat distinct from the mix possessed by the rest of society, while police share the prevailing values of a broader culture in most significant ways. Like most subcultures, the subculture of the police officers is described by clannishness, confidentiality and alienation from anyone not in the party ((Dempsey, Forst & Carter, 2019; & Crank, & Caldero, 2000)). On other hand, Crank and Caldero (2000); Sherman (1982) stated that police personnel with high subcultures supports a distinctive system of values, with particular emphasis on integrity, courage and freedom. Furthermore, in certain cases the abuse of power and the infringement of the fundamental rights (Fitch, 2014: Kappeler, Sluder, and Alpert, 1998; Skolnick & Fyfe, 1993).

2.5 Correlations between Measures

There are researches have suggested relationship between police stress and the police subculture. Police stress is one of the factor that links to the extreme nature of the police subculture (Scheingold, 1984; & Pollock, 2007). This belief necessitate that danger, unusual shift work, social stigma and unpleasant experience in police work is full of considerable stress which encourages different behaviour. Further, police stress develop a sense of feeling of distinct and separate from everyone in the community. According to the study, police subculture is influence by untoward incident, unfair judgment, abnormal working hours and constant change in organizational policies.

Behavioural reaction or physical changes in the body are common response to police stress. A significant consequence on every occupation and police officer that police stress induced (Ellison, 2004: & Jaramillo, Nixon & Sams, 2005). The failure of hundred of millions of days of work due to work and disease truancy, or even suicidal ideation, are leads of police pressure (Treven & Potocan, 2005). Police stress is influencing police subculture in that

sense. Subculture in the police is the result of exhausting workplace conditions plus daily engagement with an often aggressive public. The subculture of police brought by pressure has a set of norms and standards which govern police conduct, (Adler, Mueller, & Laufer, 1994; & Vadackumchery, 2001).

Multifactor leadership (transformation leadership) is not successful when police supervisors enable subordinates to take decisions; however, subordinates' encouragement is peculiar with the bureaucratic police system (Bowie, 2000). Such a management style is challenging within a society that is so deeply embedded in a military type of structure where it is required across the leadership to obey the rules and policies. There is possible partnership between multifactor leadership (transformation leadership) and police subculture. The importance of police subculture on the officer takes into account the influences of the circumstance which are the implicit principles, standards (in militaristic organization), and methods in doing something that affect the police personnel's day-to-day actions and decisions (Schein, 1992).

Knowing how management of multifactor (transformational leadership) emotionally affect subordinates and to response of superiors (Bailey & Axelrod, 2001). For example of individualized influence or charismatic individuals who used coercive power to lead to evil ends (Northouse, 2016). Coercive leadership in its threats does lowering the self-esteem of subordinates who feel stressed, angry, subjugated and victimized by the coercive leaders. This idea is supported by Atwater, Camobreco, Dionne, Avolio and Lau (1997) found that leader non contingent punishment elicited negative emotional reactions from followers. The feeling of stressed, angry and negative emotional reaction leads to police subculture. Knowing how management of multifactor (transformational leadership) emotionally affect subordinates and to response of superiors. This relates to police officers who have felt ineffective governance and insufficient supervisory support, increased feelings of distrust and scepticism towards supervisors and managers, and reduced results.

When examining the relationship of multifactor leadership (transformation management) and police subculture, transformation management imposes a responsibility on individuals and organizations to be informed of how they are affected and in which ways they are being requested to go (Northouse, 2016). The constant demand to attain the vision for the future and constantly take pride in the accomplishments of the organizations can

lead to demotivation and exhaustion in other subordinates (Thompson, 2019).

When researching multifactor leadership with regard to police subculture, it directs police officers to take the correct decisions by fulfilling their subordinates' ethical guidance (Mastrofski, 2004). Failure to enforce these values will, however, result fellow employees to replicate the corrupt practices of their chief, leading to poor decision making. There are issues associated with encouraging subordinates to enforce the law, such as ignoring, losing, or actually not adhering to the values of their leader; risk becomes possible when subordinates are granted expanded control. Multifactor leadership and policing subculture are associated together in this philosophy.

Leadership can contribute to stress Individualized and self-aggrandising leadership can cause more tension among followers which leads to hurried acts and incorrect decisions. Instead of alleviating stressful problems that lead to bad feelings for subordinates, such leadership can create unnecessary acts and leads to poorer job performance. Combative leaders use their power to force their subordinates, and thus cause serious problems. Herzberg (1966) Identify that the most frustrating part of the job situation can be the numerous subordinates, direct superiors. Oppressive police supervisors are the most commonly identified as a major source of job stress. Bass (1960) notes out that such leader are based on their ability to force their followers into transactions or trade.

Police personality is attributed to the personality tendency present before the police recruits are inducted into the subculture of police. Distinct personality traits contribute to a career in the police profession and allow police to fit easily into the subculture of the police (Conti, 2010; Rokeach et al., 1971). On other hand, policing subculture often associates negative personality characteristics (Skolnick 2008). Police subculture fully describes an individual police officer or what it means to be a police officer by the characteristics that police officers display. According to Skolnick (2008) such features include fear and distrust, apprehension, mistrust of others, all qualities that police critics attribute to them and relate to them. The proof in this proposition is that there is a link between personality characteristics and the police subculture.

Personality traits have long been an interest in understanding how a person is attracted to the police force's work (Aamodt, Brewster, & Raynes, 1998; Aamodt & Kimbrough, 1985; Biggam & Power, 1996; Hennessy, 1999; Hogan 1971; Hogan & Kurtines, 1975; & Lester, Bobcock, Cassisi, Genz, & Butler, 1980). There are several

variables consisting of an individual's personality which includes character traits, state beliefs and values, and behavioral types (Cohen & Swerlik, 1999). Evaluation of personality was relevant for police officers since not all police candidates are fit for the career (Fitch, 2014).

In contrast to personality assessment for the individual worthy to be police officer and once joined the organization susceptibility to police subculture is definite. Some researchers call police characteristics as an indication of police subculture common to many other police officers. It is believed that temperament contains characteristics such as authoritarianism, distrust, aggression, hostility, populism, and pessimism; (Dempsey, Forst, Carter, 2019) police skepticism, for instance, can be a reaction to their prolonged exposure to lies and excuses told by people who did not want to be held responsible; shell police's resilience designed to protect themselves from 'bad experiences' (Van Maanen, 1978).

In the study of Worden and Catlin (2002) disclosed that a small percentage of police officers are accountable for large numbers of incidents involving power. Police officers suffering from lack of compassion, avoidant personality disorder, anxiety, and skepticism, as well as inability to learn from their mistakes or learn from experience are individuals classified as closely associated with police subculture (Fitch, 2014). On other hand, the actions of police officers and the subculture of policing are also intertwined. This is the unexpressed principles, traditions, and ways of thinking that affect the day-to-day actions and decisions of law enforcement officers while assessing situational considerations, behavior of officers and subculture of police are relevant (Schein, 1992).

The related literature and studies provided most needed knowledge and background for the subject under study specifically on the relationship among variables and how these variables and their indicators affect one another. The knowledge culled out from renowned scholars contributed with much understanding in the formulation of the theoretical framework and in the development of the questionnaire.

2.6 Conceptual Framework

The hypothesized models were composed of two types of latent constructs, namely exogenous and endogenous variables. The exogenous variables of this study were police stress, multifactor leadership and personality. On the other hand, the endogenous variable is police subculture perception. Because endogenous factors were not empirically verified, it implies that they are not directly observable with this, the numerous calculations or factors observed associate each latent construct. So, one of the ultimate goals of this study is the degree of the

regression paths from the latent variable to the observed variables.

The latent police stress has two indicators namely operational and organizational stress. Operational stress describes the police work underlying in the job, such as work extra hours, trial extra hours, legal work, and dangers associated with the work; Workplace conflict refers to working conditions, human resources practices and legislation (McCreary & Thompson, 2006). Nonetheless, organizational stress is the product of employment conditions, potential influence on the activities and occupational prejudice (Carter, Dempsey & Forst, 2019).

The latent multifactor leadership has four variables namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence refers to subordinates trusting, preserving their confidence and loyalty; showing commitment; giving members a common vision and a strong sense of purpose to subordinates (Northouse, 2016). Inspirational motivation refers to the use of adequate meanings and photographs to help others focus on their work and try to make others feel that their work is important; Social interaction refers to encouraging others to look creatively at old issues in novel ways, creating a culture that is considerate of apparently conservative positions, and encourage police officers to question their own and corporate beliefs and practice; Individualized concern relates to showing interest in other people's well-being; assigning tasks individually; and paying attention to those who seem much less interested in the community (Bass & Avolio, 1992).

The latent personality has four observed variables namely, extraversion, agreeableness, conscientiousness, neuroticism and openness. Extraversion refers to the personality trait of seeking fulfilment from sources outside the self or in community, includes the traits of energetic, talkative, and assertive, Agreeableness refers to the behaviour that suit others, friendly, cooperative, and compassionate, kind, affectionate, sympathetic and willing to help those in need (Habashi, Graziano, & Hoover, 2016) (Burger, 2019). Conscientiousness refers to of being honest and hardworking, reliable, organized, methodical, and thorough. Neuroticism refers to emotional stability and degree of negative emotions, being moody and tense; Openness refers to learning new experience and intellectual pursuits, being insightful and imaginative and having a wide variety of interests (Goldberg, 1993) and this dimensions refers to as intellect, although it is certainly not the same as intelligence (Burger, 2019).

Police subculture consist of seven indicators namely, consist of the crime control, service, traditionalism, receptive to change, cynism, solidarity, isolation. Crime control refers to a strong preference for the role of felony-fighting; a feeling of purpose and a desire to use abusive police tactics; operation refers to community police systems for citizens. Conservatism refers to ' political positions which are operationally compelled to take and whose politics is educationally inclined to think and hold; Sympathetic to transition refers to accomplished or serious changes from conventional policing style to provider-oriented police style, including neighbourhood police. Cynicism refers to attitudes of law enforcement officers. This includes general disdain and lack of hope for people and the criminal justice system. Unity refers to a way of coping to protect officers from the inherent hazards and complexities of police work. Social alienation and loneliness refers to a psychological one and A physical state that makes connections and interaction with members of another group challenging for leaders of one cultural group (Chen, 2016).

This study introduced five alternative models as shown in Figures 1 to 5 in the preceding pages. The model framework was decomposed into two sub-models: a measurement model, and a causal model. The measurement model define relations between the observed and unobserved variables. In contrast, the causal model defines relations among unobserved variables. Furthermore, the five hypothesized structure models displayed potential causal dependencies between the independent and dependent variables.

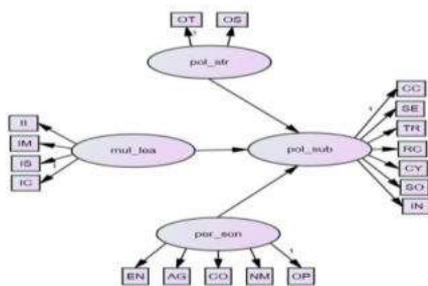


Fig.1. Conceptual Model of the Study

III. METHODS METHOD

Presented in this chapter a detailed description of the methodology used in this study. The main components of this chapter research design, research locale, population and sample research instrument, data collection, statistical tools and ethical consideration.

3.1 Research Design

In this research study the systematic non-experimental research approach was used. The researcher used the structural equation model (SEM) for this study for some reasons.

First, It used a descriptive-correlative research method in which this test is a calculation of component correlations of different measurement rates. In addition, Szapkiw (2012) notes that descriptive-correlative research offered an overview of the specific situation of the population defined and explored the degree to which two or more variables respond to each other.

Secondly, this research used the concept of the Structural Equation (SEM). As cited by Lomax & Li (2013) and Genuba, Gempes, and Panes (2017) have found out in order to test theoretical relationships between latent variables. This approach integrates variable analysis with pathway analysis. Models can vary from basic to complex in nature, because they can include any number of factors of any form (i.e. independent and/or dependent variables). The integration of variable analysis in structural equation modelling enables the investigator to use various measurements of each factor rather than a measurable statistic, thus enabling better measurement conditions (i.e., reliability and validity) than with a single measure.

Structural equation modelling (SEM) uses different types of models to explain correlations between observed variables, with the same basic objective of providing a quantitative test of a theoretical framework predicted by the researcher, as noted by Schumacker and Lomax (2010). More specifically, in SEM, various conceptual models can be tested to theorize how structures are specified by sets of variables and how these frameworks are interrelated. Research method's suitability relates to design that offers the "best fit" for answering scientific questions (Maxwell, 2005).

This technique was used to calculate the view of police subculture relationships among Philippine National Police personnel in Zamboanga City, among police stress, multifactor leadership, and personality traits.

3.2 Population and Sample

Since this study aimed to assess the subculture perception among Philippine National Police personnel, the researcher utilized the Slovin's equation in **determining the random** of population and set by simply sampling respondents at random. Determining the 400 respondents appropriate for modeling structural equations; The Slovin formula is where an investigator chooses a group from the population based on their experience of the topic since the

respondents are chosen according to the study's requirements (Stephanie, 2015).

The respondents of the study included the commissioned and non-commissioned police personnel of Zamboanga City Police Office because they were the ones who may provide useful information to test the hypothesis of this study. Excluded groups were the non-uniformed personnel of the same responding agency because this study focuses on the subculture perceptions of police personnel of Zamboanga City Police Office.

The respondents withdrawn from the research study if he/she commits falsification, plagiarism and other moral offenses or the respondents have health and special needs. A researcher may at any time withdrawn from the survey if he / she feels upset or uncomfortable. If that is the case, the police officer will tell the investigator he / she wanted to withdraw. A respondent can also provide reason(s) for the investigator to leave but is not obliged to give his reason.

3.3 Research Instrument

This research modified questionnaire obtained from Internet sources. The questionnaire has been updated to contain only certain elements that are applicable to the study. The proposal was first shown for comments and suggestions to the researcher's adviser, after which experts were asked to verify the said survey. After the experts had been checked, the questionnaire's usability was evaluated by pilot tests with Cronbach Alpha of .877. Gliem (2003) expressed this, Cronbach's alpha accuracy coefficient usually varies from 0 to 1. There is in general no lower limit to the exponent, though. The higher the alpha coefficient of Cronbach is to 1.0 the greater the internal consistency of the objects in the system. On the other

hand, The following finger rules were given by George and Mallery (2003): Cronbach's Alpha > .9 – Excellent; Cronbach's Alpha > .8 – Good; Cronbach's Alpha > .7 – Acceptable; Cronbach's Alpha > .6 – Contestable; Cronbach's Alpha > .5 – Poor; and Cronbach's Alpha < .5 – Acceptable.

Thus, increasing the alpha value depends a great deal on the number of items in the system. It should be remembered that this has limited returns. It is also worth noting that the .8 alpha is actually a reasonable target. While using Likert-type scales, it is essential to calculate and reveal the Cronbach alpha coefficient for the accuracy of logical consistency for any scales or subscales that may be used. Then the analysis of data must use such combined measures or subscales and not individual items. Cronbach's alpha does provide reliability figures for individual items.

This questionnaire was composed of factors such as: perceptions of police subculture, police stress, leadership of multifactor and personality. There were four instruments used in this study namely: perception of police subculture survey, police stress survey, multifactor leadership questionnaire, and personality test.

Perception of Police Subculture (PPS) survey. Based on the dissertation research of Chen (2016), this scale was designed to understand better the extend of police officers adhere to police subculture. PPS consists of 35 items divided into seven (7) subscale namely, crime control, service, traditionalism, receptive to change, cynism, solidarity, isolation. The scoring guide in the police subculture perception analysis of the responses was categorized into five levels. The scale is as follows:

Range Measures	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that police subculture among police personnel is always manifested.
3.40 – 4.19	High	This means that police subculture among police personnel is oftentimes manifested.
2.60 – 3.39	Moderate	This means that police subculture among police personnel is sometimes manifested.
1.80 – 2.59	Low	This means that police subculture among police personnel is seldom manifested.

1.00 – 1.79 Very Low This means that police subculture among police personnel is not manifested.

Police Stress Survey (PSS). Police Stress Survey developed by McCreary and Thompson (2006). The (PSS) is consist of 20 items divided into two subscales: operational and organizational Scale. In evaluating the police stress among police officers, the scale below was used.

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that police stress among police personnel is always manifested.
3.40 – 4.19	High	This means that police stress among police personnel is oftentimes manifested.
2.60 – 3.39	Moderate	This means that police stress among police personnel is sometimes manifested.
1.80 – 2.59	Low	This means that police stress among police personnel is seldom manifested.
	Very Low	This means that police stress among police personnel is never manifested.

Multifactor Leadership Survey (MLS). Multifactor Leadership Survey related to transformational leadership was develop by Bass and Avolio (1992). This MLS instrument is composed of twelve items divided into four subscales: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This scale is to determine the multifactor leadership among police managers towards police members. In evaluating the multifactor leadership style, the scale below is used:.

Range Measures	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This indicates that multifactor leadership among police personnel is always manifested.
3.40 – 4.19	High	This indicates that multifactor leadership among the police personnel is oftentimes manifested.
2.60 – 3.39	Moderate	This indicates that multifactor leadership among police personnel is sometimes manifested.
1.80 – 2.59	Low	This indicates that multifactor leadership among police personnel is seldom manifested.

1.00 – 1.79 Very Low This indicates that multifactor leadership among police personnel is never manifested.

Personality Test (PT) was developed by Goldberg (1993). This instrument consists of 25 parts, split into five sub-scales namely, extraversion, agreeableness, conscientiousness, neuroticism and openness. This scale was determined to what degree of personality is structure. In evaluating the personality, the scale below is used:

Range Measures	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that personality among police personnel is always manifested.
3.40 – 4.19	High	This means that personality among police personnel is oftentimes manifested.
2.60 – 3.39	Moderate	This means that personality among police personnel is sometimes manifested.
1.80 – 2.59	Low	This means that personality among police personnel is seldom manifested.
1.00 – 1.79	Very Low	This means that personality among police personnel is never manifested.

Goodness of Fit Statistics for the Alternative Model thru Analysis of Moment Structure (AMOS). All the values of the given indices must fall with each criterion in order to identify the best fit model.

Chi Square/Degree of Freedom (CMIN/DF)	0<value>2
P Value	> 0.05
Normative Fit Index(NFI)	> 0.95
Comparative Fit Index (CFI)	> 0.95
Goodness of Fit Index (GFI)	> 0.95
Tucker Lewis Index	> 0.95
Root Mean Square Error of Approximation (RMSEA)	< 0.05
P close	<0.50

3.4 Data Collection

The data gathered following the hereunder procedures: the researcher secured the Police City Director’s correct name thru office visit and inquiry from their information desk officer. The investigator referred the

letter duly noted by the Dean of Professional Schools to the City Commander of Zamboanga City Police Office, asking permission to undertake a study among Philippine National Police workers in Zamboanga City; For potential clarification and feedback, the preliminary version of the conducted questionnaire was referred to the research

advisor; the said questionnaire was subsequently referred for reliability and validation to the panel of experts. The investigator had an actual contact with the city director's office to directly notify about the purpose of the study and clarified the survey questionnaire, and at the same time asked permission to engage in the study for the schedule and availability of police officers.

Upon approval of time and date, the researcher introduced herself and read the consent forms and importance of their participation. The participation was voluntary and not mandatory that they could withdraw any time. The investigator honestly advised the respondents and handed out the research instrument to the respondents to ensure that the questionnaire was retrieved by one hundred (100 per cent) per cent. The researcher then thanked the respondents for their time, and answered the questionnaire on a volunteer basis. The research was conducted during the second semester of the 2018-2019 school year. The certificate of attendance was signed by the City Director / Police Supervisor and it was ensured that the researcher honestly collected the data from the respondents. The data collected by the investigator was compiled, analyzed and interpreted for the purpose of the study.

3.5 Statistical Tools

Statistical Tools

The following statistical tools were used in the computation of data and testing the hypotheses at alpha 0.05 level of significance.

Mean. This was used to determine the level of between police stress, multifactor leadership, personality, and police subculture perception.

Pearson(r). This was applied to determine the interrelationship between police stress, Multifactor leadership, personality, and Police subculture perception.

Table 1; Level of Police Stress among Philippine National Police Personnel

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
<i>Operational Stress</i>	<i>0.65</i>	<i>3.52</i>	<i>High</i>
<i>Organizational Stress</i>	<i>0.58</i>	<i>3.51</i>	<i>High</i>
<i>Overall</i>	<i>0.55</i>	<i>3.51</i>	<i>High</i>

4.2 Level of Multifactor Leadership among Philippine National Police Personnel

Table 2 presents the list of the items in the four indicators of multifactor leadership. This variable has four indicators namely, idealized influence, inspirational motivation, intellectual stimulation and individualized

Multiple Regression Analysis. This was employed to determine the significant influence between police stress, Multifactor leadership, personality, and police subculture perception.

Structural Equation Modeling (SEM). This was used to explore the best fit model. Factor analysis was carried out in testing the latent variables.

IV. RESULTS AND DISCUSSIONS

This chapter includes the presentation of the data gathered and the comprehensive discussion, interpretation and implication of the findings of the study.

4.1 Level of Police Stress among Philippine National Police Personnel

Table 1 presented the level of police stress among Philippine National Police personnel which is arranged from highest (3.52) to lowest 3.51. It is measured by two indicators namely: operational stress and organizational stress. Each of these describes a specific way for the subculture perceptions among police personnel. The two indicators of police stress generated a total average rating of 3.51 which is described as *high*. This means that the police stress in terms of organizational stress and operational stress were oftentimes manifested by Philippine National Personnel police personnel. In the same way, the overall mean of organizational stress was defined as *high* with the registered mean of 3.51.

consideration. The four indicators of the multifactor leadership were arranged from highest to lowest and obtained overall mean rating of 3.93 which is described as *high*. This means that the multifactor leadership among police personnel is oftentimes manifested. The results showed that idealized influence attained the highest means rating among the four indicators of multifactor leadership

with overall mean of 4.07 which is described as *high*. In terms of inspirational motivation obtained the overall mean rating of 3.91 which is described as *high*. Meanwhile, the overall mean of intellectual stimulation obtained a mean

rating of 3.76 which is described also as *high*. In the aspect of individualized consideration attained the mean score of 3.99 which is described as *high*.

Table 2 Level of Multifactor Leadership among Philippine National Police Personnel

Indicator	SD	Mean	Descriptive Level
Idealized Influence	0.62	4.07	High
Individualized Consideration	0.64	3.99	High
Inspirational Motivation	0.60	3.91	High
Intellectual Stimulation	0.67	3.76	High
Overall	0.53	3.93	High

4.3 Level of Personality among Philippine National Police Personnel

Table 3 presents the level of personality among Philippine National police personnel and were arranged from highest (3.59) to lowest (2.90) which is measured by five indicators namely: extraversion, agreeableness, conscientiousness, neuroticism, and openness. These indicators determined the personality and traits among police personnel.

The five indicators of personality obtained an over-all mean of 3.33. which is described as moderate.

This means that personality among police personnel was evident but sometimes manifested. The level of personality in terms of extraversion obtained with a total average rating of 3.59 which is defined as *high*. This means that the personality among police personnel in terms of extraversion is oftentimes manifested.

Table 3 Level of Personality among Philippine National Police Personnel

Indicator	SD	Mean	Descriptive Level
<i>Extraversion</i>	0.62	3.59	<i>High</i>
<i>Conscientiousness</i>	0.50	3.59	<i>High</i>
<i>Openness</i>	0.50	3.38	<i>High</i>
<i>Agreeableness</i>	0.64	3.19	<i>Moderate</i>
<i>Neuroticism</i>	0.72	2.90	<i>Moderate</i>
Overall	0.41	3.33	Moderate

Meanwhile, the level of personality in terms of agreeableness was described as *moderate* with a total average rating of 3.19. The average rating of 3.19 which is described as *moderate* indicated that the personality among police personnel in terms of agreeableness was considerable or sometimes manifested. In the same way, the level of personality in terms of conscientiousness was *high* with an overall mean rating of 3.59. This means that conscientiousness was often times manifested. The other indicator neuroticism was rated moderate with an overall mean rating of 2.90 were rated moderate. This meant that the personality in terms of neuroticism was sometimes manifested. However, the level of personality in terms of openness was moderate with an overall mean rating of 3.38. This implies that personality in terms of openness is sometimes manifested. This indicates further that openness is considerable importance in personality of police personnel.

Table 4 Level of Police Subculture among Philippine National Police Personnel

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
<i>Solidarity</i>	0.63	4.06	<i>High</i>
<i>Service</i>	0.58	3.86	<i>High</i>
<i>Traditionalism</i>	0.55	3.78	<i>High</i>
<i>Receptive to Change</i>	0.52	3.59	<i>High</i>
<i>Isolation</i>	0.61	3.56	<i>High</i>
<i>Crime Control</i>	0.65	3.55	<i>High</i>
<i>Cynism</i>	0.65	3.33	<i>Moderate</i>
<i>Overall</i>	0.42	3.68	<i>High</i>

4.4 Level of Police Subculture among Philippine National Police Personnel

Table 4 presents the list of items in the seven indicators of the police subculture among Philippine National Police personnel and were arranged from highest (4.06) to lowest (3.33). These indicators include crime control, service, traditionalism, receptive to change cynism, solidarity and isolation. The seven indicators of police subculture obtained overall mean rating of 3.68 which is described as *high*. This implies that police personnel have *high* perceptions of police subculture and often times manifested among police personnel.

In the aspect of crime control, the overall mean was 3.55 or high. This meant police subculture in terms of crime control is often times manifested. The overall mean of 3.55 or high indicates that the police subculture in crime control was substantial.

In terms of service, the overall mean rating was 3.86 described as *high*. This meant that the police subculture in terms of service is oftentimes manifested. In the aspects of traditionalism, the overall mean rating was 3.78 described as high. This meant that traditionalism was evident most of the time or frequently exhibit. Meanwhile, the overall mean of receptive to change has a mean of 3.59 or high. This meant that receptive to change of police personnel was manifested often times. The overall police subculture in terms of cynism had a moderate level with a mean of 3.33. This meant that cynism was evident but not all the time or sometimes manifested.

Another indicator showing high level was solidarity with an overall mean of 4.06. This meant that these items are often times manifested indicating further that the police personnel in terms of solidarity was great. The other indicator isolation was rated high with an overall mean of 3.56 This indicates further that isolation is of great importance in police subculture and oftentimes manifested.

Table 5.1 Significance on the Relationship between Police Stress and Perceptions of Police Subculture among Philippine National Police Personnel

<i>Police Stress</i>	<i>Perception of Police Subculture</i>							
	<i>CC</i>	<i>SE</i>	<i>TR</i>	<i>RC</i>	<i>CY</i>	<i>SO</i>	<i>IN</i>	<i>Overall</i>
<i>OS</i>	.264** (.000)	.262** (.000)	.248** (.000)	.283** (.000)	.333** (.000)	.213** (.000)	.252** (.000)	.372** (.000)
<i>OT</i>	.348** (.000)	.303** (.000)	.339** (.000)	.366** (.000)	.351** (.000)	.274** (.000)	.244** (.000)	.445** (.000)
<i>Overall</i>	.340** (.000)	.315** (.000)	.326** (.000)	.361** (.000)	.382** (.000)	.271** (.000)	.278** (.000)	.455** (.000)

Legend:

- OS=Operational Stress
- OT = Organizational Stress
- CC = Crime Control
- SE= Service
- TR= Traditionalism
- RC = Receptive to Change
- CY = Cynism
- SO = Solidarity
- IN= Isolation

4.5 Significance on the Relationship between Police Stress and Perception of Police Subculture among Philippine National Police Personnel

The data in table 5.1 shows the correlation between the police stress and police subculture perceptions among Philippine National Police personnel. It can be perceived from the results that there might be a notable positive strong association among police stress and police

subculture perceptions as reflected in the table, the P-value that was less than 0.05 and correlation coefficient, r = 0.455. The null hypothesis, that there is no significant relationship between police stress and police subculture perception was therefore rejected. This meant that police stress was strongly related to perception of police subculture among Philippine National Police personnel.

Table 5.2 Significance on the Relationship between Multifactor Leadership and Perception of Police Subculture among Philippine National Police Personnel

Multifactor Leadership	Perception of Police Subculture							Overall
	CC	SE	TR	RC	CY	SO	IN	
II	.325** (.000)	.337** (.000)	.358** (.000)	.357** (.000)	.208** (.000)	.390** (.000)	.271** (.000)	.449** (.000)
IM	.291** (.000)	.316** (.000)	.324** (.000)	.411** (.000)	.200** (.000)	.388** (.000)	.338** (.000)	.453** (.000)
IS	.319** (.000)	.354** (.000)	.302** (.000)	.406** (.000)	.280** (.000)	.300** (.000)	.340** (.000)	.460** (.000)
IC	.362** (.000)	.351** (.000)	.353** (.000)	.385** (.000)	.212** (.000)	.340** (.000)	.371** (.000)	.475** (.000)
Overall	.387** (.000)	.406** (.000)	.398** (.000)	.465** (.000)	.269** (.000)	.421** (.000)	.394** (.000)	.548** (.000)

Legend:

- II = Idealized Influence
- IM = Inspirational Motivation
- IS = Intellectual Stimulation
- IC = Individualized Consideration
- CC = Crime Control
- TR= Traditionalism
- RC = Receptive to Change
- CY = Cynism
- SO = Solidarity
- IN= Isolation

4.6 Significance on the Relationship between Multifactor Leadership and Perception of Police Subculture among Philippine National Police Personnel

Similarly, the data in table 5.2 shows the relationship between Multifactor leadership style and perception of police subculture among Philippine National Police personnel. It is established to be very important

with registered P-value of less than 0.05, and r = 0.548. This implies that the multifactor leadership style greatly concerned with perception of police subculture.

Thus, the null hypothesis was rejected. The findings also suggested that to have a positive leadership of police personnel, the police personnel should have a

deeper manifestation of the four multifactor leadership namely: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration. Likewise, it can be observed that all four indicators of multifactor leadership: idealized influence, inspirational motivation, intellectual stimulation, individualized

consideration showed a significant relationship to crime control, service, traditionalism, receptive to change, cynism, solidarity, isolation as their individual P-value were less than 0.05.

Table 5.3 Significance on the Relationship between Personality and Perceptions of Police Subculture among Philippine National Police Personnel

Personality	Perception of Police Subculture							Overall
	CC	SE	TR	RC	CY	SO	IN	
EN	.377** (.000)	.320** (.000)	.380** (.000)	.470** (.000)	.406** (.000)	.327** (.000)	.357** (.000)	.527** (.000)
AG	.353** (.000)	.238** (.000)	.284** (.000)	.290** (.000)	.428** (.000)	.060 (.228)	.253** (.000)	.382** (.000)
CO	.419** (.000)	.317** (.000)	.386** (.000)	.359** (.000)	.378** (.000)	.232** (.000)	.338** (.000)	.487** (.000)
NM	.296** (.000)	.143** (.004)	.155** (.002)	.210** (.000)	.418** (.000)	-.009 (.855)	.190** (.000)	.283** (.000)
OP	.346** (.000)	.234** (.000)	.265** (.000)	.330** (.000)	.391** (.000)	.130** (.009)	.295** (.000)	.400** (.000)
Overall	.515** (.000)	.356** (.000)	.418** (.000)	.476** (.000)	.591** (.000)	.204** (.000)	.409** (.000)	.596** (.000)

Legend:

- EN = Extraversion
- AG = Agreeableness
- CO = Conscientiousness
- NM = Neuroticism
- OP = Openness
- CC = Crime Control
- SE = Service
- TR = Traditionalism
- RC = Receptive to Change
- CY = Cynism
- SO = Solidarity
- IN = Isolation

4.7 Significance on the Relationship between Personality and Perceptions of Police Subculture among Philippine National Police Personnel

Table 5.3 show the value of correlation coefficient, r = 0.596 and the P-value that was less than 0.05 when the level of personality was correlated with the perception of police subculture among Philippine National Police personnel. The implication that there is no important association between personality and the perception of police subculture among police personnel was therefore rejected. The more positive the personality is, the more likely the police personnel had high perceptions of police subculture.

Distinctively, the result revealed that all indicators of personality were positively correlated with the perception of police subculture among Philippine National Police personnel, since the registered p-value was less than 0.05 and r = value which is equal to 0.527 on extraversion, 0.382 on agreeableness, 0.487 on conscientiousness, 0.283 on neuroticism, 0.400 on openness. Data showed the positive association of the two variables.

Furthermore, data showed that all indicators of perception of police subculture were positively correlated with personality, since the registered p-value is less than 0.05 and r-value which is equal to 0.515 for crime control,

0.356 for service, 0.418 for traditionalism, 0.476 for receptive to change, 0.591 for cynism, 0.204 for solidarity and 0.409 for isolation. Hence the two variables were positively associated.

4.8 Significance on the Influence of the Exogenous Variables on the Perceptions of Police Subculture among Philippine National Police Personnel

With the use of regression, the researcher examined if there were possible influence relationships. When perception of police subculture among police personnel was regressed on the police stress, multifactor leadership and personality, it generated an R^2 of .481 as shown on Table 6. The ANNOVA value of this regression was 122.355, significant at .000. it can be stated therefor that the combination of the three exogenous variables significantly influenced perception of police subculture. The R^2 of .481 indicated that 48.1% of the variance in perception of police subculture was attributed to police stress, multifactor leadership and personality. This meant further that 51.9% of the variation in perception of police subculture was attributed to other variables not covered in this study. Examining further, the table showed that among the three exogenous variables, personality had the greatest contribution (Beta = .404, P-value =.000) followed by multifactor leadership with (Beta = .262, P-value = .000) and the lowest was police stress of police stress with (Beta = .118, P-value = .000). Hence, all of the three variables significantly influenced perception of police subculture among Philippine National Police personnel.

4.9 Establishing the Best Structural Model for Perceptions of Police Subculture

This section highlights the analysis on the interrelationships among police stress, multifactor leadership, and personality to perception of police subculture. There are four alternative models tested to achieve the best fit model of perception of police subculture among Philippine National Police personnel. Each model has a structure that could be broken down into two sub-models that are a measurement model and a structural model. The measurement model represents the measures loads on each factor to their latent constructs while the structural model defines relations among the latent variables. Moreover, the assessment of fit was used as baseline for accepting and rejecting the model.

In general, the investigator sets the correlation between the causal relationships of the latent variable and the various latent variables to the different latent factors. Furthermore, it institutes the relationship between endogenous and exogenous variables. The moment that structured model exhibits with suitable fit, it underscores that there is consistency of the empirical relationships

among variables inferred by the model. The model parameter estimates entail the magnitude and direction of the relationships among variables.

4.10 Direct and Indirect Effect

There were five hypothesized (Conceptual) Models formulated and tested in this study. Screening of variables was critically observed to give premium on the normality of the data. Variables with interval or ratio data were counted in the formulation of models. Generated models of this study were solidified with theories. The indirect effects are relationships between predictor variable and dependent variables which are mediated by passing through one or more variables in between. The magnitude of the indirect effects is determined by cross multiplying the coefficients for any path combinations which connects the predictor variable on the left side with a dependent variable on the right side and eventually summing up to get its total. The total effect of a certain predictor variable on a dependent variable is the sum of its direct and indirect effect.

4.11 Generated Model 1

The generated structural model 1 is exhibited in Figure 7. It could be viewed in Table 7 emphasizing the direct effects of predictor variables to the dependent variable which is the perception of police subculture among the Philippine National Police Personnel. Personality has the highest total effect of .600 on perception of police subculture. This followed by multifactor leadership with .386 effects and efficacy belief respectively with .219 effects on the perception of police subculture.

Table 8 articulates the effects among latent variables and between measured and latent variables were estimated to produce regression weights. Results showed that personality and multifactor leadership are latent variables which significantly predict the endogenous variable, perception of police subculture ($p < 0.05$). It can be also seen that the factor inspirational motivation highly represents the latent variable, multifactor leadership (Beta > 0.080, $p < 0.05$).

Revealed in Table 9 is the examination of Model 1 using goodness of fit indices: Chi-square/Degrees of Freedom (CMIN/DF), Root Mean Square of Error Approximation (RMSEA, Normed Fit Index (NFI), Tucker-Lewis Index (TLI) Comparative Fit Index (CFI) and Goodness of Fit Index (GFI). The criterion for each Index that indicates a good fit is also shown in Table 11. The result of the goodness fit of the model is poor because RMSEA (.111) is not less than .05 and p-close (.000) is not greater than .05. the rest of the indices like NFL < TLI, CFI and GFI conformed the model fit value but still the model remains poor because there are some requirements in the

measurement of goodness of fit which are not met or satisfied.

4.12 Generated Model 2

Presented in Figure 8 is the generated structural model 2 showing the interrelationship between exogenous variables: police stress, multifactor leadership, personality and its causal relationship on perception of police subculture.

It could be observed in Table 10 that the direct effects of predictor variables to be dependent variable which is the perception of police subculture among Philippine National Police Personnel pointed out that personality has the highest total effects .611 on perception of police subculture. While police stress has total effect .234 and multifactor leadership has total effect of .189 on perception of police subculture.

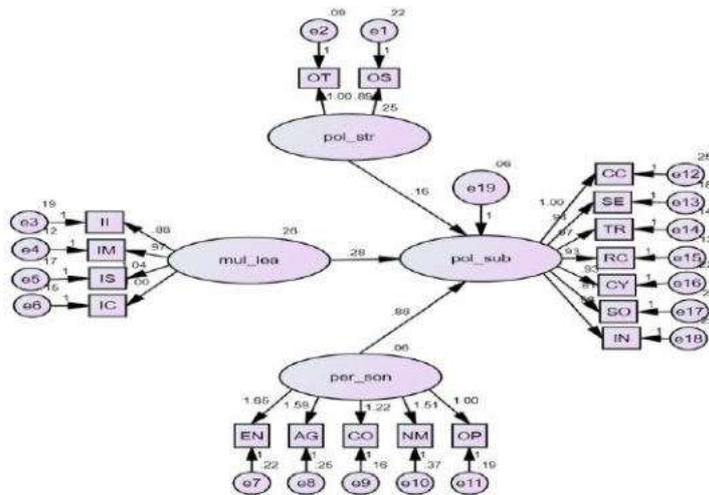


Fig. 7. Generated Model 1 Showing Direct Casual Relationship of Police Stress, Multifactor Leadership, Personality traits and Perceptions of Police Subculture

Legend:

- Pol str- Police Stress
- OT- operational stress
- OS-organizational Stress
- Mul_lea-Multifactor leadership
- II- idealized influence
- IM-inspiration motivation
- IS- intellectual stimulation
- IC- individual consideration
- per_son-personality
- EN-extraversion
- AG-agreeableness
- CO-conscientiousness
- NM-neuroticism
- OP-openness
- IN-isolation
- pol_sub-police subculture
- CC-Crime control
- SE-service
- TR- traditionalism
- SO- solidarity

Table 7 Direct and Indirect Effects of the Independent Variables on Perceptions of Police Subculture of Model 1

Variables	Direct Effect	Indirect Effect	Total Effect
Police Stress	.219	—	.219
Multifactor Leadership	.386	—	.386
Personality	.600	—	.600

Table 8

Estimates of Variable Regression Weights in Generated Model 1

			Estimate	S.E.	Beta	C.R.	P-value
pol_sub	<---	mul_lea	.276	.041	.386	6.686	***
pol_sub	<---	per_son	.881	.134	.600	6.570	***
pol_sub	<---	pol_str	.158	.049	.219	3.246	.001
OT	<---	pol_str	1.000		.864		
OS	<---	pol_str	.885	.224	.687	3.947	***
IC	<---	mul_lea	1.000		.791		
IS	<---	mul_lea	1.036	.065	.784	15.852	***
IM	<---	mul_lea	.969	.058	.823	16.588	***
II	<---	mul_lea	.882	.061	.720	14.434	***
CC	<---	pol_sub	1.000		.591		
SE	<---	pol_sub	.939	.098	.623	9.598	***
TR	<---	pol_sub	.968	.094	.687	10.247	***
RC	<---	pol_sub	.929	.090	.693	10.302	***
CY	<---	pol_sub	.933	.102	.582	9.136	***
SO	<---	pol_sub	.808	.102	.481	7.897	***
IN	<---	pol_sub	.956	.106	.573	9.041	***
OP	<---	per_son	1.000		.495		
NM	<---	per_son	1.513	.215	.523	7.027	***
CO	<---	per_son	1.224	.161	.607	7.613	***
AG	<---	per_son	1.587	.207	.616	7.664	***
EN	<---	per_son	1.649	.210	.654	7.870	***

Legend:

- CC = Crime Control
- SE= Service
- TR= Traditionalism
- RC = Receptive to Change
- CY = Cynism
- SO = Solidarity
- IN= Isolation
- pol_sub = Police Subculture
- OS=Operational Stress
- OT = Organizational Stress
- pol_str = Police Stress
- II = Idealized Influence
- IM = Inspirational Motivation
- IS = IntellectualStimulation
- IC = Individualized Consideration
- mul_lea = Multifactor Leadership
- EN = Extraversion
- AG = Agreeableness
- CO = Conscientiousness
- NM = Neuroticism
- OP = Openness
- per_son Personality

Table 11 Estimates of Variable Regression Weights in Generated Model 2

			Estimate	S.E.	Beta	C.R.	P-value
pol_sub	<---	mul_lea	.149	.055	.189	2.716	.007
pol_sub	<---	per_son	.944	.153	.611	6.178	***
pol_sub	<---	pol_str	.185	.049	.234	3.802	***
OT	<---	pol_str	1.000		.843		
OS	<---	pol_str	.930	.163	.704	5.701	***

IC	<---	mul_lea	1.000		.785		
IS	<---	mul_lea	1.032	.067	.775	15.405	***
IM	<---	mul_lea	.951	.060	.802	15.932	***
II	<---	mul_lea	.871	.063	.701	13.852	***
CC	<---	pol_sub	1.000		.616		
SE	<---	pol_sub	.943	.090	.651	10.461	***
TR	<---	pol_sub	.973	.087	.713	11.179	***
RC	<---	pol_sub	.934	.083	.719	11.245	***
CY	<---	pol_sub	.932	.094	.606	9.914	***
SO	<---	pol_sub	.817	.094	.512	8.655	***
IN	<---	pol_sub	.960	.097	.601	9.847	***
OP	<---	per_son	1.000		.503		
NM	<---	per_son	1.142	.186	.401	6.139	***
CO	<---	per_son	1.247	.153	.630	8.157	***
AG	<---	per_son	1.385	.183	.546	7.546	***
EN	<---	per_son	1.829	.210	.738	8.726	***

Regression weights were estimated to determine the effects between measured and latent variables. As shown in Table 11, exogenous latent variable, police stress and personality significantly predict the endogenous variable, perception of police subculture. These are noticeable with their beta values of .611 and .234 with p-values less than .05 level of significance. The latent variable efficacy belief was found to be reasonable representative of measured variable inspirational motivation, highly represents the latent variable, multifactor leadership (Beta>0.08, p,0.05).

Regression weights in generated model 4 were estimated to determine the effects between measured and latent variables, multifactor leadership and personality. As shown in Table 17, exogenous latent variable

personality significantly predict the endogenous variable, perception of police subculture. There is noticeable beta value of .669 with p-value less than .05 level of significance. The latent variable multifactor leadership was found to be reasonable representative of measured variable inspirational motivation (Beta= .814,p<0.05). Presenting the goodness of fit measures to evaluate the data of model 4 is demonstrated in Table 18. For instance, indices CMIN/DF was 5.132, NFI was .814, TLI was .814, CFI was .843, and GFI was .850, respectively emphasizing a logical fit for data. Nevertheless, the remaining indices which are RMSEA (.102) and p-close (.000) deviate the appropriate values for acceptance. Therefore, generated model 4 is a poor fit model.

Table 17 Goodness of Fit Measures of Structural Model 4

<i>INDEX</i>	<i>CRITERION</i>	<i>MODEL FIT VALUE</i>
<i>P-Close</i>	<i>> 0.05</i>	<i>.000</i>
<i>CMIN/DF</i>	<i>0 < value < 2</i>	<i>5.132</i>
<i>GFI</i>	<i>> 0.95</i>	<i>.850</i>
		<i>.843</i>

CFI	> 0.95	
NFI	> 0.95	.814
TLI	> 0.95	.814
RMSEA	< 0.05	.102

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- Pclose - P of Close Fit

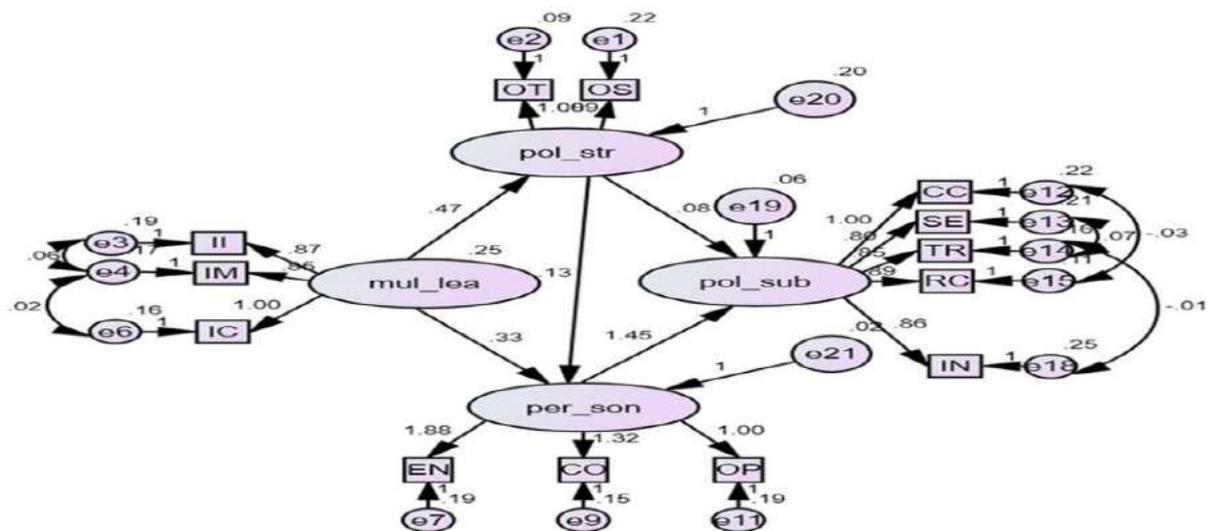


Fig. 11. The Best Fit Model for Perception of Police Subculture

4.12 Generated Model 3

Introduced in Figure 9 is the generated structural model 3 showing direct causal link of the variables occupational stress and their relationship to each other. It

shows combined effects of perception of barriers and frustration discomfort. It could be grasped from the data that perception of barriers and frustration discomfort has negligible correlation with computed r-value of .16.

Further, perception of barriers and frustration discomfort consistently represent their respective attributes with their Betas >0.16.

It could be observed in Table 10 that the direct effects of predictor variables to the dependent variable which is the occupational stress of police officers pointed out that .815 has the highest on occupational and followed

by frustration discomfort with total effect of .006 on occupational stress.

Examining the goodness of fit of generated structural model 3 portrayed in Table 11. The fit indices CMIN/DF, NFI, TLI, CFI, GFI were all in the acceptable ranges indicating a good fit of the model. On the contrary, the indices RMSEA and p-values failed to meet the criteria which indicate a poor fit for the model.

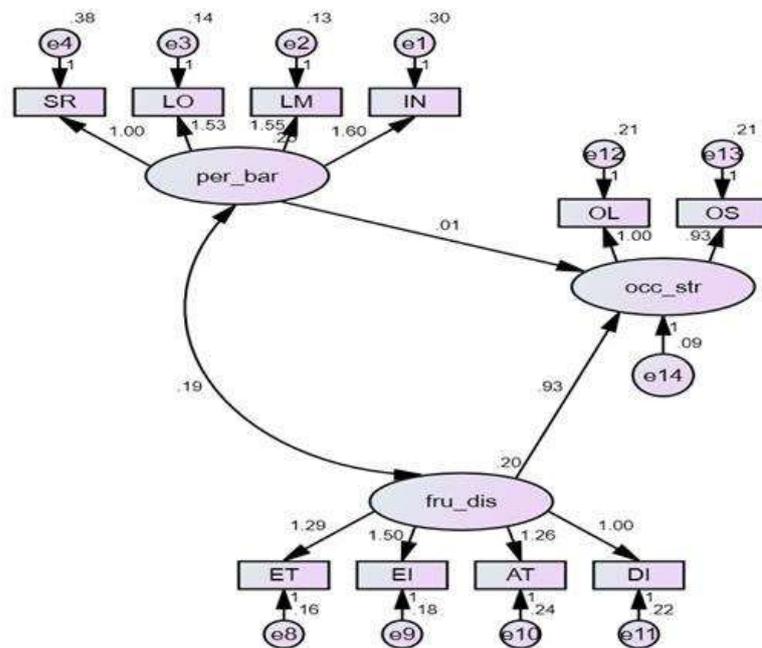


Fig.9. Generated Model 3 Showing Direct Causal Link of the Variables Toward Occupational Stress and their Relationship of Each Other

Legend:

- per_bar**- Perception of barriers
- SR**- Social Depression
- LO**- Lack of time/opportunities
- LM** – Lack of Motivation
- IN** – Inhibition
- Occ_str** – Occupational Stress
- OL** - Operational Stressors
- OS** – Organizational stressors
- wor_env**- Work Environment
- NT**- Negative Environment
- CS** – Counseling Support
- FS** – Family Discussion with Coworkers
- fru_dis** – Frustration Discomfort
- ET** - Entitlement
- EI** – Emotional Intolerance
- AT** -Achievement
- DI** –Discomfort Frustration

4.13 Generated Model 5

The generated structural model 5 in standardized solution is included in Figure 11. Results denote that the latent variables police stress representing the measured

variables organizational stress and operational stress: multifactor leadership represented by the measured variable in terms of idealized influence, inspirational motivation and individualized consideration; and

personality represented by the measured variables in terms of extraversion, conscientious and openness has important influence to the latent variable police subculture perception. Possible to learn from the data that multi factor leadership components: idealized influence, inspirational motivation and individualized consideration bear no significant correlations to each other. Likewise, police subculture components: crime control, service, traditionalism, receptive to changes and isolation found no significant correlation to each other.

It could be viewed in Table 19 that the direct effects of predictor variables to the dependent variable, Multifactor leadership has the high total effect of .468 on perception of police subculture. Regression weights were estimated to measure the effects between measured and latent variables. Depicted in Table 20, the model proposes that personality is a predictor of police subculture as demonstrated by its beta equals .774 with p-value (.000) level of significance.

Table 19 Estimates of Variable Regression Weights in Best Fit Model

			Estimate	S.E.	Beta	C.R.	P-value
<i>pol_str</i>	<---	<i>mul_lea</i>	.465	.068	.468	6.852	***
<i>per_son</i>	<---	<i>mul_lea</i>	.331	.050	.697	6.669	***
<i>per_son</i>	<---	<i>pol_str</i>	.129	.036	.269	3.547	***
<i>pol_sub</i>	<---	<i>per_son</i>	1.449	.212	.774	6.843	***
<i>pol_sub</i>	<---	<i>pol_str</i>	.083	.065	.093	1.279	.201
<i>OT</i>	<---	<i>pol_str</i>	1.000		.861		
<i>OS</i>	<---	<i>pol_str</i>	.893	.097	.690	9.237	***
<i>IC</i>	<---	<i>mul_lea</i>	1.000		.785		
<i>IM</i>	<---	<i>mul_lea</i>	.849	.070	.715	12.149	***
<i>II</i>	<---	<i>mul_lea</i>	.873	.077	.707	11.373	***
<i>CC</i>	<---	<i>pol_sub</i>	1.000		.692		
<i>SE</i>	<---	<i>pol_sub</i>	.796	.078	.614	10.253	***
<i>TR</i>	<---	<i>pol_sub</i>	.851	.076	.694	11.189	***
<i>RC</i>	<---	<i>pol_sub</i>	.891	.075	.763	11.828	***
<i>IN</i>	<---	<i>pol_sub</i>	.864	.085	.608	10.171	***
<i>OP</i>	<---	<i>per_son</i>	1.000		.479		
<i>CO</i>	<---	<i>per_son</i>	1.320	.163	.634	8.094	***
<i>EN</i>	<---	<i>per_son</i>	1.880	.220	.722	8.564	***

Legend:

- CC* = Crime Control
- SE* = Service
- TR* = Traditionalism
- RC* = Receptive to Change
- IN* = Isolation
- pol_sub* = Police Subculture
- OS* = Operational Stress
- OT* = Organizational Stress
- pol_str* = Police Stress
- II* = Idealized Influence
- IM* = Inspirational Motivation
- IC* = Individualized Consideration
- mul_lea* = Multifactor Leadership
- EN* = Extraversion
- CO* = Conscientiousness
- OP* = Openness
- per_son* = Personality

Table 20
Goodness of Fit Measures in the Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.998
CMIN/DF	0 < value < 2	1.157
GFI	> 0.95	.976
CFI	> 0.95	.995
NFI	> 0.95	.968
TLI	> 0.95	.994
RMSEA	< 0.05	.020

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- P close - P of Close Fit

Distinguishing the best fit model, all the indices included must consistently fall within acceptable ranges. Chi-square/degrees of freedom value should be less than 5 with its corresponding p-value greater or equal to 0.05. Root Mean Square of Error Approximation value must be

below 0.05 and its corresponding p-close value must be greater or equal to 0.05. The other indices such a Normed Fit Index, Tucker Lewis Index, Comparative Fit Index and Goodness of Fit must be all greater than 0.90.

Table 21 Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	5.957	.819	.780	.748	.745	.111	.000
2	.000	5.061	.838	.822	.789	.791	.101	.000

3	.000	4.533	.885	.864	.834	.833	.094	.000
4	.000	5.132	.850	.843	.814	.814	.102	.000
5	.199	1.157	.976	.995	.968	.994	.020	.998

Legend: CMIN/DF – Chi-Square/Degrees of Freedom

GFI – Goodness of Fit Index

RMSEA – Root Mean Square of Error Approximation

NFI – Normed Fit Index

TLI – Tucker-Lewis Index

CFI – Comparative Fit Index

The first generated structural model showed the direct causal relationship of the exogenous variables, police stress, multifactor leadership, and personality to endogenous variable, perception of police subculture. Some of the computed indices of this model do not reach the acceptable ranges of values, thus, the model is a poor fit.

The second generated structural model exhibits the interrelationship of the exogenous variables: polices stress, multifactor leadership, personality and its causal relationship on the endogenous variable, perception to police subculture. This model found poor fit because the p-value = 0.000 and RMSEA= 0.101 with p-close = 0.000, all did not fall to the acceptable ranges of values.

The third generated structural model highlights the direct causal link of the variables toward perceptions of police subculture and their relationships for each other. The results settled to non-fit model as indicated by its p-value = .000 and RMSEA=0.094 with p-close = 0.000.

The fourth generated structural model showed another direct causal link of the variables toward perception of police subculture and their relationships for each other. The results settled to non-fit model as indicated by its p-value = .000 and RMSEA= 0.102 with p-close = 0.000.

Furthermore, the modified model showing the direct causal link of the exogenous variables, multifactor leadership toward the endogenous variable, perception of police subculture and their relationship with each other. The generated model 5 found to have indices that shows a very good fit to the data as indicated by CMIN/DF= 1.157, p-value = 0.199, RMSEA = 0.020, p-close= 0.998 and indices such as NFI (0.968), TLI(0.994), CFI(0.995) and GFI(0.976). All of the indices with their corresponding values were greater than 0.90 or meet the requirements of goodness of fit measures. Since, generated model 5 is a good fit model of job satisfaction, this does not warrant for further testing to any models. It is therefore stated that the null hypothesis is rejected. It could be surmised that there

is model that best fit on perception on police subculture among Philippine National Police personnel.

The framework clearly illustrates the multifactor leadership edifice as predictors of police subculture experience. Consequently, multifactor leadership is the most important ingredient of moral providers in reference of police subculture. Thus, the findings carry over police subculture as the bedrock of multifactor leadership in terms of Idealized influence, Inspirational motivation and individualized consideration ;and with reference to police stress in terms of organizational stress and operational stress and also with reference of personality in terms of extraversion, conscientious and openness.

4.14 The Level of Police Stress of the Philippine National Police Personnel

The high level rating of police stress among police personnel is an indication that stress is oftentimes manifested and they are highly susceptible to stress in terms of operational and organizational activities. In addition, the findings is allied to the viewpoint of Dempsey, Forst, and Carter (2019) which states police officer protect people, which tend to be unacceptable to the police; and the persistent knowledge of the risk of being legally responsible for actions carried out while in service. Additionally, finding is also similar to the idea of Scott (2004) which stated that organizational stress was the most stressful problem among police officers and particularly their perceptions on administrative changes in the police organizational setting. Moreover, the overall findings is consonance the statement of (Anshel, 2000) Police work is considered to be one of the most stressful job and as police officers susceptible to trauma and stress.

4.15 The Level of Multifactor Leadership among Philippine National Police Personnel

The overall high level rating of multifactor leadership among police is an indication that that leadership of police personnel is oftentimes manifested and they are highly able to manage problems in the work place. The findings is supported the study of Dempsey, Forst and Carter (2016) police officers have often been educated in standard

policies or leadership practices, or overlook that their activities can build a highly stressful atmosphere and affect the health and well-being of a living system or organization through current management and administrative courses. In addition, the findings in terms of idealized influence among police personnel is parallel to the idea of Northouse (2016) stated that police officers have very high moral and ethical standards of behaviour, and usually do the correct thing when faced with moral and ethical decisions, and subordinates have a great respect for these police leaders and generally have a high level of trust.

4.16 The Level of Personality of the Philippine National Police Personnel

The overall high level rating of personality traits among police personnel is indication that personality is oftentimes manifested and they are highly comfortable in working with community and concern of people safety. In addition, the findings supported the study of Burger (2019) stated that police officers with high levels of personality traits appear to get more anxious about daily stressors than those with low levels of stress and are more prone to high levels of anxiety. In addition, police officers with high levels of personality traits appear to get more anxious about daily stressors than those with low levels of stress and are more prone to high levels of anxiety (Chow & Roberts, 2014; Kotov, Gamez, Schmidt, & Watson, 2010; Lahey, 2009).

4.17 The Level of Perception of Police Subculture among Philippine National Police Personnel in Zamboanga City

The overall high level rating of police subculture among Philippine National Police personnel is indication that subculture is oftentimes manifested and they are highly aggressive in crime control, public service and peace and order. In addition, the findings is parallel to the declaration of Crank and Caldero (2000); Sherman (1982) stated that police personnel with high subcultures supports a distinctive system of values, with particular emphasis on integrity, courage and freedom. Furthermore, in certain cases the abuse of power and the infringement of the fundamental rights (Kappeler, Sluder, and Alpert, 1998; Skolnick & Fyfe, 1993; Fitch, 2014). In addition, crime prevention is given top priorities and viewed as the real police work in the police culture, while other police duties such as peace management and community work are regarded primary or even a waste of energy (Klockars, 1985; Paoline, 2003; Paoline, Myers, & Worden, 2000; Rumbaut & Egon, 1979; Sparrow et al., 1990; Walker & Katz, 2005; Westley, 1970; Wilson, 1968).

4.18 Regression Analysis on the Influence of Police Stress, Multifactor Leadership and Personality to Police Subculture

In the singular capacities of the independent variables, it showed that only multifactor leadership and personality influence greatly on dependent variable. The three predictor variables require one another to affect the dependent variable substantially. The findings of Lasiewicki (2007), Cooper & Sawaf, (1998); Scott, (2003); Whisenhand & Ferguson, (2002) which stated that leadership influence police subculture in a way that police personnel's behaviour depends on the leadership capabilities and influence of the police supervisor. Leadership positively influence on most aspects of police subculture. In that sense, multifactor leadership has been empirically found to be positively associated with police subculture.

4.19 Best Fit Model for Police Subculture

The best fit model for police subculture perception is generated in model number 5. Model number 5 is exemplified by the influence of multifactor leadership on police stress and personality. Moreover, these independent variables also influence the police subculture perception positively. In addition, pathways from multifactor leadership to police stress to police subculture is significant. Another was also cited from multifactor leadership to personality to police subculture. The identified pathways are significant in nature. Therefore, increasing the level of multifactor leadership is also an increase the police stress and personality and will also an increase in the respondents level of perception of police subculture. On other hand, the indices resulted in the generated model number 5 are all within the acceptable range. Specifically, CMIN/DF= 1.157, p-value = 0.199, RMSEA = 0.020, p-close= 0.998 and indices such as NFI (0.968), TLI(0.994), CFI(0.995) and GFI(0.976) respectively.

4.20 Conclusion

The Structural Equation Model strengthened the consistency of the study because the analysis goes through the steps of model specification, model estimation and model evaluation. There is significant relationship of the following variables: police stress, multifactor leadership and personality with perception of police subculture consistent with the literature as underscored in correlation between measures. Of the five structural models, only Model 5 has indices which indicate an ideal fit to the details, therefore, it is identified as the best fitting structural model.

A high score level results on police stress indicates that police personnel experienced a high degree of stress in

terms of operational and organizational activities. This result is supported by the pronouncement of (Anshel, 2000) that Police work is considered to be one of the most stressful job and susceptible to trauma and stress. On the other side, Scott (2004) still supports the findings, arguing that police officers are identifiable individuals in the public and have problems finding protection on or off work. Moreover, this result supported the theory pronounced by (Scheingold 1984 & Pollock, 2007) which stated that police stress was one element which led to the offensive nature of police subculture.

A high score level results of multifactor leadership indicates that police officers experienced a high degree of leadership in the work place. This result supported on the theory Northouse (2016) which states that multifactor leadership (transformational leadership) police officer who employed power and authority to put evil ends and which associated to police subculture. It means that police officer with higher leadership can overcome the challenges of their working environment. Moreover, a high degree of leadership it increases awareness of police personnel regarding the importance of work outcome It promotes subordinates to be outside the ego-interest of others in their team and police organization and promotes subordinates to take good care of significantly lower-level needs (Bass, 1985; Yukl, 2013).

A high score level on personality indicates that police personnel experienced a high degree of personality are helpful and cooperative. In addition, the findings is parallel the statement of (Donnellan, Conger, & Bryant, 2004; Jensen-Cmapbell & Graziano, 2001; Malouff , Thorsteinson, Schutte, Bhullar, & Rooke, 2010) which states that high on personality dimension are helpful, trusting and sympathetic. This results is supported by the pronouncement of (Donnellan, Conger, & Bryant, 2004; Jensen-Cmapbell & Graziano, 2001; Malouff , Thorsteinson, Schutte, Bhullar, & Rooke, 2010) that high character has more delightful social relationships and fewer truculent dialogues than those low on this personality aspect.

On other hand, the high score level results on perception police subculture indicates that the police personnel experienced a high degree of perception of police subculture in the work place. This results is supported the study of Crank and Caldero (2000); Sherman (1982) which states that police personnel with high subcultures supports a strong value system, with special focus on corporate integrity, courage and employee freedom. On other hand, police personnel with high police subculture find oneself "the only real fighters against crime" and emphasis on crime prevention (Sparrow et al.,

1990). Moreover, this result is supported the study of Walker & Katz (2005) that police with perception police subculture labeled themselves as crime fighter.

4.21 Recommendations

The investigator may suggest the following recommendations based on the research results:

On high score level rating of personality of police personnel suggest that there is room for improvement by raising it up to very high level. The results indicates that the top level management of the Philippine National Police officials should formulate policies and standards for intervention programs and strategies need to be introduced to improve and empower police personnel through extensive intervention programs and crafting possible solutions for leadership of personnel.

The high score level results of police stress, police subculture and multifactor leadership in an organization police personnel suggest that there is still room for improvement by raising it to very high level. The results indicate that Philippine National Police officials should formulate policies and standards for Intervention programs that could seek to improve communication skills and provide technical expertise that partly linked to sound decision-making and the performance of responsibilities in a skilled way. However, improving integrity, caring, work ethic, social values, stress management, fairness and flexibility should be more difficult of police personnel and crafting possible solutions by pushing up into a very high level of police stress management, leadership and police subculture.

The significant relationship of the three exogenous variables: police stress, multifactor leadership, and personality with police subculture indicates that may be given focus by top level management of the Philippine National Police because higher the level of these exogenous variables high level of perception police subculture in an organization. This can be done by setting good intervention programs for improving a good perception police subculture in the workplace driven to uphold a better coping police stress, leadership and personality while developing a good relationship may it be intimate or not among members of the community and organization and continuously develop a good perception police subculture to any police activities.

The best-fit model showing multifactor leadership and personality are the strong predictors of perception of police subculture in police organization should be given a prime focus of the top-level management in the improvement of perception police subculture strategies compared to other variables above mentioned. This can be done by building a strong professional quality of life and

keep police personnel emotionally and physically connected towards the community and members of police organization.

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Implementation of Student-Centered Learning with Digital Media in Indonesian Language Learning in Junior High Schools during the COVID-19 Pandemic

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Abstract—Learning based on student centered learning with digital media can be used in online learning. This study aims to describe the planning, implementation, and assessment of student-centered learning based on learning with digital media in Indonesian language learning in Junior High Schools during the COVID-19 Pandemic Period. The research was conducted on seventh grade students of SMP N 4 Purwokerto. The form of this research is descriptive qualitative with a case study research strategy. Data collection techniques used are observation, interviews, and document analysis. The data analysis technique uses data reduction techniques, data presentation, and drawing conclusions. The results of this research are: 1) Lesson plan based on student centered learning with digital media in Indonesian language learning 2) Implementation of learning based on student centered learning with digital media in Indonesian language learning 3) Assessment of learning based on student centered learning with digital media in Indonesian language learning which consists of three aspects of the assessment, namely the assessment of knowledge, skills, and attitudes.

Keywords—Student-Centered Learning, Digital Media, Languages, Online learning.

I. INTRODUCTION

Currently, the COVID-19 pandemic is happening all over the world, including in Indonesia. This affects various fields of life, one of which is education, including in Indonesia (Rasmidatila, 2020, p. 90). To prevent the spread of COVID-19, the Ministry of Education and Culture issued circular letter number 15 of 2020 regarding the implementation of learning from home (BDR). Online learning appeared as an answer to situations and conditions that prohibit the face-to-face learning process during a pandemic (Wargadinata, 2020, p. 144). Therefore, this pandemic has resulted in a digital revolution in the education system through online learning, teleconferencing, digital open books, and online exams (Kapasia, 2020, p. 2)

Online learning is a new thing in Indonesia, making teachers and students experience problems when

learning. Changes in learning also make differences in learning styles between students very clearly visible (Jonge, 2020, p. 4). Online learning makes students think that learning from home is a vacation, so there is no sense of interest in the learning process. This has an impact on the lack of discipline and activity, as well as student interaction in the learning process. Whereas learning Indonesian requires students to have the competence to listen, read, watch, speak, and write. So, with these obstacles it is quite difficult to achieve the learning objectives. So, there is a need for approaches and learning media that can make students more active and interactive.

One of the things that can be done by every teacher, including Indonesian language teachers, in overcoming these obstacles is to conduct student-centered learning-based learning, which is a learning activity in which the center of learning is in the students themselves

and positions the student experience as a source of knowledge. (Odom, 2015, p. 88) student-centered learning or SCL provides a context for social interaction to get scientific knowledge. SCL has the potential to encourage student engagement and active learning that enhances students' thinking, knowledge, and independent skills, which can also enhance critical thinking. (Rezende-Filho, 2014), (Kustijono, 2011), and (Odom, 2015) also mention that student centered learning can make students more active during learning activities.

Learning based on student-centered learning cannot be conducted face-to-face, because currently students are learning from home. Therefore, learning media is needed to support SCL-based learning during the pandemic. Digital media includes media needed in learning activities from home. Digital learning media is understood as a technology that responds with content to user actions, enabling dialogue and participation (Nobre, 2020, p. 312). Digital learning media make it easier for students to carry out learning and make students active, so that they can make students' abilities increase during the learning process (Siemieniecka, 2017), (Lin, 2017) and (Tabor, 2013).

Indonesian teachers at SMP N 4 Purwokerto are Indonesian language teachers whose learning is based on student-centered learning. This is conducted in order to overcome learning obstacles during the Pandemic. Student-Centered Learning carried out by the teacher is supported by using learning media in the form of several applications and the web such as *WhatsApp*, *Google Classroom*, and *Google Form*. According to the teacher, learning using the above can make students more active, thus producing good learning outcomes as well.

The implementation of student-centered learning based on digital media during the COVID-19 pandemic can be a model for other schools to implement the same learning activities. This is because with the implementation, various things will be known including the process of planning, implementing, and evaluating learning, as well as student interactions with teachers and other students, student activity, student learning outcomes when learning Indonesian during the COVID-19 pandemic.

Therefore, this study will discuss the implementation of student-centered learning with digital media in learning Indonesian at SMP N 4 Purwokerto during the COVID-19 pandemic. The research will be devoted to seventh grade material on personal letters and official letters. This study will focus on planning, implementing, and evaluating the use of student-centered

learning with digital media in learning Indonesian at SMP N 4 Purwokerto during the COVID-19 pandemic.

II. METHOD

The form of this research is descriptive qualitative research using a case study research strategy. The case study research strategy was also used in this study. A case study is an inquiry that investigates a phenomenon that exists in a real-life context using evidence from various sources (Yin, 2018, p. 18). This study uses primary data in the form of information about planning, implementing, and evaluating student-centered learning with digital media in Indonesian language learning during the COVID-19 pandemic. Secondary data in the form of student values obtained after the implementation of student-centered learning with digital media. Sources of data in this study consisted of informants, events, and documents. Sources of informant data are Indonesian language teachers and seventh grade students at SMP N 4 Purwokerto who are learning Indonesian. Data collection techniques used in the form of interview techniques, observation, and document analysis. The data analysis technique used in this study is an analytical technique with an interactive model from Miles Huberman. Interactive model data analysis consists of data reduction or condensation, data presentation, and drawing conclusions (Miles, 2014, pp. 31-33).

III. RESULT AND DISCUSSION

The results of this research are in the form of planning, implementation, and assessment of learning based on student centered learning with digital media in learning Indonesian at SMP N 4 Purwokerto during the COVID-19 pandemic.

Lesson plan

Lesson plan is an important part of the learning process. Planning is the process of preparing various actions that will be carried out in the learning process in order to achieve the learning objectives that have been set (Wahyuni, 2013, p. 13). By using the teacher's lesson plan, it will be easier to carry out learning. Lesson plan is also carried out by Indonesian language teachers at SMP N 4 Purwokerto.

The interviews and observations results with Indonesian language teachers at SMP N 4 Purwokerto. During the COVID-19 pandemic, learning activities have many limitations but must still refer to learning that is in accordance with the 2013 curriculum. Therefore, teachers through subject teacher deliberations (MGMP) can determine material reduction and choose the most

important material, and not too difficult. It was stated by the Indonesian language teacher in the interview that:

"At this time there is a reduction in learning materials. The material in lesson plan has been figured out by the subject teacher deliberations and has been adjusted to the current conditions where there is still a pandemic. In addition, by looking at the most core material and the level of difficulty of the material" (Teacher-01)

Based on the interview, the determination of the material to be taught refers to the limitations of the lesson hours, students' abilities, the importance of the material to be taught, and the level of difficulty of the material. After figuring out the material and Core Competencies (KI) and Basic Competencies (KD) that will still be taught, then it is developed into a syllabus. The syllabus is used by Indonesian language teachers at SMP N 4 Purwokerto to make lesson plan.

Every teacher at SMP N 4 Purwokerto, before doing the lesson the teacher makes a lesson plan. The making of lesson plans refers to the syllabus that has been discussed and agreed upon by the Indonesian language teachers in the subject teacher deliberations throughout Banyumas Regency. Then the Indonesian language teacher develops the syllabus into lesson plan adopted to the conditions and character of the students.

The results of the analysis of lesson plan made by Indonesian language teachers have referred to the components in Minister of Education and Culture Regulation number 22 of 2016. The components in the Indonesian language lesson plan made by teachers of SMP N 4 Purwokerto include school identity, subjects, classes/semester, subject matter, time allocation, basic competence, learning objectives, methods, media, tools and learning resources, learning steps, and assessment.

Lesson plan is also made so that learning is based on student centered learning. In addition, the teacher makes lesson plan that make students more active during learning.

Based on the lesson plan, in the implementation of teacher learning, the teacher will refer to student-centered learning assisted by digital media in the form of *WhatsApp*, *Google Classroom*, and *Google Forms*. This is conducted because learning is still conducted online.

Learning Implementation

The implementation of learning is the implementation of the lesson plan that has been made previously. Implementation of learning is an educational activity. In the implementation of learning, there is an

interaction between teachers and students which is carried out to achieve certain goals that have been formulated before the implementation of learning begins. The implementation of learning according to (Rusman, 2014, p. 12) consists of three stages, namely preliminary activities, core activities, and closing activities. This was also conducted by the Indonesian language teacher at SMP N 4 Purwokerto. Based on the results of the interview, the Indonesian language teacher stated that:

"The core learning activities are divided into three, namely introduction, core activities, and closing activities" (Guru-02)

Based on the results of observations of the seventh grade Indonesian language learning activities, the material for formal letters and personal letters, the learning activities began with an introduction which had activities to strengthen the student's character by greeting, praying before starting the lesson, checking attendance, and student health. In the preliminary activity there is also apperception, notification of material to be discussed and learning objectives.

In the core learning activities, there are several steps taken by the teacher. The core activity begins with the teacher only providing material points that will be studied through *Google Classroom*. Students must look for material and complete the material provided by the teacher through various sources such as books, *YouTube*, and blogs. This is in accordance with the learning carried out, namely student-centered learning. However, only a few students are actively looking for and completing information according to the material being studied, due to various limitations, such as internet signals.

In this activity, students see examples of official letters and personal letters given by the teacher via *Google Classroom*. In addition, students also look for examples of examples of formal letters and personal letters and compare them with the examples given by the teacher. After that, students identify the structure and language features of personal letters and formal letters.

The next activity carried out discussions related to identifying the structure and characteristics of personal letters and official letters through *WhatsApp* groups to find out the extent of students' understanding of the material being studied. In this activity, the teacher only acts as a facilitator and moderator who leads the discussion. Discussions were conducted through chat and voice notes. Students can ask questions and other students can respond. So that the learning carried out is dominated by interactions between students. In this activity, the students seemed enthusiastic in carrying out the discussion. These discussion activities also make students more active and

critical in asking and answering the questions given. And students find it easier to understand the material being discussed. In addition, learning becomes more fun. It was also conveyed by students during interviews that:

“Learning with discussion is fun, because we understand more about the material.” (Student-01)

“In my opinion, from the discussion activities, I became more understanding about the material for formal letters and personal letters because in the discussion there were questions and answers, from the question and answer, friends asked and answered each other and later corrected by the teacher.” (Student-02)

The discussion activities carried out are one of the characteristics of student-centered learning, because in these activities students are quite active, creative, and critically asking and answering each other regarding the material being discussed. In addition, in discussion activities the teacher only acts as a facilitator, moderator, and oversees the discussion. During learning activities students are also active in noting important things related to the material being discussed.

The closing activities of learning are carried out by teachers and students together to conclude the learning activities that have been carried out. Furthermore, the teacher carries out an assessment and reflection by asking questions or responses to students and vice versa from the activities that have been carried out as input for improvement in the next step. The lesson ends by presenting the lesson plan at the next meeting and closing the lesson by praying.

Based on the learning activities carried out by the Indonesian language teacher at SMP N 4 Purwokerto, they carry out student-centered learning. In student-centered learning-based learning, students actively learn the material being studied and students are actively involved during learning activities in class (Spooner, 2015, p. 75). By using the discussion method, students are quite active, enthusiastic, critical, and interactive during the learning process. In this learning, the teacher only acts as a facilitator. It was also mentioned in an interview with an Indonesian teacher that:

“Due to this pandemic, learning activities are limited. So, the teacher only gives material points and can only go with online learning. So, during this online learning, students must be more active in finding and studying the material on their own. For this reason, learning is more student-centered.” (Teacher-03)

Based on the results of these interviews. Indonesian language teachers conduct student-centered learning. So, the teacher must make learning activities that can increase student activity, one of which is the discussion method.

Learning Assessment

The last part of the implementation of student-centered learning is learning assessment. Assessment activities are a process that is deliberately planned to obtain information or data based on these data and then try to decide. Assessment becomes a process to find out or test or check an activity, activity process, output of a program is in accordance with predetermined goals or criteria. (Tuckman, 1995), (Gravells, 2015, p. 2).

Based on the results of interviews and observations with Indonesian language teachers. After the learning activities the teacher also conducts an assessment that refers to the three assessment competencies, namely knowledge, and attitudes so that student learning outcomes are obtained which consist of these three competencies. This is conducted so that teachers can find out the level of achievement of learning objectives. As explained by (Nurgiantoro, 2016, p. 59) that learning outcomes in the form of abilities, skills, attitudes, and behavior are the embodiment of achieving learning objectives. The assessment carried out by the teacher is also in accordance with the authentic assessment contained in the Education and Culture Regulation Number 23 of 2016 concerning Educational Assessment Standards.

Knowledge assessment is carried out by providing written questions about the learning materials carried out. The assessment is carried out through the media *Google Form*. While the skills assessment is carried out by assigning tasks to students to write official letters and personal letters. Assignments are sent through *Google Classroom*. Attitude assessment is carried out by the teacher by observing student attitudes during learning activities. The assessment was also mentioned by the teacher in his interview that:

“Assessment is conducted by giving a written test via Google Form and skill assignments via Google Classroom. This was done due to limitations, so all assessments were carried out online.” (Tacher-04)

Based on the results of the interview, it was also stated that all assessments were carried out online due to the COVID-19 pandemic, so learning and assessment were carried out online. The use of several digital media in learning and evaluation makes it easier for teachers and students in the learning process. In addition, it makes it easier for students to study and send assignments.

All assessment processes refer to the assessment guidelines that have been compiled in the lesson plan and are in accordance with the provisions. From the results of the assessment of student knowledge, it is sufficient to master the material being taught. The results of the skills assessment, students can make official letters and personal letters well. The attitude of students during learning is also quite active, critical, interactive, and enthusiastic. It is just that there are still some students who are less active and interactive because there are various limitations, one of which is cell phone signals and the lack of internet data quota owned by students.

IV. CONCLUSION

Based on the results of research and discussion of the implementation of student-centered learning in learning Indonesian in seventh grade SMP N 4 Purwokerto, it can be concluded that the application of learning is quite good. Before starting learning based on student centered learning, the teacher first makes a lesson plan that refers to the syllabus and is based on student centered learning. The lesson plans made also require students to be active in learning.

In the implementation of learning refers to lesson plan, so that learning is student-centered. With the help of the discussion method carried out using *WhatsApp* media, it can make students more active and interactive, and make it easier for students to understand the material. In practice, the teacher only acts as a moderator and facilitator. Therefore, the learning that has been carried out has been quite student-centered.

Student learning outcomes obtained from three aspects of the assessment, namely the assessment of knowledge, skills, and attitudes. The assessment is carried out based on the assessment guidelines that have been made during lesson plan and are in accordance with the good enough provisions. It is just that there are still some students who are less active due to various limitations, one of which is internet signal and internet data quota.

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A Structural Equation Model on Occupational Stress Among Police Officers

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Abstract— *The aim of this research is to construct a causal model on occupational stress through the perception of barriers, work environment, and frustration discomfort of police officers. This study was also set up to provide a research-based landscape of the occupational stress among police officers viewed in the local Police Station of Misamis Occidental, Region X, Philippines. Survey and correlational methods of research and structural equation model were used in the study involving 400 police officers. Findings revealed that the level of occupational stress, work environment, and frustration discomfort was high and moderate for the perception of barriers. Results also show that there was a positive correlation between barrier perception and workplace stress, work environment and work stress, frustration discomfort, and work stress. Moreover, perception of barriers, work environment, and frustration discomfort are predictors of occupational stress. In addition, to express the latent variable frustration discomfort representing the measured variables entitlement, emotional intolerance, achievement, and discomfort intolerance, as the best fit model for occupational stress among police officers.*

Keywords— *Criminal Justice, Occupational Stress, Perception of Barriers, Work Environment, Frustration Discomfort, Structural Equation Model, Philippines*

I. INTRODUCTION

A problem of police occupational stress in the police organization has been viewed as part of police professionalism. Police officers, who are constantly exposed to pressure, if not easily managed, can be harmful both in terms of the quality of their job and their physical and mental condition and in terms of the police organization in which they operate (Maslach, 2003). This exhausting demand for work can be very stressful and many occupations are severely strained in terms of responsibility, time and quality (Adegoke et al., 2014).

Conversely, Lipp (2009) in his study, argued that a vast number of pressure side effects and lower quality of life necessitate corrective action, inspire changes in lifestyle, enhance coping skills, and promote higher quality of life between many police officers. Then, police poor

performance in the Philippines in general, is due to occupational stress. This problem is spreading all along the police organizations in the country; and this brought ill effects to the individuals working in the police force. Police officers who severely suffer occupation stress display physical and psychological problems. If not treated, it surely affects work performance.

Further, the importance of determining job-related stress is to land with the best intervention program/s in coping with occupational stress, as recommended by Onkari (2015). He further stated that job stress can be resolved through efforts by the police administration to take corrective procedures such as changes within organizational and improving training planned. Aside from that, there should be a good effort on both the management side to educate on the administrative stress of employment, and job folks should be joining

hands. Specific care should be taken to the essence of job stress, the causes and consequences of stress, as well as techniques for mitigation, and approaches for risk management and prevention (Divacar, 2015).

The existence of police occupational stress has a direct link with the perception of barriers; relatively lack of administrative support can be a problem which raises work levels of stress. Lack of administrative help will hamper police officers and contribute to an unimportant feeling, growing the psychological pressure experienced by the staff. Administrative aid as a source of jobs has been projected to have a detrimental association for officers with work related stress (Frank et al., 2017).

Likewise, police occupational stress has also a direct link with working environment; Dwamena (2012) stated that the implementation of new technologies into the workplace required employees to constantly become adapted to new equipment, technologies and ways of doing things. This can lead to a major cause of pressure on the police officers at the workplace. A supervisor educated in the new techniques, for example, can be an extra pressure on an officer educated in the ancient ways and this will raise the officer's stress level. In addition, workplace pressure often has a direct connection with irritation distress; Ayres et al. (1990) reported that police officers feel irritation and stress when the organization has no specific path or task. They also claim that they do not understand the aims and objectives. Disappointment also claim that they do not understand the aims and objectives. Disappointment is often intensified when bureau-wide priorities and strategies are either not aligned or are not articulated and organized.

The present research fills up this gap by analyzing the correlation between the nature and working condition of police and the significant effects on police officers for work completion despite of occupational stress considerations. It also suggests means and methods on how police officers can overcome immense pressure of work have led to stress. In the same way, Nyaga (2006) claimed that it is important to find whether or not occupational stress play a main part in causing police poor job performance. Data gathered from this research will also be used to better determine how the police officers are feeling tension during daily duty. This strengthened the reasons to conduct this study in the Philippines particularly in Region X, Misamis Occidental PNP Provincial Headquarters with the aims to add more evidence and to provide new model in coping with police officers' occupational stress in the stations/headquarters through professional innovations or programs.

1.1 Research Objective

The aim of this research is to construct a causal model on occupational stress through perception of barriers, work environment, and frustration discomfort of police officers in the province of Misamis Occidental, Region X.

Specifically, it considered the following objectives:

1. To describe police officers' level of perception of barriers in terms of:
 - 1.1 inhibition;
 - 1.2 lack of motivation;
 - 1.3 lack of time/opportunities; and
 - 1.4 social repression.
2. To assess the level of work environment of the police officers on:
 - 2.1 Negative environment;
 - 2.2 counseling support;
 - 2.3 coworkers' discussion on family.
3. To ascertain respondents' level of frustration discomfort in terms of:
 - 3.1 discomfort intolerance;
 - 3.2 entitlement;
 - 3.3 emotional intolerance;
 - 3.4 achievement.
4. To evaluate respondents', level of occupational stress in terms of:
 - 4.1 organizational stressors; and
 - 4.2 operational stressors.
5. Determine the significant relationship between:
 - 5.1 perception of barriers and occupational stress;
 - 5.2 work environment and occupational stress; and
 - 5.3 frustration discomfort and occupational stress.
6. To determine what model best fits for occupational stress among police officers.

1.2 Hypothesis

The following hypotheses are tested at a significance level of 0.05.

1. There is no significant relationship between:
 - 1.1 Perception of Barriers and Occupational Stress;
 - 1.2 Work Environment and Occupational Stress;
 - 1.3 Frustration Discomfort and Occupational Stress.
2. There is no model that best fits Occupational Stress of Police Officers within the Province of Misamis Occidental in Region X.

II. REVIEW OF RELATED LITERATURE

This section presents different views from related studies pertaining to the dependent variables occupational stress which consist of the perception of barriers, work environment, and frustration discomfort.

Perception of barriers has 4 indicators as identified by Morais (2014) namely: inhibition, lack of motivation, lack of time and social repression. Whereas, work environment has three variables namely: negative working place, counseling support, and coworkers' discussion about family (Nolasco, 2017). On the other hand, frustration discomfort according to Harrington (2005) has four indicators namely: discomfort intolerance, entitlement, emotional intolerance and achievement.

2.1 Occupational Stress

Yearly in-service training equips the police officers to face numerous work challenges in respective work stations; the complexities of law enforcement, however, do not yet resolve the policing source of stress. Simply stated by Ayres et al. (1990), job stress is the workplace strain or pressure that negatively affects the police officers. Bano (2011) describes that, in the form of exhaustion, sadness, inability to focus, irritability, and compulsive conduct, pressure will be apparent among police officers. To counter this risk, police officers must maintain reports on their duties at work. This includes education programs that deal with workplace pressure and other types of obstacles that affect job efficiency. Aggola (2009) stated that in order to enhance the coping mechanisms of police officers, consideration should be given to multidimensional contributing factors to pressure on law enforcement officers. Maybe this was due in part to a police officer's background, employment, religious values, faith or general perspective on life. Whatever the reason, the question is not that local police work may be the most challenging profession. What is significant is that physiological pressure, actual or potential, has been recognized to the point that it is a major workplace threat able to cause severe health problems in police work (Ayres et al., 1990).

Furthermore, as with sources of pressure, reactions to pressure and particular overwork are different from person to person. In risky conditions, some police officers are vulnerable while others are eager to react to stress. Rajesware (2018) suggested that there are other strategies to alleviate pressure, such as relaxation, exercise, and so on. Psychological stress or frustration destroys the positive mindset of the police officers and leads to absenteeism, unemployment, immorality, depression, sadness, violence, etc. It will therefore be effective if it turns depression into healthy living, as well as occupational well-being.

The utilization of resources to pay for services and institutional improvements that aid police officers succeed (peer support services, stress reduction therapy, etc.), as stated by Frank et al. (2017) should be weighed against the higher costs of removing police officers who are terminating their jobs due to stress-related cognitive disabilities. In addition, police officers need to know how to cope, and how to feel differently regarding situations they encounter as an officer. Post-traumatic development is one thing. After surviving the upset of community policing, citizens will evolve positively and be good policemen and individuals.

Furthermore, research indicates that most of the exhausting kinds of work require increased stresses that are not consistent with the knowledge and expertise of police officers, since there is no potential to exercise any decision or power and there is no aid from everyone else. Job-related pressure may be induced by inadequately controlled job organization, inadequately controlled job styling, lack of management, and operating flocks are not satisfied with situations, and less promotion from coworkers and superiors (Divacar, 2015).

In relation, Bano (2011) highlighted that tension often has a detrimental impact on officers' well-being. It increases their vulnerability to both physiological deficiencies. and physiological conditions that render the police officers unhealthy for jobs. It affects work fulfillment and lowers work efficiency. The relationship among workplace and psychological disorders appears to be reciprocal, frequently creating painful periods. For example, workplace-related stress-related dissociative symptoms may impact ability to do the job through "presenteeism," meaning shorter work efficiency while at job due to lower concentration and encouragement, and judgment-making errors as well as "employee turnover," means loss of productivity from illness.

More so, negative comments from the agency, lowered ego-esteem, and lower wages may result and contribute to the levels of stress of unhappy employees. When such pain persists and escalate, police officers can be exposed to abuse, psychological disorders, or high stress levels; many policemen encounter high levels of anxiety and life-loss negative experiences (Kenwright, 2008). Conversely, productive police officers exhibit highly strong leadership skills. They are good at positively influencing others individuals beyond and above their professional knowledge. In the workplace, this involves knowing others' underlying reasons, their opinions and emotions, actively talking about them, which involves providing and getting positive input and registering

individuals to do what needed to be done with minimum tension, confrontation and discomfort (Onkari, 2015).

In this context, there should also be a growing positive understanding of what is widely referred to as "stress at work" and the negative effects this can have for police officers and for the quality of their working lives (Mark, 2013). In fact, there are also several professions wherein one or more workplace stress and anxiety, such as police departments, can often impact the police officers. An option is to manage and control police officers' pressure in these specific jobs (Nyaga, 2006). Furthermore, Hodges (2015) believed that most police officers' tension stems from organizational environments of police organizations and is outside the management domain of the policeman. Findings revealed that certain jobs such as the army, aircraft crew, and policemen seem to place widespread and extremely high pressure on the person, resulting in cardiovascular disease susceptibility (Adegoke 2014).

However, Hodges (2015) stated that the intensity to which policemen are susceptible as part of their work has made public safety profession one of the most difficult in the countries. Stress at the community policing has been shown to influence the standard of living of police officers and their family. If a challenging situation occurs in the job, preventive strategies may include growing employees' ego-efficacy and reducing the desire for delays. This condition has a soothing effect on police officers' stress and anxiety.

In addition, workplace pressure poses a risk to most organization and it is important to identify the problem by coping with unnecessary and soon-term pressure triggers. It is well known that pressure decreases the well-being of police officers, and that extreme or prolonged job stress can contribute to stress (Nyaga, 2006) that the distinction among performance and disappointment is lightened by experiencing job stress. Nobody can monitor working circumstances; but, which does not mean hopelessness within challenging tasks. Pressure comes when there are requests for jobs and stresses on the delegated duties of staff with less experience. Deschamps (2003) noted that policemen have been documented to face greater pressure from marginalized groups such as aging respondents or policemen. Shortage of skilled workforce and long hours has negatively impacted this community.

It is possible to say that certain police officers may refrain from leisure activities when a work dispute occurs in order to avoid contact with other officers with whom they may be in dispute (Misis, 2012). The main objective of the PNP Strategic Change Plan is to implement an

innovative operational structure, policy, and system that will turn the PNP into a more competent, efficient, and effective police department. The PNP could strengthen the condition of peace and stability and preserve a secure atmosphere which is conducive to progress (Eduardo, 2010).

2.2 Perception of Barriers

Perceived dangerousness was hypothesized to have a negative working relationship. It is a widely held belief that professional life is evolving in Britain and around the world and these developments have led to new challenges and issues for companies and workers (Mark, 2013). Rajeswari (2018) further mentioned that pressure is the way human beings lead to changes, occurrences, and circumstances in their life both physically and psychologically. People have experienced pressure in various ways, often for various reasons. The response is reflected in the way you view an occurrence or circumstance. For example, if you perceive a condition adversely, you will probably feel depressed, frustrated, depressed or out of power. In recent years, according to Misis (2012), a new paradigm has been developed to establish organizational-centric solutions to address the most popular organizational stress factors that adversely affect potential stress rates for both public and private law enforcement agencies.

In accordance with this, Frank et al. (2017) considered that it may be a source of dissatisfaction when conceptual model is absent or weak due to the absence of clarification on whether or how to do a particular function. Formal expectations have been suggested to have a negative relationship with tension at the job. Nyaga (2006) also mentioned that pressure is characterized as a harmful or unpleasant ego-perceived effect. In this research, the term is used to refer to mental, behavioral, and social adaptation to change that has a negative emotional, cultural, and physiological impact on a person.

On the other hand, it is also viewed that absence of organizational assistance can be an obstacle that raises the degree of job stress. Absence of organizational assistance can hinder officers and result to a sensation that they do not care, boosting the mental pressure they think from job administrative assistance was projected as a job tool to have a poor working pressure connection for policemen (Frank et al., 2017). Furthermore, policemen feel that a lack of organization help is demoralizing particularly when higher management is not speaking out openly on their side for required pay increases and better benefits (Ayres et al., 1990).

The reality regarding potential job obstacles that could potentially cause individuals to overlook their own

capabilities overlook employment prospects, and choices. Furthermore, the reported signs of policemen under pressure were tiredness, difficulty focusing, stress and worrying about day and weekends issues, thinking tensed and nervous, feeling stressed, decreased appetite, loss of personal pleasure and sensation of restlessness (Aggola, 2009). In this context, the emotions that policemen bring with them during emotionally charged events may be a more lasting source of anxiety than to any individual not in the law enforcement work (Nyaga, 2006).

Moreover, Graf (1986) reported that some men police officers frequently find it difficult to seek medical support from their colleagues when they encounter work-family tension and unpleasant dealing with each other because they feel they would be seen as poor. Moreover, this rejection of seeking support may result from the impression of the officer's feeling that such support would only expose their vulnerabilities to their peers (Weisheit, 1987) to cope with problems that go along with their work, which makes the policemen quickly fall prey to pressure. Policemen may believe like the only individuals intelligent enough to understand the stress and pressure of police work would be their colleagues the policemen, which is why they should be supported by a high degree of potential peer support and confidence between policemen (Aggola, 2009).

According to Guadamor (2011), community support will largely dictate the degree of cooperation on officer will receive from the citizenry. It will make the job easier. Professed absence of community support, law enforcement can become impossible. Workplace expectations can have significant implications for an organization. These perceptions can become barriers or points of access, creating negative or positive differences between employees. For example, in individual observations or perceptions and experiences of police work, patrolmen reporting more pressure were less pleased with their jobs, superiors, and (but not with their pay) motivational opportunities (Lester, 1981).

2.3 Work Environment

The police staffs tend to become susceptible to physiological effects in the face of negative atmosphere. Mental and emotional result is one of the main consequences of such circumstances. The signs are cognitive. Discontent, low job engagement, stress, distress, exhaustion, frustration, insecurity, poor self-esteem or lower self-concept and mental tiredness etc. are some of the most common symptoms found for policemen serving in stressful circumstances Kohli et al. (2006)

Similarly, Divacar (2015) has stated that there is ambiguity among stress and pressure, and is thus used to

justify poor leadership behavior. Pressure starts in a vast array of work settings. Therefore, it also gets worse when workers believe like they have no higher authority and peers help, and consider it to manage job operations. Mark (2013) posited that adverse working climate has led to greater stressful job attributes, as well as increased awareness of work stress issues. It shows how these shifts can also be causally involved in many subordinates' physical and mental issues linked to pressure.

Furthermore, the job-stress of the law enforcement officers is defined in different ways in the sense that various municipalities do not have identical crimes, hence, the essence of the existing workplace varies from one location to another (Aggola, 2009). By reducing workplace stress factors, a supervisor can decrease the degree of related stress in that individual, that may improve job satisfaction, job performance and reduce health issues (Nyaga, 2006).

While pressure has been deemed an employee's behavioural stimulus, it should also be observed that pressure on jobs is the product of a person who feels unsafe in the work place. In this respect, there is tension caused by inadequate wages, lack of personnel and other personnel not doing their work. High stress job expectations involve coping with emergency situations, endless documentation, having to conduct activities that are not mentioned in the job role and trying to do the job of others. Having offenders go free has also been a fairly serious source of anxiety to policemen (Rajeswari, 2018).

In the same vein, an occupationally disturbing atmosphere, it is said, pushes an agency towards degradation and obliteration. A socially demanding supervisor struggles to guarantee that an organisation's successful and competitive results are achieved (Suleman et al., 2018). Work climate is consequently one of the causes of police officers' tension. This may be physical or emotional, as working environments cause tension as a result of uncomfortable workplace, insufficient illumination or inappropriate temperatures and noise control. Police officers conduct their duties in the current climate, including areas of global terrorism, in the face of high demand and rising at-risk conditions (Kula, 2011).

Moreover, due to the demanding atmosphere in which policemen work, there is a risk that they may suffer from pressure and thus be inefficient (Kenwright, 2008). In addition, in itself, the position of the policeman has been recognized as a type of pressure that influences the family of the policeman. A further cause of stress on the law enforcement officer's families, and perhaps one of the very important, is the shift work. Work shift disrupts the family life and hinders with fun family occasions and

vacations (Rajeswari et al., 2018). Additionally, police officers who are not helped by colleagues and members of the family and lack the requisite structures to cope with stress are much more fragile (Thompson et al., 2005).

In fact, Fratesi (2014) said secret policing is another aspect of police officers that brings pressure to the families of the policeman. Thanks to the confidentiality of the task, there are long, unpredictable hours and consideration for the policeman's wife. The clandestine job is also difficult on the partner, who is left with children at home, as the task takes the policeman away from family and friends for a prolonged period of time. In addition, Onkari (2015) claimed that several factors, particularly their superiors, have overwhelmed policemen, changing work contributing to the loss of time spent with their families, fellow officers, and the general public. Several other factors, including low pay, erratic sleep patterns and friction with family and friends, have overwhelmed the officers. Bad responses to pressures in police officers that are the result of external factors, or an aggregate of social and psychological factors, are said to have a negative impact on policemen (Misis, 2012).

Furthermore, Onkari (2015) claimed that organizational issues are problematic characteristics of the job organization in terms of pressures. They involve unpleasant experiences with other departmental policemen, perceptions about the organization's status and resources, racism and abuse, and overestimations and underestimations of physical capabilities. Furthermore, there is proof by Dwamena (2012) for policemen that occupational issues have a strong impact on pressure. This refers to the external environment of the job, which includes high noise levels, high or low illumination, vapors, temperature, poor heating systems, tastes, and all the stressors that bomb the police officers' senses and can affect their emotions and their general mental state.

2.4 Frustration Discomfort

Many studies indicate that reactions are due to stress influencing the mind and include anxiety, resentment, anxiety, mood swings, irritation, over-reaction to daily issues, loss of memory and a concentration for any job. In addition, depression is usually seen as a reaction to the undetermined loss, failure, risk, or apprehension. Anger is a normal reaction to annoyance or mental stress, which, if not held in control, might become a danger to the public. Anxiety is also seen as an emotional reaction to traumatic circumstances such as a parent's death, disease and failure (Edmonton, 2017). Mentally, and most likely, anxiety is the negative consequence of vulnerability to job-stress. In other words, individual suffering from discomfort intolerant feelings need a hassle free life. If noticeable,

people have to provide them tranquility and comfortable environment. Sensitivity also counts in order to heal frustrated or stressed individuals. It is said that high frustrations are feelings of alienation, if detected; anyone should come for a rescue before depression overwhelmed the frustrated person (Frank et al., (2017).

More, frustration experience varies according to the circumstances surrounding it and the person himself. To evade from this experience one should set goal to accomplish the task to be done. A major factor in setting goals and reaching them is target commitment, which refers to the desire to strive to succeed in achieving a goal. In addition, Williams (2008) claimed that frustration, anger, sadness, anxiety or these psychological responses to work stress are accompanied by biological changes inside your body. Hence, Harrington (2005) assessed that one can withstand anger in the sense of instant gratification and wealth, quality of life, accomplishment/tasks, and negative emotions. These people's high expectations lead to dissatisfaction, anger and impulsive responses if developed into disappointment schemes.

Moreover, it is expounded by Aytaca (2015) who said that the adverse employee effects coming from work pressure create adverse perspective dissatisfaction, feelings and physical structures where people live lead to a further rise in the anxiety in the working life with each passing day. He stressed that managing anger differs from individual to individual because circumstances in life influence the severity of one's ability to resist. In other words, the entitlement factor was linked to low performance in the student learning (Harrington, 2005). It is clear that the thoughts of depression will somehow be turned to when people are upset. Dwamena (2012) stated police officers high in psychological aversion seek immediate relaxation because if those emotions persist for prolonged periods of time, they lead to increased anger, helplessness, ego-deprecation and depression.

Further, in view of the police officer, Misis (2012) expounded that families of this officer play a major role in his recovery when traumatic experience strikes him. However, it is important to keep in mind that relatives should not be exhausted in their physiological response; otherwise they are unable to provide the right help for the rehabilitation of the suffering policeman. Sometimes, the traumatic effects to the victim may be so powerful that their families may develop fear; and think of their own weaknesses forgetting the officer. It may be late that the officer's traumatic experience is widespread wherein it is difficult to treat. Ongoing hardship, a troubled family or an abusive relationship can lead to discontent in the workplace. This happens when an individual rarely finds

an exit from the source of pressure and keeps searching for alternatives.

Furthermore, it can also be triggered traumatic experience Felman et al. (2017). Police officers are at a higher risk of frustration outcome job. In fact, frustration is so widespread in the police profession frequently when they failed to achieve the objectives of their duty (Hilliard, 2019). Furthermore, individuals suffering from discomfort intolerant feelings need a hassle free life. If noticeable, people have to provide them tranquility and comfortable environment. Sensitivity also counts in order to heal frustrated or stressed individuals. It is said that high frustrations are feelings of alienation, if detected; anyone should come for a rescue before depression overwhelmed the frustrated person (Frank et al., 2017).

In the same token, the job of policemen is sometimes frustrating and is frequently treated with disappointment when they respond to calls for domestic violence. Disappointment can drive them to poor health with low morale and behavioral issues (Johnson 2004). Moreover, frustration experience varies according to the circumstances surrounding it and the person himself. To evade from this experience one should set a goal to accomplish the task to be done. A major factor in setting goals and reaching them is target commitment, which refers to the desire to strive to succeed in achieving a goal.

To this end, Deschênes et al., (2017) asserted that pressure is expressed between police officers in the form of exhaustion, stress, loss of focus, tiredness and emotional instability. Those are common negative signs for officers. They are also labeled as arrogant and condescending. Citizens should recognize that problems of health and quality of life will often make the police officers unsafe for work and impair performance at work. Similarly, Shahsavarani et al. (2015) research found South African police department members suffering from depression worked differently at work and were hateful to occupational stresses. This distress is known as wrongdoing charges, a disciplinary hearing or departmental proceedings against the police pending or just completed. Therefore, before attempting suicide, policemen suffer comment-traumatic stress, anger, sorrow and alienation.

Additionally, Nyga (2006) made mention that frustration was significantly associated to angry emotional reactions, latent hostility and job dissatisfaction. It is clear that mental and environmental stress laid down to feeling of depression. The tendency to quit from the job, is not far, to be done by the depressed individual. It is because organizational frustration effects a lot of unpleasant behaviors like: aggression, sabotage, hostility and

complaining, withdrawal, and intent to quit (Ayres et al., 1990) added.

2.5 Correlation between Measures

The probability of describing a job as “highly stressful” significantly increases as workers perceive their actions have an effect on coworkers, the environment and their company as well as when their jobs require additional or variable hours

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Occupational stress has a direct relationship to perceived job strain which negatively affects job satisfaction. The employees’ stress experience lowers job satisfaction level but ascends their burnout level (Kula, 2011). Shahsavarani et al., (2015), furthermore, stated the environmental factors are not traumatic and/or dangerous in their principle; yet the perceptual processes of the police officers perceive themselves as such. Pressure inducing stimuli such as abrupt and awful hums, or witnessing different artifact types that mimic police officer’s severe events, may be viewed as stresses.

In addition, Idris (2009) stated potential obstacle to job that social factors play a significant role in stress at work, and administrative factors might have been the major factor found that leads to job pressure. In addition, human beings, especially police officers, spend time thinking as to whether they fit to the work; anything else, abandoning it is a good decision. Dewa et al., (2011) stressed that the possibility that a work is identified as extremely stressful increases significantly as employees

believe their behaviors have an impact on colleagues and the community.

In addition, Nyaga (2006) defined pressure as an identity-perceived negative or negative effect referring to mental, behavioral change-adjustment that has a negative psychological, emotional and social effect on police officers. Moreover, a perceived career barrier that may possibly cause job stress where people tend to underestimate their own capabilities and neglect job openings and prospects. For instance, recent studies have shown that stronger expectations of job obstacles have an adverse connection to job expectations factors. Empirically validated job-related pressure as reported stress is caused by inappropriate working conditions (Bugajska et al., 2008).

On other hand, work atmosphere and conditions of employment can contribute to stress, job management, leadership style, interpersonal relationships, job responsibilities and job issues. It is indicated that pressure is not inherently bad in Ekiabor's (2019) statement; it is a chance when it provides possible benefits. Although its existence, typically starts when people are put in a work setting that is inconsistent with their leadership style and/or personality. Once people find out they have or may practice no influence over everything, it is exacerbated. Many companies around the world are seeing an unprecedented rise in the adverse effects of stress on the performance of workers.

Further, Gharib (2016) claimed that environmental pressure is influenced by multiple negative stimuli and motives (physical, morality and mental), which, in turn, influence the police officers; these pressures, not just at home but also in the workplace, lead police officers lives in a state of fear, frustration and agitation that influence the roles, operations and relationships of the organization with personnel. In addition, Mangwani (2012) reported in her report that participants of the South African police department had been diagnosed with schizophrenia and had encountered numerous workplace distress hostility, and could no longer withstand the workplace stress resulting in anger.

Furthermore, Fonkeng (2018) submitted that job tension has become so diversified in a workplace. The job pressures are becoming greater for police officers who are willing to ascend to higher levels of commitment, as the ability to develop new skills is now a prerequisite. Usually, however, environmental factors and the nature of policing are leading to officer pressures. The everyday stresses of the community policing have an adverse effect on the morale of the policemen and they should liberate one as

much as possible from these negative influences that are deemed stressors of life.

In addition, Frank et al. (2017) claimed in his research that, due to the absence of clarification as to what to do and how to do a specific function; it can be a source of disappointment in the incomplete or poor formalization. Formalization has been asserted as having an adverse correlation with tension at jobs. This can lead policemen to experience hopelessness, a sense of failure, anger, and guilt, while others go through periods of anger, anxiety, and personality-blame, both causing frustration in community policing, which can have serious impacts on their mental health.

More so, the study of Ayres et al. (1990) reported that police officers' dissatisfaction when leadership fails to help them on these problems is typically expressed in the form of work alienation or alienation. So some policemen are affected in various ways by job pressures. Pressure may also be the best answer for people when requests for jobs and stress are made that does not suit their skills and knowledge. In addition, increasing social contact at work, having a strong correlation of supportive friends and family members is extremely important to managing stress in all areas of your life. On the flip side, the lonelier and more isolated you are, the greater your vulnerability to stress (Segal, Smith, Robinson, & Segal).

The related literatures and studies provided most needed knowledge and background for the subject under study specifically on the relationship among variables and how these variables and their indicators affect one another. The knowledge culled out from renowned scholars contributed with much understanding in the formulation of the theoretical framework and in the development of the questionnaire.

2.6 Theoretical Framework

The researcher attempted to explain occupational stress among Police Officers. To have a clear understanding on the nature of occupational stress, this research is anchored on the following credible authorities; Theory of Preventive Stress Management,

This study is anchored on the Theory of Preventive Stress Management where demonstrated how it has contributed to theoretical understanding, empirical exploration, and Police organizational and occupational stress practices (Hargrove, Quick, Nelson, & Quick, 2011). They further describe the theoretical concepts contained in the theory, reviews the empirical findings based on the theory and outlines of the Police organizational stress practices associated with the application of the theory. Police individuals high in vulnerability modifiers are at greater risk of distress than Police individuals low in

vulnerability modifiers. On other hand, Police Individuals high in protective mechanisms and defenses are shielded from the risk of distress more than individuals low in these factors. Protection and prevention are at the heart of a police officer's health response to occupational stress.

In addition, the study is also anchored on social-ecological theory (Glanz, Lewis, & Rimer, 2002; Stokols, 2000). The hypothesis has indicated that perceived barriers is also involved in social-ecological theory it described that judgments of barriers among police officers are commonly used as proxies for objective measures of multilevel determinants of behavior. Social-ecological theory conceptualizes barriers along a continuum from proximal (e.g., family) to intermediate (e.g., health care team, work-related stress) to more distal (e.g., community access, media advertising and regulatory policy) factors. Additionally, perceived barriers are also an important, though largely implicit aspect of goal, goal attainment, and self-regulation theories (Locke & Latham, 2002; Leventhal & Diefenbach, 1991). They further described that these theories, goals are established and health behaviors are executed in attempts to attain these goals. Barriers, and how barriers are perceived, interpreted, and addressed, have a large influence on both goal setting and goal attainment among police officers.

Additionally, work environment is anchored on stress theory (Leather, Zarola, & Santos, 2010). They stated that it is important to acknowledge that the work environment is central to stress theory. In other words, stress theory all biological systems must self-regulate and adapt in the context of changing environmental conditions (Evans & Cohen, 1987). and stress derives from the particular appraisals of and reaction to those conditions and/or changing conditions (Leather, Zarola, & Santos, 2010; Evans & Cohen, 1987). They further described that many of the current theoretical models of stress aid our understanding of the observed association between the physical work environment and police officers health, job satisfaction and performance among police officers.

More specifically, stress theory provides a useful theoretical approach to: understanding and accounting for the appraisal process, accommodating and integrating physical and psychosocial elements within a single explanatory framework; and acknowledges the role of police officers differences and other moderating factors within this process including, coping resources (Leather, Zarola, & Santos, 2010).

More, this research also supported the statement of Kohli et al. (2006) that unfavorable workplace environments and leadership activities were frequent

sources of job stress. Coping techniques may include unreasonable demands, lack of care, unequal treatment, low decision-making latitude, lack of consideration, work and time-reward imbalance, contradictory responsibilities, lack of clarity and poor management. Increased tasks and administrative tasks, indicative of police departments' organizational existence, can generate an overwhelming, unpleasant work climate (Violanti & Aron, 1995).

Moreover, Preston (1996) claimed that adverse psychological signs towards group suffering from occupational pressure: mismanagement in the workplaces; unhappiness; hostile attitudes and actions towards colleagues; company where they operate and the career in general; elevated absences and turnover; lack of confidence in the work environment. Their work frustration is an unavoidable consequence in non-military organizational structure, where supervisors control the organizational relationships and do not respect subordinates (Pursley, 1974). Managerial strategies were viewed as successful if they enhanced leadership styles and provided regular exercise, rests, and sufficient preparation time for job assignments (Lester, 1981). In this manner, job stress and the psychosocial work environment may increase the probability of help seeking and injury reporting of police officers without exerting a direct influence on the underlying pathology (National Academie press, 2001).

In like manner, Frustration- discomfort is also anchored on General Strain Theory (GST) (Agnew, 2001). It described that, anger, negative emotions, and personal relations cause career stress. He further stated that career police officers should escape from the above-stated causes of stress. Some police officers, to this end, encounter loneliness, feelings of inferiority, rage, fright, and remorse, while others go through periods of incredulity, anxiety, and self-denial, all of which give police officers dissatisfaction. Indeed, Frank et al. (2017) reinforced the concept that he said lacks a believer in substantial administrative judgments could induce feelings of anger and helplessness, leading to increased mental pressure. The contribution into decision-making was anticipated to have a horrible work stress connection.

In connection with this, Williams (2008) argued that pressure is a widespread component and that police officers from almost every occupation have to face pressure. The adverse police officer's mind set has negative effects that increases job pressures and produces perceptions of anger, feelings and natural phenomena which contribute with each passing day to a subsequent rise in pressure-related diseases in the workplace (Aytaca, 2015).

In addition, Dwamena (2012) confirmed that police officers are facing a high pressure rate when two supervisors are requesting opposing items and when responding to one would mean that they disobey the other supervisor. This creates uncertainty and dissatisfaction among personnel. Additionally, Ayres et al. (1990) added that the police officers' dissatisfaction when administration fails to help them on these problems is typically expressed in the form of work alienation (Ranta, 2008).

Further, it is assumed that in male-dominated workplaces, there are certain extreme rules and administrative procedures that can be hard for women to deal with, and thus represent significant causes of workplace pressure (Ranson, 1998; Lindsay, 2001; Akinnawo, 2010).

III. METHODS

The discussion of the research methods and procedures used in this study is presented in this chapter. These include the research design, research locale, population and sample, research tools, data collection, statistical treatment of data and ethical considerations.

3.1 Research Design

In this analysis the investigator used quantitative non-experimental method of design study. Structural Equation Method (SEM) approach has been used to produce the best fit model.

Next, using this method, a prescriptive-correlative design technique was utilized to size-up the relationship of variables to different degrees of measurement. As mentioned by Szapkiw (2012) prescriptive-correlative analyzes provided insight into the particular circumstances of recognized inhabitants and explores the degree of association and regression between two or more factors, indicating how one element may influence the other.

Second, the analysis used the structural equation model (SEM). As mentioned by Lomax and Li (2013) this methodology incorporates a path interpretation variable for the verification of endogenous variable statistical correlations. Designs which differ in existence from basic to complicated by implicating any various factor or anything like that (i.e. observed, unobserved, latent, endogenous and exogenous variables). Combining element assessment into structural equation modelling enables the investigator to be using several calculations for each latent variable rather than a single number, thus making sure easier quantification circumstances (i.e. accuracy and validity) than a possible measure. This method was used to measure the occupational stress between perceptions of barrier, environment work and frustration discomfort

among police officers within the Province of Misamis Occidental.

3.2 Population and Sample

The respondents to the study were the police officers assigned in the Municipality of Bonifacio, Municipality of Don Victoriano, Municipality of Clarin, Municipality of Tudela, Municipality of Sinacaban, Municipality of Jimenez, Municipality of Panaon, Municipality of Aloran, Municipality of Plaridel, Municipality of LopezJaena, Municipality of Baliangao and Municipality of Sapang Dalaga, Municipality of Concepcion, City of Tangub, City of Ozamis and City of Oroquieta police officers; they were asked to answer the survey questions.

In SEM, it is commonly assumed that the sample data follows a standard multivariate distribution, so that the means and the covariance matrix contain all of the information. The approach used for estimation was the Maximum Likelihood (ML) calculation, which assumed normal multivariate data and a fair sample of 200 observations, while the simulation studies needed 400 observations or samples. As cited by Asten (2008), the minimum number of samples in the study is 400. On the contrary, some scholars argued that the sample size does not depend very much on the size of the population, which is counter-intuitive to many studies (Sergiovane, 2015).

To identify 400 samples appropriate for the Structural Equation Modelling, the finger principle has been observed (Bentler, Yuan, & Wu, 2010) and the use of the right sample per stratum of 10 (Changing Minds, 2012). As shown in Figure 6, the three City Police Stations and 13 Municipal Police Stations under the Province of Misamis Occidental were the subjects of the study with the total number of 400 respondents. The 400 police officers assigned within the Province of Misamis Occidental were involved in the study and each of them was evaluated to adhere to the rule of the thumb samples.

Inclusion criteria comprised all police officer's/uniform personnel assigned within the Province of Misamis Occidental. Exclusion criteria comprised those who were non-uniform personnel, not available at the time of data collection and those who were not willing to participate. Withdrawal criteria would include violation of privacy and confidentiality.

3.3 Research Instrument

The study adapted the questionnaire downloaded from web sources. It was modified to include only those items relevant to the study. The adapted questionnaires were modified to fit to the research environment. On other hand, the researcher has shown the said questionnaires to

the adviser for comments and suggestions. In addition, the researcher conducted pilot test on the reliability of questionnaires using Cronbach Alpha of .877 after validation by experts. George and Mallery (2003) further stated that the Cronbach's Alpha accuracy ratio usually varies from 0 to 1. There was no limit to the ratio. However, the closer the alpha coefficient of Cronbach is to 1,0, the higher the inner constancy of the objects in the scale. Furthermore, the following are the rules of thumb: Cronbach's Alpha > .9 – Excellent; Cronbach's Alpha > .8 – Good; Cronbach's Alpha > .7 – Acceptable; Cronbach's Alpha > .6 – Questionable; Cronbach's Alpha > .5 – Poor; and Cronbach's Alpha < .5 – Unacceptable. When raising the value alpha depends in part on the amount of items in the scale, it should be observed that this has decreasing yields. It should also be observed that a .8 alpha is likely to be a sensible objective. It is important to measure and record the alpha coefficient of Cronbach for internal accuracy performance for any scales or subscales that may be used when using Likert-type scales. Finally,

the information based on statistical analysis, rather than individual items, must use these summary scale or subscales.

This questionnaire consisted of variables such as: occupational stress, perceptions of barrier and frustration discomfort among police officers. There were four instruments used in this study namely: occupational stress, perceptions of barrier, and frustration discomfort scale.

Occupational Stress Scale. Based on the dissertation research of Ragesh, et al., (2017), this scale was made to measure parameters that might affect how stress occurs in the workplace of the police officers. The instrument contained factors that are related to police workforce and to the individual's perception of the situation. Occupational stress consists of 40 items divided into two subscales: operational stressor and organizational stressor. The scoring guide in the occupational stress among police officer's analysis of the responses is categorized into five levels. The scale is as follows:

Set of Means	Description of Equivalent	Interpretation
4.20 – 5.00	Very High	This means that occupational stress among police officers is always manifested.
3.40 – 4.19	High	This means that occupational stress among police officers is oftentimes manifested.
2.60 – 3.39	Moderate	This means that occupational stress among police officers is sometimes manifested.
1.80 – 2.59	Low	This means that occupational stress among police officers is seldom manifested.
1.00 – 1.79	Very Low	This means that occupational stress among police officers is never manifested.

Perception of Barriers Scale (PBS). Perception of barriers was developed by Morais et al., (2014). This PBS instrument consists of 45 items divided into 4 subscale: inhibition, lack of motivation, lack of time and social repression. In evaluating the Perception of Barriers, the scale below is utilized

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that occupational stress among police officers is always manifested.
3.40 – 4.19	High	This means that occupational stress among police officers is oftentimes manifested.
2.60 – 3.39	Moderate	This means that occupational stress among police officers is sometimes manifested.
1.80 – 2.59	Low	This means that occupational stress among police officers is seldom manifested.
	Very Low	This means that occupational stress among police officers is never manifested.

Work Environment Scale. This instrument was developed by Claire Nolasco (2017) in Texas A & M University San Antonio. The WES consists of 12 subjects divided into three sub-scales: negative working environment, support counselling and family discussion with co-workers. The following scale is used to evaluate the work environment.

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that occupational stress among police officers is always manifested.
3.40 – 4.19	High	This means that occupational stress among police officers is oftentimes manifested.
2.60 – 3.39	Moderate	This means that occupational stress among police officers is sometimes manifested.
1.80 – 2.59	Low	This means that occupational stress among police officers is seldom manifested.
1.00 – 1.79	Very Low	This means that occupational stress among police officers is never manifested.

Frustration Discomfort Scale. This instrument was developed by Niel Harrington (2005). The FDS consists of 42 items divided into 6 sub-scales: and organizational stressor. In evaluating the occupational stress, the scale in the succeeding page is used.

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that occupational stress among police officers is always manifested.
3.40 – 4.19	High	This means that occupational stress among police officers is oftentimes manifested.
2.60 – 3.39	Moderate	This means that occupational stress among police officers is sometimes manifested.
1.80 – 2.59	Low	This means that occupational stress among police officers is seldom manifested.
1.00 – 1.79	Very Low	This means that occupational stress among police officers is never manifested.

Goodness of Fit Statistics for the Alternative Model thru Analysis of Moment Structure (AMOS). In order to identify the best fit model, all the values of the given indices must fall with each criterion.

Chi Square/Degree of Freedom (CMIN/DF)	0 > value 2
P Value	0.95
Normative Fit Index (NFI)	0.95
(CFI)	> 0.95
Goodness of Fit Index (GFI)	> 0.95
Tucker Lewis Index	> 0.95
Root Mean Square Error of Approximation (RMSEA)	< 0.05
P close	> 0.50

3.4 Data Collection

The data were gathered following the hereunder procedures: the researcher got the name of the Provincial Director and his office address in Misamis Occidental Province, Region X via internet. A duly signed letter, approved by the College Dean of Professional School University of Mindanao, was sent to the Provincial Police manager of Misamis Occidental requesting permission to conduct an investigation among police officers. For potential clarification and feedback, the revised questionnaire was forwarded to the research advisor

and then forwarded to the expert panel for correctness and confirmation.

The investigator personally distributed and administered the study tool to the participants upon permission to guarantee that the questionnaire was retrieved by 100 percent. The study took place in the second semester of the 2018-2019 school calendars. On other hand, after the investigator has sincerely obtained the information from the respondents of the research, the chief of police duly signed the researcher's certificate of appearance. Based on the aim of the investigation, the

investigator counted, tabulated, evaluated and interpreted the results.

3.5 Statistical Tools

The aforementioned descriptive statistics were utilized for the sample estimation and hypothesis analysis at significance point alpha 0.05.

Mean. This was used to determine the level of occupational stress between, perception of barriers, work environment and frustration discomfort.

Pearson (r). This was used to determine the interrelationship occupational stress, perception of barriers, work environment and frustration discomfort.

Structural Equation Modeling (SEM). This was utilized to explore for best-fit model. Factor analysis would carry out in testing the latent variables.

IV. RESULTS AND DISCUSSIONS

4.1 Level Occupational Stress of the Police Officers

Displayed in Table 1 is the level of occupational stress which is measured by two indicators, namely: *organizational stress* and *operational stress*. Each of these describes a specific way for the personal stress of the police officers. The occupational stress of police officers with means ranges from 3.63 to 3.78 and the general average score of 3.71 is described as *high* with the respective square root variance of 0.59. This meant that occupational stress is oftentimes manifested. In addition, the remaining indicators were organized from the highest to the lowest average organizational stressors obtained an average score of 3.78 which described as *high* and operational stressors with an average score of 3.63 is still described as *high*. To facilitate thorough understanding on the facets of occupational stress, the details of the indicators of this variable is staged in this section.

Table 1 Level of Occupational Stress of the Police Officers

	Indicator	SD	Mean	Descriptive Level
stressors	<i>organizational</i>	0.66	3.78	High
	<i>operational</i>	0.69	3.63	High
		0.59	3.71	High

4.2 Level of Perception of Barriers of the Police Officers

Presented in Table 2 is the list of the items in the four indicators of perception of barriers. These indicators are *inhibition*, *lack of motivation*, *lack of time/opportunities* and *social repression*.

The four indicators of the perception of barriers were organized from the highest to the lowest average score with their corresponding quantitative depiction and

square root of variance. In addition, indicators were assessed and deduced in a straightforward manner to improve the understanding of the other investigator. Moreover, the outcome of the investigation of this variable obtained an average score of 3.20 to 3.44 and the general average rating score of 3.35 which is described as *moderate* with respective square root of variance of 0.74. The indicator *occupational stress* of police officer is sometimes manifested. Furthermore, the remaining indicators were structured with their corresponding

Table 2 Level of Perception of Barriers of the Police Officers

	Indicator	SD	Mean	Descriptive Level
	<i>Inhibition</i>	0.97	3.20	<i>Moderate</i>
	<i>Lack of Motivation</i>	0.85	3.40	<i>High</i>
	<i>Lack of time/opportunities</i>	0.84	3.36	<i>Moderate</i>
	<i>Social Repression</i>	0.79	3.44	<i>High</i>
		0.74	3.35	Moderate

descriptive interpretation level from highest to lowest average scores, *social repression* attained an average score of 3.44 which is described as *high*; *lack of motivation* attained an average score of 3.40 which is defined as *high*; *lack of time/opportunities* attained average rating score of 3.36 which is described as *moderate* and *inhibition* attained an average rating score of 3.20 which is labeled as *moderate*.

4.3 Level of Work Environment of the Police Officers

Exhibited in Table 3 is the level of work environment as measured by three indicators namely:

Table 3 Level of Work Environment of the Police Officers

Indicator	SD	Mean	Descriptive Level
<i>Negative Environment</i>	0.70	3.84	<i>High</i>
<i>Counseling Support</i>	0.85	3.52	<i>High</i>
<i>Family Discussion with Coworkers</i>	0.72	3.37	<i>Moderate</i>
	0.59	3.58	<i>High</i>

remaining indicators were organized according to average score from the highest to lowest average rating score, *negative environment* attained average score of 3.84 which is defined as *high*; *family discussion with coworkers* attained average score of 3.37 which is labeled as *moderate*; *counseling support* attained average rating score of 3.52 which is defined as *high*. In consonance, items involved in the indicators of work environment of police officers are presented in table 3.

4.4 Level of Frustration Discomfort of the Police Officers

Depicted in Table 4 is the list of items in the four indicators of the frustration discomfort. These indicators

Table 4 Level of Frustration Discomfort of the Police Officers

Indicator	SD	Mean	Descriptive Level
<i>Entitlement</i>	0.71	3.53	<i>High</i>
<i>Emotional Intolerance</i>	0.80	3.46	<i>High</i>
<i>Achievement</i>	0.75	3.47	<i>High</i>
<i>Discomfort Intolerance</i>	0.65	3.48	<i>High</i>
	0.61	3.49	<i>High</i>

received was 3.49 which is defined as *high* with respective square root of variance of 0.61. This meant that occupational stress is oftentimes manifested. Additionally,

negative environment, counseling support, and family discussion with coworkers. These indicators determined the work environment and positive interaction among police officers. The outcome of the further investigation showed that the three indicators attained an average rating score of 3.58 which is defined as *high* with respective square root of variance of 0.59. This meant that occupational stress is oftentimes manifested. In addition, the

include *entitlement, emotional intolerance, achievement and discomfort intolerance*.

The level of frustration discomfort of police officers were from the upper to lower average score rating with their corresponding quantitative depiction and square root of variance. In addition, the outcome of the investigation of this factor attained an average score rating of 3.46 to 3.53 and the general average

the indicators were structured from the highest to lowest average score; *entitlement* attained the highest average rating score of 3.53 which is described as *high*; *Discomfort*

Intolerance attained average score of 3.48 which is labeled described as *high*; *achievement* acquired average rating score of 3.47 which is described as *high* and *emotional intolerance* has earned the lowest average score of 3.46 that is still defined as *high*.

4.5 Significance on the Relationship between Perceptions of Barriers and Occupational Stress of Police Officers

Shown in Table 5.1 are the data on the correlation between the perception of barriers and the occupational stress of police officers. It can be perceived from the results that perception of barriers has *important* connection with occupational stress of police officer with overall registered computed r-value of .597 with p-value which is equal to .000. On other hand, finding disclosed that p-value is lower than the level of significance of .05 which implies that there is important correlation between perception of barriers and occupational stress. The indication perception of barriers of police officers has a connection with occupational stress.

Analyzing further, inhibition is correlated to: organizational stressor with registered computed r-value of .427 with p-value which is equal to .000 (*significant*); operational stressors with registered computed r-value of .410 with p-value which is equal to

.000 (*significant*); The overall results on the correlation between inhibition and organizational stressor of perception of barriers attained with registered computed r-value of .476 with p-value which is equal to .000 (*significant*). In addition, lack of motivation is correlated to: organizational stressor with registered computed r-value of .325 with p-value which is equal to .000 (*significant*); operational stressor with registered computed r-value of .510 with p-value which is equal to .000 (*significant*). The overall results on the correlation between lack of motivation and occupational stress attained with registered computed r-value of .478 with p-value which is equal to .000 (*significant*).

Likewise, lack of time/opportunities is correlated to: organizational stressor attained with registered computed r-value of .430 with p-value which is equal to .000 (*significant*); operational stressor attained with registered computed r-value of .543 with p-value which is equal to .000 (*significant*). The overall test of correlation between lack of time/opportunities and occupational stress attained with registered computed r-value of .556 with p-value which is equal to .000 (*significant*). It means that lack of time/opportunities significantly

Table 5.1 Significance on the Relationship Between Perception of Barriers and Occupational Stress of Police Officer.

Perception of Barriers	Occupational Stress		
	Organizational Stressors	Operational Stressors	Overall
Inhibition	.427** (.000)	.410** (.000)	.476** (.000)
Lack of Motivation	.325** (.000)	.510** (.000)	.478** (.000)
Lack of time/ opportunities	.430** (.000)	.543** (.000)	.556** (.000)
Social Depression	.533** (.000)	.417** (.000)	.539** (.000)
Overall	.499** (.000)	.548** (.000)	.597** (.000)

correlated with occupational stress. It implies that the increase in lack of time/opportunities correspond to slight increase in stress.

Moreover, social depression is tested correlated to: organizational stressor attained with registered computed r-value of .533 with p-value which is equal to .000 (*significant*); operational stressor attained with registered

computed r-value of .417 with p-value which is equal to .000 (*significant*). The overall test on the correlation between social depression and occupational stress attained with registered computed r-value of .539 with p-value which is equal to .000 (*significant*). It means that social depression was significantly correlated with occupational stress.

Table 5.2 Significance on the Relationship between Work Environment and Occupational Stress of Police Officers

Work Environments	Occupational Stress		
	Organizational Stressors	Operational Stressors	Overall
Negative Environment	.147** (.000)	.007 (.896)	.086 (.088)
Counseling Support	.367** (.000)	.372** (.000)	.421** (.000)
Family Discussion with Coworkers	.507** (.000)	.464** (.000)	.553** (.000)
Overall	.539** (.000)	.368** (.000)	.459** (.000)

4.6 Significance on the Correlation between Work Environments

and Occupational Stress of Police Office

Similarly, shown in Table 5.2 the test on the correlation between work environment and occupational stress of police officers attained with registered computed r-value of .459 with p-value which is equal to .000. The finding disclosed that test level of significance is lower than .05. It implies that work environment is significantly correlated with occupational stress.

Presenting the detail of the data, negative environment is correlated to: organizational stressor attained with registered computed r-value of .147 with p-value which is equal to .000 (significant); operational stressors attained with registered computed r-value of .007 with p-value which is equal to .896 (non-significant). The overall test on the correlation between negative environment and occupational stress attained with registered computed r-value of .086 with p-value which is equal to .088 (non-significant).

In the same view, counseling support is correlated to: organizational stressor attained with registered computed r-value of .367 with p-value which is equal to .000 (significant); operational stress attained with registered computed r-value of .372 with p-value which is equal to .000 (significant). The overall test on the correlation between work environment and occupational

stress attained with registered computed r-value of .421 attained with registered computed r-value of .000 (significant). It implies that work environment of police officers is significantly correlated with occupational stress.

On the other hand, family discussion with coworkers is correlated to: organizational stressors with registered computed r-value of .507 with p-value which is equal to .000 (significant); operational stressors with registered computed r-value of .464 with p-value which is equal to .000 (significant). The overall results on the correlation between family discussions with coworkers between occupational stress is attained with registered computed r-value of .553 with p-value which is equal to .000 (significant). It implies that family discussion with coworkers of police officers significantly correlated with occupational stress.

4.7 Significance on the Relationship between Frustration Discomfort and Occupational Stress of Police Officers

Portrayed in Table 5.3 is the test on the correlation between frustration discomforts with occupation of police officers attained with registered computed r-value of .649 with p-value which is equal to .000. The test revealed that level of significance is lower than .05. It implies that frustration discomfort of police officers is significantly correlated with occupational stress. It means that frustration discomfort of police officers has a connection with occupational stress.

Table 5.3 Significance on the Relationship between Frustration Discomfort and Occupational Stress of Police Officers

Frustration Discomfort	Occupational Stress		
	Organizational Stressors	Operational Stressors	Overall
Entitlement	.449** (.000)	.479** (.000)	.529** (.000)
Emotional Intolerance	.521**	.482**	.571**

	(.000)	(.000)	(.000)
<i>Achievement</i>	.487**	.460**	.539**
	(.000)	(.000)	(.000)
<i>Discomfort</i>	.480**	.471**	.542**
<i>Intolerance</i>	(.000)	(.000)	(.000)
	.577**	.562**	.649**
Overall	(.000)	(.000)	(.000)

Articulating the details of the data, entitlement is correlated to: organizational stressors attained with registered computed r-value of .449 with p-value which is equal to .000 (significant); operational stressors attained with registered computed r-value of .479 with p-value which is equal to .000 (significant). The overall results on the correlation between entitlement and occupational stress of police officers attained with registered computed r-value of .450 with p-value which is equal to .000 (significant). It implies that entitlement of police officers is significantly correlated with occupational stress. It is an indication that entitlement of police officers has an important connection with occupational stress.

Consequently, emotional intolerance is correlated to: organizational stressors attained with registered computed r-value of .521 with p-value which is equal to .000 (significant); operational stressors attained with registered computed r-value of .482 with p-value which is equal to .000 (significant). The overall results on the correlation between emotional intolerance and occupational stress of police officers attained with registered computed r-value of .571 with p-value which is equal to .000 (significant). It implies that emotional intolerance of police officers is significantly correlated with occupational stress. It means that emotional intolerance of police officers has important connection with connection occupational stress.

On the other hand, achievement is correlated to: organizational that got with registered computed r-value of .487 with p-value which is equal to .000 (significant); operational stressor attained with registered computed r-value of .460 with p-value which is equal to .000 (significant). The overall results on the correlation between achievement and occupational stress of police officers attained with registered computed r-value of .539 with p-value which is equal to .000 (significant). It implies that achievement of police officers significant correlated with occupational stress. It means that achievement of police officers has important connection with occupational stress.

Furthermore, discomfort intolerance is correlated to: organizational stressors got with registered computed r-

value of .480 with p-value which is equal to .000 (significant); operational stressors got with registered computed r-value of .471 with p-value which is equal to .000 (significant). The overall results on the correlation between discomfort intolerance and occupational stress of police officers got with registered computed r-value of .542 with p-value which is equal to .000 (significant). It implies that discomfort intolerance of police officers is significantly correlated with occupational stress. It means that discomfort intolerance has important connection with occupational stress.

Underscored in Table 6 are the direct effects of predictor variables to the dependent variable. Frustration discomfort has the highest total effects of .642 on occupational stress. This is followed by work environment with the total effects of .282 and perception of barriers with an effect of .172 on occupational stress.

4.8 Establishing the Best Structural Model for Occupational Stress

This section highlights the analysis on the interrelationships among perception of barriers, work environment and frustration discomfort to work-related stress of the police officers in the Province of Misamis Occidental. There are four alternative models tested to achieve the best fit model of occupational stress of police officers. Each model has a framework that could be decomposed in the calculation model and the structural models are available in two sub-models. The calculation method describes the measured loads of each factor's latent constructs, while the structural model determines the latent factors relationship.

Moreover, the assessment of fit was used as baseline for accepting and rejecting the model. As a rule, the researcher establishes the relationship of the latent variable toward the different latent variables. Furthermore, it institutes the relationship between endogenous and exogenous variables. The moment that structured model exhibits with suitable fit, it underscores that there is consistency of the empirical relationships among variables inferred by the model. The model parameter estimates

entail the magnitude and direction of the relationships among variables.

4.9 Direct and Indirect Effect

There were four hypothesized (conceptual) models formulated and tested in this study. Screening of variables was critically observed to give premium on the normality of the data. Variables with interval or ratio data were counted in the formulation of models. Generated models of this study were solidified with theories.

Presented in figure 7 is the hypothesized model 1, where all the paths are pointing from the independent variables to the dependent variable. It signifies the direct link of perception of barriers, work environment, and frustration discomfort on the way to occupational stress with the assumptions that the independent variables bear significant influence on the dependent variable. In addition, the direction design shown in Figure 7 illustrates how regression coefficients have an integrative effect on result assessment. Direct effects are usually represented by arrows from a predictor variable from left to right where the dependent variable is, without going through another variable.

Indirect effects are connections formed by going across one or more parameters between the predictive factor and the dependent factor. The amount of indirect

effects is calculated by multiplying the coefficients for any mixture of paths linking the predictor variable on the left with the dependent variable on the right and summarizing the maximum. The calculation of its direct and indirect effect is the cumulative effect on the multivariate regression of a certain predictor variable.

4.10 Generated Model 1

It could be viewed in Table 6 emphasizing the direct effects of the latent variable perception of barriers, work environment and frustration discomfort which are predictor variables of occupational stress. The latent variable frustration discomfort with entitlement, emotional intolerance, achievement, and frustration discomfort as indicators has the highest direct effect and total effect of .642 on work occupational stress. This would be accompanied by a negative work climate, support therapy and family interaction with staff as measures with a clear and full impact of.282. The latent variable perception of barriers with inhibition, lack of motivation, lack of time/opportunities and social depression has yielded the lowest direct effect and total effect of .172 on occupational stress.

Revealed in Table 7 is the examination of Model 1 using goodness of fit indices: Chisquare/Degreesof Freedom (CMIN/DF), Root Mean Square of Error

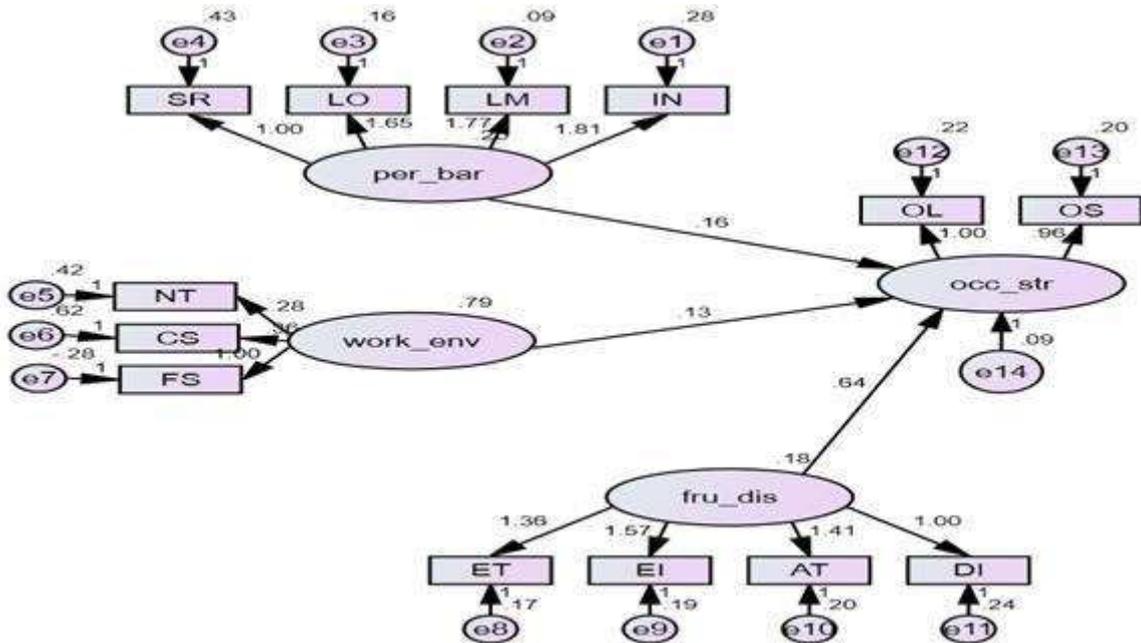


Fig.7. Generated Model 1 Showing Direct Causal Relationship of Occupational Stress, Perception of Barriers, Work Environment and Frustration Discomfort

Legend:

- per_bar- Perception of barriers
- SR- Social Depression
- LO- Lack of time/opportunities
- work_env- Work Environment
- NT- Negative Environment
- CS – Counseling Support

LM – Lack of Motivation	FS – Family Discussion with Coworkers
IN – Inhibition	DI –Discomfort Frustration
Occ_str – Occupational Stress	fru_dis – Frustration Discomfort
OL - Operational Stressors	ET - Entitlement
OS – Organizational stressors	EI – Emotional Intolerance
	AT –Achievement

Approximation (RMSEA), Normed Fit Index (NFI), Tucker Lewis Index (TLI), Comparative Fit Index (CFI) and Goodness of Fit Index (GFI). The requirement

Table 6 Direct and Indirect Effects of the Independent Variables on Occupational Stress of Model 1

Variables	Direct Effect	Indirect Effect	Total Effect
Perception of Barriers	.172	–	.172
Work Environment	.282	–	.282
Frustration Discomfort	.642	–	.642

Table 7 Goodness of Fit Measures of Structural Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	>0.05	.000
CMIN/DF	0 <value <2	27.339
GFI	>0.95	.666
CFI	>0.95	.582
NFI	>0.95	.574
TLI	>0.95	.474
RMSEA	<0.05	.257

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
P-close	-	P of Close Fit

per each dataset indicating a good fit can also be perceived in Table 11. The results of the goodness of fit of the model is poor because attained with registered p-value which is equal to .000 with level of significance is bigger than 0.05 and RMSEA (.257) is not lower than .05 with p-close which is equal to .000 which described not higher than .05.

The rest of the indices like NFI, TLI, CFI and GFI conformed the model fit value but still the model remains poor because there are some requirements in the measurement of goodness of fit which are not met or satisfied.

4.11 Generated Model 2

Presented in Figure 8 is the generated structural model 2 showing the interrelationship between exogenous variables: perception of barriers, work environment and frustration discomfort and its causal relationship on occupational stress. It could be observed in Table 8 that the direct effects of predictor variables to the dependent variable which is the occupational stress of police officers pointed out that .884 has the highest total effects 1.037 on occupational stress. While frustration discomfort has total

effect .326 and perception of barriers has total effect of -.604 on occupational stress.

Utilizing the goodness of fit measures to evaluate the data of Model 2 is demonstrated in Table 9. For instance, indices CMIN/DF, GFI, CFI, NFI and TLI were 19.630, .767, .714, .704, and .628, respectively emphasizing a logical fit for data. However, the remaining indices which are RMSEA (.216), p-values (.000) and p-close (.000) deviate from the appropriate values for acceptance. Hence, generated model 2 is a poor fit model.

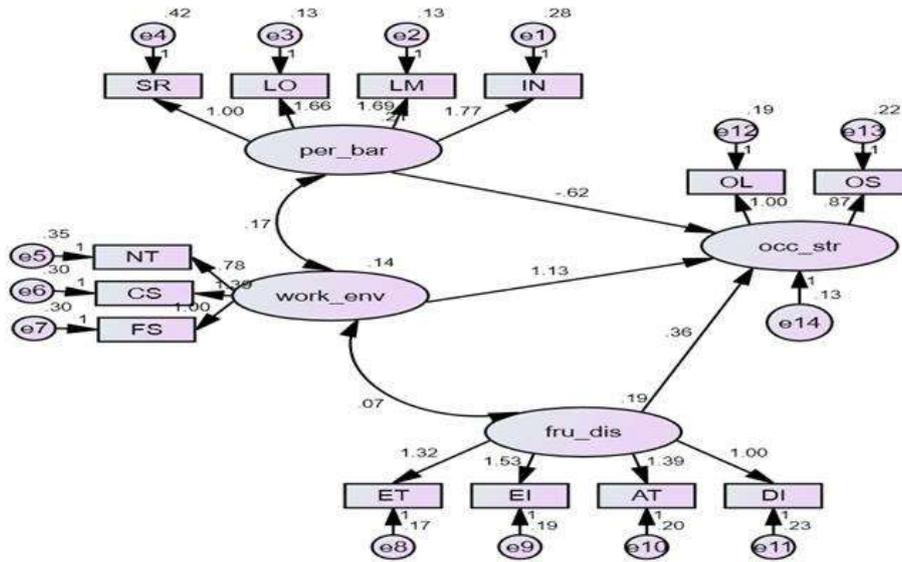


Fig. 8. Generated Model 2 Showing the Interrelationship between the Exogenous Variables: Perception of Barriers, Work Environment and Frustration Discomfort and its Causal Relationship on Occupational Stress.

Legend:

- per_bar**- Perception of barriers
- SR**- Social Depression
- LO**- Lack of time/opportunities
- LM** – Lack of Motivation
- IN** – Inhibition
- Occ_str** – Occupational Stress
- OL** - Operational Stressors
- OS** – Organizational stressors
- wor_env**- Work Environment
- NT**- Negative Environment
- CS** – Counseling Support
- FS** – Family Discussion with Coworkers
- fru_dis** – Frustration Discomfort
- ET** - Entitlement
- EI** – Emotional Intolerance
- AT** -Achievement
- DI** –Discomfort Frustration

Table 8 Direct and Indirect Effects of the Independent Variables on Occupational Stress of Model 2

Variables	Direct Effect	Indirect Effect	Total Effect
Perception of Barriers	-.604	–	-.604
Work Environment	.884	–	.884
Frustration Discomfort	.326	–	.326

Table 9 Goodness of Fit Measures of Structural Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	>0.05	.000
CMIN/DF	0 <value <2	19.630
GFI	>0.95	.767
CFI	>0.95	.714
NFI	>0.95	.704
TLI	>0.95	.628
RMSEA	<0.05	.216

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose	-	P of Close Fit

4.12 Generated Model 3

Introduced in Figure 9 is the generated structural model 3 showing direct causal link of the variables occupational stress and their relationship to each other. It shows combined effects of perception of barriers and frustration discomfort. It could be grasped from the data that perception of barriers and frustration discomfort has negligible correlation with computed r-value of .16. Further, perception of barriers and frustration discomfort consistently represent their respective attributes with their Betas >0.16.

It could be observed in Table 10 that the direct effects of predictor variables to the dependent variable which is the occupational stress of police officers pointed

out that .815 has the highest on occupational and followed by frustration discomfort with total effect of .006 on occupational stress.

Examining the goodness of fit of generated structural model 3 portrayed in Table 11. The fit indices CMIN/DF, NFI, TLI, CFI, GFI were all in the acceptable ranges indicating a good fit of the model. On the contrary, the indices RMSEA and p-values failed to meet the criteria which indicate a poor fit for the model.

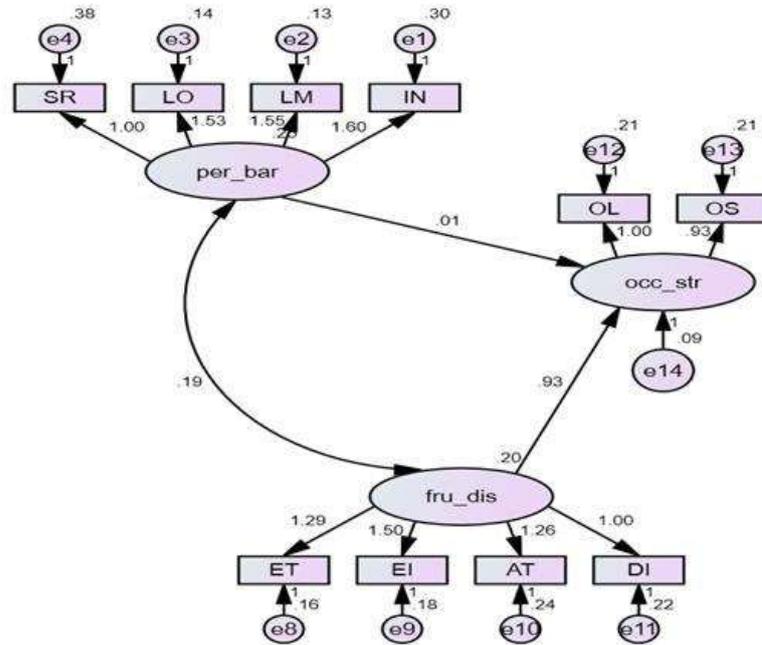


Fig.9. Generated Model 3 Showing Direct Causal Link of the Variables Toward Occupational Stress and their Relationship of Each Other

Legend:

- per_bar**- Perception of barriers
- SR**- Social Depression
- LO**- Lack of time/opportunities
- LM** – Lack of Motivation
- IN** – Inhibition
- Occ_str** – Occupational Stress
- OL** - Operational Stressors
- OS** – Organizational stressors
- wor_env**- Work Environment
- NT**- Negative Environment
- CS** – Counseling Support
- FS** – Family Discussion with Coworkers
- fru_dis** – Frustration Discomfort
- ET** - Entitlement
- EI** – Emotional Intolerance
- AT** -Achievement
- DI** –Discomfort Frustration

Table 10 Direct and Indirect Effects of the Independent Variables on Occupational Stress of Model 3

Variables	Direct Effect	Indirect Effect	Total Effect
Perception of Barriers	.006	-	.006
Frustration Discomfort	.815	-	.815

Table 11 Goodness of Fit Measures of Structural Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	>0.05	.000
CMIN/DF	0 <value <2	13.804
GFI	>0.95	.821

CFI	>0.95	.854
NFI	>0.95	.845
TLI	>0.95	.796
RMSEA	<0.05	.179

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose	-	P of Close Fit

4.13 Generated Model 4

Figure 10 illustrates the structural model 4 created by the standardized solution. Findings indicate that the working environment of the latent variables is the negative environment of the calculated variables, share therapy and family consultation for employees; and frustration discomfort represented by the measured variables of entitlement, emotional intolerance, achievement, and frustration discomfort; and occupational stress represented by the measured variables in terms of organizational stressors and operational stressor contributes significantly to latent factor occupational stress. The data show that the latent factor work environment contributes significantly to the working environment. On the other hand, there is no significant contribution to the occupational pressure in the latent factor work environment. Likewise, irritation annoyance does not contribute significantly directly to job stress.

The direct and indirect effects of predictor variables on the dependent variable could be seen in Table 12, frustration discomfort has the highest direct effect of 1.510 with total effect of 1.510 on occupational stress. This is followed by work environment with direct and total effect of -.714 on occupational stress.

The calculated model fit is highly acceptable as shown in Table 13. The chi square is divided by 11,488 degrees of freedom. This means that the model fits very well with the results. This is also strongly reinforced by the RMSEA index (.162 greater than 0.05, with its corresponding p-close value which is equal to .000 and smaller than the test level significance of 0.05. Certain indices such as NFI (0.885 > 0.95), TLI (.797 > 0.95), CFI (.865 > 0.95) and GFI (0.883 > 0.95) are accessible. All such indicators met the quality requirement of the fit measure. In addition, this indicates that the model 4 produced is indeed a very good fit model.

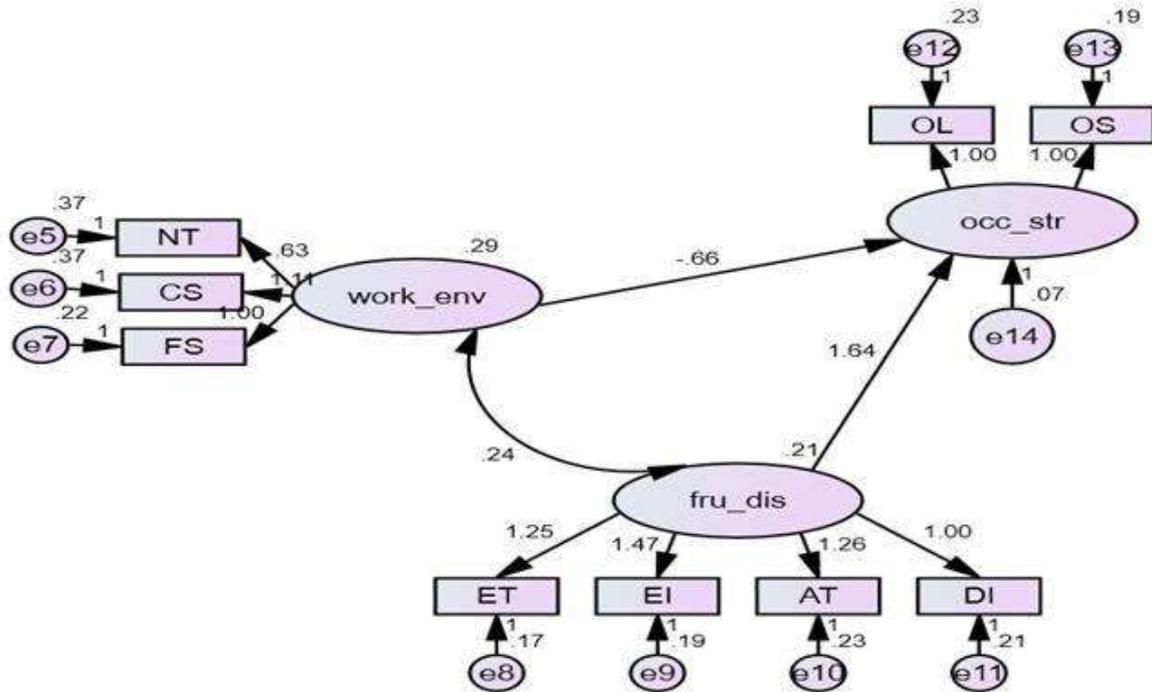


Fig.10. Direct and Indirect Effects of the Independent Variables Occupational Stress of Model 4

Legend:

- per_bar**- Perception of barriers
- SR**- Social Depression
- LO**- Lack of time/opportunities
- LM** – Lack of Motivation
- IN** – Inhibition
- Occ_str** – Occupational Stress
- OL** - Operational Stressors
- OS** – Organizational stressors
- wor_env**- Work Environment
- NT**- Negative Environment
- CS** – Counseling Support
- FS** – Family Discussion with Coworkers
- fru_dis** – Frustration Discomfort
- ET** - Entitlement
- EI** – Emotional Intolerance
- AT** -Achievement
- DI** –Discomfort Frustration

Table 12 Direct and Indirect Effects of the Independent Variables on Occupational Stress of Model 4

Variables	Direct Effect	Indirect Effect	Total Effect
Work Environment	-.714	-	-.714
Frustration Discomfort	1.510	-	1.510

Table 13 Goodness of Fit Measures of Structural Model 4

INDEX	CRITERION	MODEL FIT VALUE
P-Close	>0.05	.750
CMIN/DF	0 <value <2	1.087
GFI	>0.95	.996

CFI	>0.95	1.000
NFI	>0.95	.996
TLI	>0.95	.999
RMSEA	<0.05	.015

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit

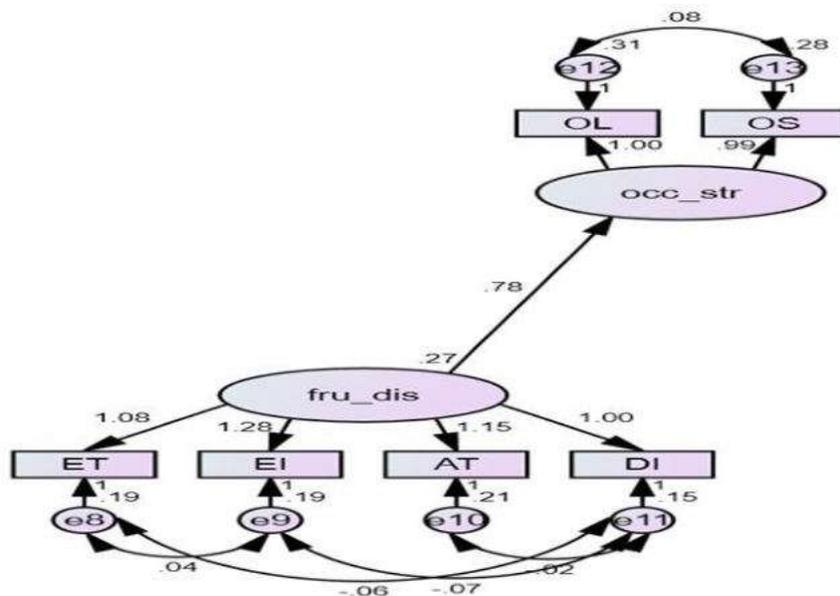


Fig.11. A Model Showing the best fit model of interrelationship between the Exogenous Variable frustration discomfort and its Causal Relationship on Occupational Stress

Legend:

- ET**- Entitlement Tolerance
- EI** – Emotional Intolerance
- AT** – Achievement Tolerance
- DI** – Discomfort Intolerance
- OS** – Operational Stress
- OL** – Organizational Stress
- OCC**- Occupational Stress

Table 14 Direct and Indirect Effects of the Independent Variables on Occupational Stress of the Best Fit Model

Variables	Direct Effect	Indirect Effect	Total Effect
Frustration Discomfort	1.000	-	1.000

Table 15 Goodness of Fit Measures of Structural the Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.750
CMIN/DF	0 < value < 2	1.087
GFI	> 0.95	.996
CFI	> 0.95	1.000
NFI	> 0.95	.996
TLI	> 0.95	.999
RMSEA	< 0.05	.015

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose	-	P of Close Fit

4.14 Best Fit Model

Introduced in Figure 11 is the best fit model for occupational stress showing direct causal link of the variables toward occupational stress and their relationship to each other. It could be observed from the latent variable frustration discomfort representing the measured variables

entitlement, emotional intolerance, achievement, and frustration discomfort. It could be observed from the data that latent variable occupational stress has no significant correlations to each other.

Table 14 shows the direct and indirect effects of predictor variables on the dependent variable of the best fit

model, with annoyance having a direct effect of 1,000, with a total effect of 1,000 on job stress.

The best fit template determined as shown in Table 15. The chi square is 1,087 separated by the degrees of liberty. It indicates the model's best fit to the results. RMSEA index (.015 greater than 0.05, with its equivalent p-close (.000) < 0.05) thus strongly supports it. Furthermore, certain indexes involve NFI (.996 > 0.95), TLI (.999 > 0.95), CFI (1.000 > 0.95), and GFI (.996 > 0.95). These indexes follow the match measure's goodness criteria. This is also an example of the best fit model.

4.15 Model Development

The research question related to the model that best represents the variables as predictor of work engagement of non-commissioned police officers, the

proposed model sketched in Figure 1 needs to be modified to meet the requirements of the goodness of fit measures. The five models generated in the study were encapsulated in Table 16.

Distinguishing the best fit model, all the indices included must consistently fall within acceptable ranges. Chi-square/degrees of freedom value should be less than 5 with registered p-value which is greater or equal to 0.05. Root Mean Square of Error Approximation value must be less than 0.05 and its corresponding p-close value must be greater or equal to 0.05. The other indices

Table 16 Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN/DF (0<valu2)	NFI (>0.9)	TLI (>0.95)	CFI (>0.95)	GFI (>0.95)	RMSEA (<0.05)	Pclose (>0.05)
1	.000	27.339	.574	.474	.582	.666	.257	.000
2	.000	19.630	.704	.628	.714	.767	.216	.000
3	.000	13.804	.845	.795	.854	.821	.179	.000
4	.000	11.488	.855	.797	.865	.883	.162	.000
5	.361	1.087	.996	.999	1.000	.996	.015	.750

Legend:

CMIN/DF—Chi Square/Degrees of Freedom

NFI—Normed Fit Index

GFI— Goodness of Fit Index

TLI—Tucker-Lewis Index

RMSEA—Root Mean Square of Error Approximation CFI—Comparative Fit Index

such a Normed Fit Index, Tucker Lewis Index, Comparative Fit Index and Goodness of Fit must be all greater than 0.90.

The first generated structural model showed the direct causal relationship of the exogenous variables, perception of barriers, work environment and frustration discomfort to endogenous variable, occupational stress. Some of the computed indices of this model do not reach the acceptable ranges of values, thus, the model is a poor fit.

The second generated structural model exhibits the interrelationship of the exogenous variables: perception of barriers, work environment and frustration discomfort and its causal relationship on the endogenous variable, occupational stress. This model found poor fit because the p-value = 0.000 and RMSEA= .216 with p-

close = 0.000, all did not fall to the acceptable ranges of values.

The third generated structural model highlights the direct causal link of the variables toward work occupational stress and their relationships for each other. The results settled to non-fit model as indicated by its p-value = .000 and RMSEA= .179 with p-close = 0.000. Furthermore, the modified model showing the direct causal link of the exogenous variables, perception of barriers, work environment and frustration discomfort toward the endogenous variable, occupational stress and their relationship with each other. The generated model 4 is found to have indices that show a very good fit to the data

as indicated by CMIN/DF= 11.488, RMSEA = .179, p-close= 0.000 and indices such as NFI (.855), TLI (.797), CFI (.865) and GFI (.883). All of the indices with their corresponding values are greater than 0.90 or meet the requirements of goodness of fit measures.

Since, generated model 4 is a good fit model of occupational stress, this does not warrant for further testing to any models. It is therefore stated that the null hypothesis is rejected. It could be surmised that there is model that best fit on occupational stress of police officers of Misamis Occidental. Evidently, the paradigm illustrates the construction of a work environment and the frustration of occupational stress factors.

Therefore, work environment and frustration discomfort are the most important considerations to come up with suitable coping strategies/innovations to overcome the challenge of occupational stress among police officers. The results are therefore continuing occupational stress in the work environment in relations to negative environment, counseling support, and family discussion with coworkers; and frustration discomfort with reference to entitlement, emotional intolerance, achievement and frustration discomfort.

4.16 Perception of barriers of the police officers

The level of perception of barriers of police officers is moderate. This was due to all statements described as moderate when computed per indicator. The highest three mean statements are: feeling of not promoted to higher rank despite of the length of service; feeling of miscommunication between police officers and community; and feeling of uncooperative community/public.

This means that the negative perception of the respondents manifests their personal perception towards occupational stress among police officers. Also, the respondents are positive that having a negative perception towards police officers work performance is a problem as they consider it as a tool towards police work job dissatisfaction.

The moderate level result of negative perception of occupational stress among the respondents is congruent to the point that negative perception on occupational stress is relevant to determine and cure the feeling of discontentment of respondents to achieve the police tasks. This is evident in the study of Lester et al. (1981) which stated, that patrolmen who are reporting more stress are less satisfied with their work, their supervisors and their promotional chances.

Further, Rollinson (2005) connoted that occupational stress is a wide spread problem because of its

numerous negative effects on individuals and on police organization. Police officers who experienced high level of occupational stress report a high incidence of physical ailments and psychological problems that affect their work performance. Accordingly, several studies have been conducted to explore suspected signs of police pressure, such as feelings of restlessness, attention problems, night and weekend worries and concerns, feelings of agitation and anxiety, feelings of depression, increased appetite, loss of personal work and lack of energy (Agolla, 2009).

4.17 Work Environment of the Police Officers

The level of work environment is high. This rating is manifested in the statements with the three highest mean scores described as high. The statements are: *Feeling police work stress when police work is more on public/community relations, laws and policies implementation; Feeling police work stress when police work is exposing to danger/risk; and Feeling police work stress when police officers and family are expected to behave by a higher set of standards.* These claims are part of an indicator negative environment that implies a high level of manifestation among respondents about occupational stress of police officers, which may further discourage respondents from improving their work effectiveness.

This is supported by Goolkasian et al. (2001) who said that police officers are affected by their exposure to human indecency and pain. Dealing with a suspicious and sometimes hostile people triggers their resilience and even causes serious job stress.

Further, this is being supported in the study of Waters and Ussery (2007) deliberated the results of his study which concluded that the reasons of stress are negative working environment, long working hours, lack of time for family, irregular eating habits, need to take tough decisions, sleepless nights, poor living condition, disturbed personal life and the dwindling public confidence in the police force. Thus, taking the findings of this study, it can be construed when it comes to personal occupational stress, the increased level of negative environment work of the respondents can be considered as factors in occupational stress in police force.

The outcome of the study of Malach-Pines and Keinan (2007) signifies on the result of this study. Examining closely, the respondents obtained high level in all indicators in negative environment and counseling support. However, in the remaining indicator, family discussion with coworkers got a moderate level.

At the same time, Gershon et al. (2002) concluded from their research that constant aggressive behavior, human suffering and crucial occurrences are

causes to the development of post-stress traumatic disorder (PTSD).

At the same time, Ranta et al. (2008) indicated from his research that this prolonged exposure of police officers to physiological hazards brings them in a state of continuous dispute between their instinctive desire to avoid hazards and their duty to face risks. The outcome could also be confirmed by Warner (2019), who indicates that pressure exists when the environmental situation arises a demand that threatens to exceed the abilities and resources of the police officers. Accordingly, it can be argued from the descriptions that stress is an excessive demand that affects police officer both physically and mentally. The fear of risk from the officers may be both functional and dysfunctional. However, continuous consideration about risk may make a significant contribution to a rise in pressure and exhaustion. These are apparent in the declaration: beginning to feel the stress of community policing when police officers work is exposed to a high level of threat / potential danger.

Finally, the result of this study can be affixed in the study of Vold, Thomas and Snipes (2002) that law enforcement pressure is caused by continuing to work in environments where pressures, perceptions and constraints far exceed the capacity, understanding or continuing education of the officer and suggests that pressure caused by an adverse workplace and work-related experiences have been identified as a major issue for policemen.

4.18 Frustration Discomfort of the Police Officers

The level of frustration discomfort of the police officers is high. When the level of Frustration Discomfort was computed per indicator, the results showed that the level of frustration discomfort in terms of entitlement, emotional intolerance, achievement and discomfort intolerance were *high*.

With this result, the points of Nyaga (2006) expressed that frustration is one of the causes and it comes when we are not able to satisfy a motive. For example, a policeman who cannot combat crime against high public expectations. Job-related stress is the reaction that police officers may have when viewed with job demands and stresses that do not suit their knowledge and skills and challenge their capacity to deal. Pressure takes place in a wide variety of work situations, but often worsens when police officers feel that they have little assistance from supervisors and peers and have little power over work or how they can deal with their needs and pressures.

Specifically, the result of the study is in accordance with the study of Ayres (1990) who stated that the "street-educated" officer had proven hostility towards him or her as another source of disappointment for an

officer pursuing higher education. This was a particular issue when a subordinate with a higher education decided to make a recommendation to a more seasoned officer who had not attended university. Between the inexperienced no common sense police officer and the seasoned policeman who had earned his street education, animosity prospers. Therefore, some officers feel loneliness, a sense of inferiority, rage, surprise, and remorse, while others go through periods of denial, anxiety, and ego-blame, all of which cause disappointment in the police work, which ultimately has a major effect on their mental well-being.

Further, occupational pressure and its related causes such as job stress, anger, and depression on psychological and social well-being can have an impact on law enforcement officers. Therefore, tension has usually been one of the causes for successful day-to-day operation excursions among policemen; primarily because of the inadequate working environment they have encountered inside them.

4.19 Occupational Stress of Police Officers

Police officers have a high level of workplace tension. The outcome of this research can be attributed to Bano's research (2011), he said that occupational stress is generally characterized as some other aspects of its personnel organization and activities that can generate pressure for police members. Most of the recent studies have also shown that police officers tension has had a significant effect on a police organization's activities. In addition, job stress can also create problems for the police officers themselves and their families, as well as for the local populations (Ibrahim, 2013).

Further, Fonkeng (2018) argued that the issue of sustainability is of paramount importance in a stormy and competitive market climate because administration is under stress to boast of its police officer's efficiency in order to achieve a competitive advantage over their enemies. This is the main success improvement goal. In conjunction with policing, most of the police officers have become overloaded with jobs and have to stay away from their homes and children for long periods that sometimes contribute to family problems and conflicts. Duty-related inability to manage family conflict and stress associated with work may turn into offensive behavior. Police officers have often been found to treat their colleagues in a terribly bad and disrespectful way. Furthermore, work fatigue in reaction to persistent emotional stressors in the workplace has also arisen as a mental condition.

The study could be further affirmed by Misis (2012) when he discussed the adverse impact that occupational stressors have on rural police departments officers' expected levels of stress. Rural police officials

have the duty to resolve operational issues that can impact officers' efficiency and the provision of services of a specific police. This has been proposed that special attention must be provided to workplace pressure in the area of police work, as its possible negative effects have a more direct and critical positive impact on society than those illustrated in most other jobs police officers on duty under extreme and persistent pressure may well be at higher risk of misconduct, injuries and over-reaction, which can impair their efficiency by placing public life at risk and imposing additional responsibility costs on the department. Because the effect of pressure may be intellectual, mental, physiological and behavioral, multifaceted treatment can be designed for the use of multifaceted action by policemen.

4.20 Correlation between perception of barriers and Occupational Stress

There is a clear association between perception of barriers and occupational stress. The result is consistent with Graf's (1986) findings that failure to ask for help was a product of the belief of policemen that such assistance would only expose to their peers their vulnerability in dealing with problems relevant to their duty; thus, policemen frequently fall prey to law enforcement pressure and lead to poor job results. The results are also consistent with the study of Warner (2019), which stated that observed job stress influence the environment of police departments and that has been a problem for police agencies, the community, the family of policemen, and the policemen themselves.

Furthermore, the result is also consistent with the results of Frank et al. (2017) in their report that apparent lack of administrative aid may be a requirement that raises the degree of stress and depression. Lack of administrative aid can discourage police officers and contribute to a sensation of not being essential, raising the psychological burden of duty. As a work aid, it was expected that administrative aid would have a direct correlation with job stress for policemen.

The statement may, in fact, be reinforced by Aggola (2009) who claimed that policemen may feel that the only individuals able to understand the pressure and stress of community policing would be the officers' colleagues, for this reason, a high degree of expected peer support and confidence between policemen would help them cope with the level of stress they have encountered. The study discussed above also confirms the findings of the Yoo (2007) report, which suggested that high expected pressure would be substantially linked to a higher risk factor for jobs. As a result, the personal experience of the victim in the sense of police officers is defined as a

response that policemen experience once faced with a circumstance that involves conduct that they consider outside their ability to manage.

4.21 Correlation between Work Environment and Occupational Stress

The correlation among work environment and work stress is important. The result is consistent with the results of McCarty, et al. (2007) in their research it was argued that the pressure which exists in the workplace has adverse effects on the attitude of the police officers which eventually adversely affects individual and occupational performance. Various adversarial effects of workplace pressure may trigger job discomfort, poor public relationships and stress. Also associated with Misis' (2012) results in his research where he found that adverse responses to police pressures that are the result of humanitarian causes, or an aggregate of behavioral and social factors, are said to have a negative impact on policemen. Among various organizational adversarial effects, the tension of the workplace may trigger job discontent and poor public connection.

In this study, the respondents' responses which manifested negative working environment significantly showed overt poor performance of the police officers in the implementation of their duties. This is confirmed by the research of Suleman et al. (2018) which has shown that an educationally disruptive climate is driving the agency towards devastation and harm. An occupationally exhausting commander who refuses to assure the achievement of fruitful and rewarding results in an agency's social support has showed up to be part of a comprehensive measure of work stress and decreased job performance.

In this line of thinking, it is essential to figure out that the adverse workplace caused ineffective policemen who generated lousy service in the society. As confirmed by Water and Ussery (2007), he convened on the findings of his research which suggested that the causes for pressure are adverse workplace; long working hours, lack of family time, erratic eating habits, hard decisions, sleepless nights, bad living conditions, disrupted private life and decreasing trust and confidence in the police department. As confirmed by Rajeswari (2018), he debated on the findings of his research which suggested that insufficient wages, shortage of personnel and other policemen who did not do their jobs induced pressure. High stress job demands involved coping with emergency situations, endless reporting, having to conduct activities that are not mentioned in the job role and trying to do the job of others often; a fairly serious stressful event for policemen was watching suspects. Thus, the workplace has

a connection to the stress and depression against the job performance of the law enforcement officers.

4.22 Correlation of Frustration Discomfort and Occupational Stress

There is a clear association among anger distress and workplace pressure, the finding being confirmed by Adegoke (2014) that job tension, anxiety and dissatisfaction have had a direct impact on the mental well-being of police workers. Administrative effectiveness and performance rely on the fulfillment, enjoyment and health of the workforce. Disappointment has to do with the sensation of citizens in the daily life, and this sensation can range from good feeling, pleasure, and joy to unpleasant feeling of anxiety and disappointment that can contribute to law enforcement officers' poor job efficiency.

The result of the study supports the study of Dwamena (2012) confirmed that police officers are facing a high pressure rate when two supervisors are requesting opposing items and when responding to one would mean that they disobey the other supervisor. This creates uncertainty and dissatisfaction among personnel. The outcome supports the Bano study (2011) that the climate tends to overlap weaknesses to their devastating effects, creating issues for people who would otherwise not have experienced them. It will therefore have an adverse effect on the part of law enforcement agencies that can lead to a low level of job performance.

4.23 Best Structural Model for Occupational Stress

Hypothesized Model 5 as seen in Figure 5 is the identified best fit. The model fitting was calculated as being highly acceptable as reflected in Table 16. The Chi-square divided by the degrees of freedom was 27.339 with the P- close value of .000 is indicated significant. This indicated a very good fit model to the data. This was also strongly supported by RMSEA index of .257 which was higher than to 0.05 level of significance, with its corresponding P-close value that was greater than .000. Similarly, the other indices such as GFI, NFI, TLI and CFI were found to be consistently indicating a very good fit model as their values, all fall within each criterion.

Parallel to this, the findings of this research are oriented towards the idea of Rollinson (2005), which commonly understood that with its multiple negative effects on people and police organization, occupational stress is a widespread issue. Policemen with a high level of workplace pressure show a greater rate of physiological issues. According to Akinboye et al. (2002), organizational pressure describes physiological and emotional wear and tear caused by incongruity between the work requirement and the police officers' ability, funds, and needs to deal

with job requirements in order to avoid poor work levels of efficiency.

Mayer and Salovey's findings (1997) seemed to conclude that stress, distress, down heartedness, stress and frustration are possible outcomes as a consequence of this research. Pressure has adverse impacts on workplace satisfaction.

4.24 Conclusion

Conclusive statement based on the results of the study, the degree of perception of police barriers is moderate. At the same time, Kula (2011) argued that administrative inability, i.e. fewer police officers than it should be, and unequal treatment of personnel, are considerations that promote the view of an untrustworthy organization. These conceptions might become obstacles or access points, create negative inequalities between police members can result to pressure in the place of work.

At the same time the Agolla study (2009), argued that the only citizens capable of understanding the stresses and pressure of police work could be their fellow policemen, which is why a good level of viewed peer trust and support between many personnel should assist them to improve the level of stress they have encountered. Moreover, Morash et al. (2006) stated that high rates of perceived peer support and confidence are a strong shield against pressure in community policing, as policemen believe like the only individuals who can appreciate the pressures of community policing would be their colleagues. As seen in numerous studies, police who experience high peer support rates experience low levels of stress.

The level of work environment of police officers is high which support the studies of law enforcement stress, both Bailey and Bhagat (1987) and Crank and Caldero (1991) found that organizational features of the negative work environment were cited as more stressful than the operational nature of the work.

Police officers' level of anger dissatisfaction is high which goes parallel to Kop it al., (1999) posited that police officers' tension can appear in the form of exhaustion, anxiety, loss of focus, tiredness and compulsive actions resulting in work discontent. Similarly, high rates of workplace pressure are connected to adverse job consequences; it often has more negative consequences outside of the job in private life factors.

On the other hand, there are major associations among barrier perception and job stress, workplace culture and stress at work, pain from anger and workplace pressure. In addition, perception of obstacles, job environment and dissatisfaction with irritation are predictors of workplace

stress. This expressed the latent element irritation discomfort that reflects the police officer's calculated, entitled, emotional resistance, accomplishment and anger dissatisfaction as the best fit model for workplace pressure.

4.25 Recommendation

The results and findings of the study structural equation model on occupational stress among police officers of Misamis Occidental revealed that work environment and frustration discomfort are predictors of occupational stress. In this study, the level of perception of barriers of police officers obtained the lowest mean which implies that perceptions of barriers have lesser influence on occupational stress. The result suggests a further study to come up with strategies objectively in reducing more negative perceptions among police officers and the community.

Moreover, this suggests that police directors, high ranking officials, provincial, city and regional directors of the Philippine National Police shall design programs to address issues on occupational stress of police officers which would support the global community standpoint to have a high level of work commitment for community service. Thus, the chief of police, supervisors and other high ranking officers should trim down the level of occupational stress of police officers.

On the other hand, findings of this study serves as reference facts in aid of crafting series of trainings and seminars on how to positively manage stress, criticism, feedback and stress management in order to decline the level of job-related stress of police officers. Further, it is best to explore for an intervention program as recommended by Onkari (2015). He further stated that job stress can be resolved through efforts by the police administration to take corrective procedures such as changes within the organization and improving training plan. Apart from that, adequate effort should be undertaken to inform on the administrative burden of employment, both the management side and working people should live in harmony. The essence of job stress, the sources and consequences of pressure, as well as preventive approaches and risk evaluation and coping strategies should be given special attention (Divacar, 2015).

The present study gives some insight into the association that should be of importance to more studies among workplace stress and perception of barriers, work environment and frustration discomfort. The findings in this study may serve as guide in the police chain of command to develop their strategies in dealing with the public and improve their personality approach in dealing

with police work to gain self-confidence to minimize the level of occupational stress towards police officers' work.

Further exploratory study of occupational stress in other organizations similar to the Philippine National Police whose task is in contact with the community applying the best fit model in occupational stress using related linkages of perception of barriers, work environment and frustration discomfort to identify more clearly the causality of the relationships between the variables using structural equation model (SEM).

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A STRUCTURAL EQUATION MODEL ON OCCUPATIONAL STRESS AMONG POLICE OFFICERS

Dear Respondents:

The undersigned is presently conducting study on the above-title. One of the purposes of this study is to find out the best fit model of occupational stress among police officers. You are chosen as one of the respondents for this undertaking. Your kind participation on this matter is highly appreciated. Rest assured that all the information will be treated with confidentiality.

The Researcher.

Direction: The items below are indicators of stress. Kindly check the box provided for your honest answers using the scale based on your experience or observe.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

Survey Questionnaire

Part I- Occupational Stress

Operational Stress

5 4 3 2 1

I feel police work stress on...

- 1) upholding a “high image” in public as a police officer and as a public servant;
- 2) work related health issues (e.g. shift in work, traumatic events, workload, etc.);
- 3) negative comments from public/community;
- 4) family, friends, and other social life limitations;
- 5) work risks such as raids, assaults, entrapment and other police operational actions.

Organizational Stress**I feel police work stress on...**

- 1) constant changes in policy/legislation implementation and inconsistent leadership style;
- 2) unequal sharing of work responsibilities in the stations/headquarters;
- 3) lack of hands-on trainings, seminars or workshops on investigative processes and equipment;
- 4) staff shortage that can result to overload work and work fatigue;
- 5) lack of resources (office supplies) and office facilities maintenance (malfunctioned comp).

Part II-Perception of Barriers

5 4 3 2 1

Inhibitions**I feel police work stress on the feeling of...**

- 1). insecurity and inferiority of other works;
- 2) fear to oppose/confront people and being misunderstood in the implementation of police job;
- 3) too negative on police operational works;
- 4) too confident to one’s self;
- 5) too inflexible to work and decision making towards job.

Lack of motivation**I feel police work stress on the feeling of...**

- 1) being not resourceful because of the limited resources;
- 2) not concentrated to work because of high ranking officer favoritism;
- 3) not persistent because of the inconsistent implementation of laws/policy;
- 4) undedicated to job because of the perceived oneself less importance in the workplace;
- 5) being not promoted to higher rank despite of the length of service.

Lack of time/Oportunities**I feel police work stress on the feeling of...**

1. less recognition from work because of time pressure/opportunities;
2. ineffective to work because of limited time/opportunities;
3. unexplored to ideas and doings because of restrictions;
4. not involved in some important issues and concerns in the station/headquarters;

5.being not given the chance to join trainings, seminars, workshops or conferences.

Social Repression

I feel police work stress on the feeling of...

- 1.being dictated or limited to job activities;
- 2.authoritarian because of the job nature;
- 3.community disrespect towards police officers;
- 4 miscommunication between police officers and community;
- 5). uncooperative community/public.

Part III-Work Environment

5 4 3 2 1

Negative Working Environment

I feel police work stress when...

- 1). police work is expose to danger/risk;
- 2). police work is more on public/community relations, laws and policies implementation;
- 3). police organization processes, decision and mandate is based on hierarchy of the station/headquarters;
- 4). police officers and family are expected to behave by a higher set of standards;
- 5). police work processes are bounded to the area of standards and procedures.

Counseling Support

I feel police work stress when...

- 1). police chief is not supportive of police officers who seek counseling;
- 2). Higher Rank police officers supports only those personnel seeking counseling and not all are being in the activities;
- 3). there is no activities/programs given for those personnel who will not be included in counseling activities;
- 4). there is no preliminary orientation that will motivate all pnp personnel to undergone counseling activities;
- 5). counseling activities is not one of the main priority in the workplace;

Family discussion with co-workers

I feel police work stress on...

- 1). family discussion of negative experiences with co-workers;
- 2). co-workers' discussion of negative experiences with family;
- 3). emotional conversation responses between family and co-workers;
- 4). conflict between family and co-workers;
- 5). family and co-workers' unpleasant sharing.

Part IV- Frustration Discomfort

Frustration Discomfort

5 4 3 2 1

Discomfort Intolerance

I feel police work stress on...

- 1). things that involve a lot of hassle in the workplace;
- 2). tasks' pressure in the workplace;
- 3). time/opportunities limitations in the workplace;
- 4). public/community demands in the police service;
- 5). long processes of system in the police workplace.

Entitlement

I feel police work stress on...

- 1). contradiction, corrections and requests in the workplace;
- 2). handling a principled, unmanageable and close minded personnel in the workplace;
- 3). unfollowed issued orders, instructions, mandates and memorandums;
- 4). undisciplined and unreasonable personnel;

Emotional Intolerance

I feel police work stress on...

- 1). disturbing negative feelings in the workplace;
- 2). conflict on job related issues with co-workers;
- 3). upsetting situations in the workplace;
- 4). unfinished and unaccomplished tasks in the workplace;
- 5). actions of disobedience and disrespect in the workplace.

Achievement

I feel police work stress in the workplace on...

- 1). unsatisfied work;
- 2). frustration on the job tasks;
- 3). unrecognized outputs/achievements;
- 4). limited time/opportunities in achieving tasks;
- 5). dictated actions or strategies in accomplishing the tasks.

Thank you for participation



Victimization of women in *Twilight in Delhi*

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Abstract— *The research highlights how women are portrayed and objectified in the novel Twilight in Delhi by Ahmed Ali. Women are victimized and suppressed by the men throughout the novel in various ways. This research is carried out by the help of theme of feminism and covers almost all the aspects of the feminist theory. The women are represented as subaltern and under constant influence of patriarchal society. This image of women in the novel is the reflection of whole Indian society, not only of a family or particular group. This article is a minute representation of women before the Partition of the Sub-continent.*

Keywords— *Victimization, women, Twilight in Delhi, feminism, partition.*

I. INTRODUCTION

Artistic manifestation of life through the medium of language is called literature. On analyzing literature, we can see that by development, trends in literature have been through a sea of changes and there are changes in forms as well as themes. Instead of common emotional themes as were the trends of that time; social and political evils, moods of the age, sexuality, and struggle among different classes of the society for survival became the main themes. This became possible by the contribution of many writers who believe in progress of literature. A Progressive Writers movement started in 1936 to propagate literary cognizance.

There are many writers that have contributed much in the various genres as poetry and fictions in both English and Urdu literature, their contributions are still not acknowledged in the literary world. Among these writers are Syed Sajjad Zahir, Ahmed Ali, Rashid Jehan, and Mahmuduz Zafar. These literary personalities are also known as the initiators and “the trend setters of coming generations of writers”. As committed writer and social reformer, Ahmed Ali (1910-1994) holds a very noticeable stance. His contributions have created a very prominent difference in betterment of life.

Being born in Delhi, he received his education from Aligarh and Lucknow universities where he did his masters in English (1931). Ahmed Ali’s literary career started with the

Publication of *Angaaray* (Embers) in 1932, after which he became the founder of All-India Progressive Writer’s Movement. *Angaaray* is a collection of short stories, a rancorous critique of Muslim values. However, he achieved international fame by his first novel *Twilight in Delhi* (1940). His literary achievement is more substantial in fiction and in poetry as well. Ali earned international acclaim with the publication of his first novel, *Twilight in Delhi* (1940), which was written in English. He was one of the founders of modern Pakistani English Literature.

The novel *Twilight in Delhi* is set in Delhi around 1911 to 1919. Ahmed Ali has vividly drawn the picture of old Delhi and its Muslim inhabitants of that era. He depicts the themes of disintegration, degeneration, alienation, gender and social conflicts, nostalgia, the downfall of the Mughal emperors, and the effects of colonialism and imperialism on Indian Muslims in Delhi. The novel deals with the decline and disintegration of Northern India’s Muslim aristocracy through the eyes of Mir Nihal and his family. Mehrotra is of the view that the novel is an apt portrayal of the political, cultural and social changes that were an after effect of colonialism in India (2003, p.185).

The central theme of the novel is depicted by the title itself. *Twilight in Delhi* is the start of a new civilization and the initial stages of colonization of British in the early Twentieth century. It also hints towards the downfall of the

Muslim society as well as cultures and traditions in India. Set between the moment of change at the end of nineteenth and start of twentieth century, the novel *Twilight in Delhi* presents a live picture of the decay and loss of an entire civilization and traditional nobility, thus making the history alive once again. The story describes a disseminated household of a typical feudal family of Mir Nihal. The decay and downfall is not only of a Muslim family, but the end of the whole Muslim community.

The story deals with the downfall of Mughal Empire and the family of protagonist, Mir Nihal. With the demolishment of Muslims, the family also loses grip over the Muslim life styles, after the war of 1857.

Twilight refers to the rise of the sun as well as the living standards of living standards of Mir Nihal's family. Towards the end of the novel, twilight in the evening refers the destruction of Mir Nihal's family and overall decline of whole Muslim Mughal Empire. Asghar was a representation of new generation. They have started to mimic the ways of Britishers and were moving away from their own cultural values. The novel also shows the struggles of Mir Nihal as he sticks to older traditions and holds onto his culture and tries to prevent the new generations from adapting to the ways and culture of the British colonizers.

Ahmed Ali's novel articulated distress and concerns over the downfall of Muslim cultures and colonial powers and how they manipulated over the people in sub-continent.

The book contains many multidimensional themes including; colonialism, imperialism, hybridity, losses, struggle, feminism, male chauvinism, Marxism, superstition, decline and degeneration and few others. In this article, I will focus on one of the main themes of the novel; Feminism. In order to apply feminism on *Twilight in Delhi*, we will first see what feminism is. The word feminism originated in late 19th century, from French word *féminisme*.

Feminism is considered as a collection of social and political movements, moral philosophies and common theories that are driven and inspired mostly by the bitter and harsh circumstances experienced by women. Feminism also intends at establishing the legal rights and protection for women. Chandra Mohanty does not think of feminism as a reaction to patriarchy but as "a mode of intervention into particular hegemonic discourses". Marnia Lazreg considers it inappropriate to observe feminism as a singular entity. It is actually the encouragement of rights for equality of both the sexes.

Maggie Humm and Rebecca Walker divided the history of feminism into three waves starting from earlier 19th century till today. The first wave started in 19th century to earlier

20th century, mainly concerned with women suppression and suffrage. The movement to demand legal and social rights for women was called the second wave that started in nineteen sixties and continued till late nineteen seventies. The third wave of feminism continues till present times and started as a reaction to the failures of the first two waves.

Research questions:

There are some research question that I will try my best to answer in this article;

1. In what ways are women characters victimized by patriarchal oppression and traditional roles in the novel?
2. How are women objectified in the novel?
3. How is purdah manipulated in the novel?

II. LITERATURE REVIEW

Due to its brilliant style and subject, *Twilight in Delhi* had to face a very large amount of criticism. E.M. Forster wrote to Ahmed Ali in a letter, "It is beautifully written and very moving. The detail is almost all of it new to me, and fascinating. It is a sort of poetical chronicle. At the end one has a poignant feeling that poetry and daily life got parted, and will never come together again."

The novel is an epitome of pre-partition period and encompasses all the rituals, culture and people of that time. Anderson gave his critique on the novel saying that the novel is complete in itself as it is about people, time and life. It comments on the people with grace and provides clarity to the plot. It narrows down the gap between the two extremes of that time; the two totally opposite cultures and religions and further paves a path for a narrowed future (1971: p. 86).

Ahmed Ali's book is believed to be full of emotions and colors giving no chance of equality with another book of such caliber. Another critic, Maurice Collis (1940) is of the view that knowledge of a particular religion or nation is not complete and authentic until it comes from the nation itself. We were never familiar with Russia and its culture until we read Turgenev or Tolstoi. Similarly, we can't understand India and its culture unless it is explained by the Indian novelist themselves. Ahmed Ali's novel is at the forefront of such a movement that strives for the acknowledgement.

Many critics and authors discussed about the degeneration of Muslim civilization and culture in this novel. As mentioned by Aslam (2014), "One of the major themes is passing away of Muslim civilization in India. *Twilight in Delhi* basically shows the decay of the Mughal Kinship and Muslim Civilization." According to Iftikhar, the novel throws light on double standard behaviours of culture

(2012). *Twilight in Delhi* provides a real and true picture of the static and decaying culture of Delhi.

To indicate the presence of multiple voices in the novel, Bakhtin (1981) suggested the term social heteroglossia. It means the inculcation of new values into an already existing culture. All around him, Ali saw old traditional values being replaced by new culture. Asghar, Mir Nihal's youngest son was a very fine symbol of such hybridity. "They have lost their historical past, language and culture", mentions Waseem (2015).

The *Twilight in Delhi* is all about the sufferings and the lives of Muslims suppressed by the British. It is not just about the Muslim people both men and women that were dying and suffering because of the changes but also encompasses the death of a civilization; the death of traditions and the death of culture (Ahmed, 2012). It is just that the women are taken as a symbol to portray the loss. The loss of Muslim empowerment in India was depicted as loss of women and their sufferings. "The condition of the Muslim women was the barometer with which the life of the Indian society could be judged" (Ali, 2000).

Before the partition, the impacts of colonialism were strong yet, they failed to modernize the lives of women in India. There was a wrestling between the reforms and the desire to change, between cultures, traditions and values. The women were influenced by the new traditions but were still deep under the influence of the remnants of conservative Muslim Mughal culture. An example of this was the character of Bilqeece. She used to wear English boots being fascinated by the English women but her attire was still traditional and she never left her head uncovered.

In *Twilight in Delhi*, Ahmed Ali have very sensitively dealt with the life and frustrations of women of that time. He writes about the unhappiness of Bilqeece who was rejected by her own husband and he also very aptly described the condition and mental trauma of Mehru, Asghar's sister; a helpless girl who as a victim of her own family's viciousness that forced her to marry a disfigured man much older to her, just because her family's research yielded optimistic results for him that were actually false (Shamsie, 2002).

Tradition and culture, through their long surviving institutions and ideologies are a major determinant in the lives of these women. Anuradha Roy identifies this sway of tradition as an aspect of women's experience peculiar to the Indian context. (Roy, 1999; p. 15).

In his article in 2012, *Representation of Women in Ali's Twilight in Delhi*, Zia Ahmed observed that this task of preserving culture and traditions was now assigned and limited to women just because men have realized that now

they are unable to preserve and hold onto their culture, political and traditional values in India.

Theoretical framework:

I will apply the theory of feminism on various incidents and characters as a tool, in order to highlight the main point of focus. Different underlying meanings are to be revealed with the help of these theories, of apparently simple events happening in the novel.

In *Twilight in Delhi*, women are depicted as "communal sufferers, familial victims and second class citizens". The dual identity of the Indian Muslim woman – as an Indian and a Muslim – often works to her disadvantage depriving her of the dignity of Islam as a religion sought to safeguard. Islam is persistently portrayed as a misogynistic religion. It puts its women in purdah, confines them to their domestic roles and reduces them to mere bodies sans creativity, sensibility or intellect.

Tradition and culture are two terms that are used to accommodate the lives and experiences of a Muslim woman within feminism. Both these are a major stand point in their lives. Anuradha Roy identifies this sway of tradition as an aspect of women's experience peculiar to the Indian context.

III. DISCUSSION

All the female characters of the novel were marginalized and were victims of patriarchy. The head of family, Mir Nihal was a wealthy patriarch with aristocratic habits. Like, he had extramarital affairs and kept mistresses as per the habits of other aristocratic class at that time. The females of the family were kept under strict supervision and they had no say in personal matters such as marriages. They were not allowed to speak for their rights.

Material feminism is a term used to reflect how women are used as commodity. The characters of Babban Jaan and Mushtari Bai makes apparent the objectification of women in the novel. People come to these courtesans to relieve their minds of domestic problems and to satisfy their lust for love. But, there is no one who actually wants to give them respect. They think of them as a time pass and a possession that they buy with money, so there is no place for respect of something that is bought. No one ever marries them. The statement of Mushtari Bai where she thinks of herself as a caravan-serai that where people visit only when needed to be refreshed from their problems of life, shows her helplessness: **"I am like a caravan-serai where people come, rest their tired bodies for a while and depart."**(Ali (1940) p.76).

At another place, another prostitute Mushtari Bai expresses her distressed emotions as **"My life is a desert in which**

no oasis exists” (Ali (1940), p.76). This statement illustrates her meaningless and colorless life. Zia Ahmed (2012) explains the so called manner full characteristics of the decadents of Mughal Culture by portraying the lust and hunger for the love of women by adding the character of prostitutes in the novel and how they have maintained the society.

In this novel, the infusion of Purdah in a Muslim Woman’s life is manipulated by the feudal society to the extent that it became oppression. This oppression of women and purdah was not confined to only this novel, but was very prominent in the sub-continent in the times when British people were trying hard to impart a new culture in the sub-continent. At the beginning of *Twilight in Delhi*, Ahmed Ali draws a picture of how the women are protected in the four walls of the female portion of the house, Zenana. As he writes, **‘Walls stood surrounding them on all sides, shutting the women in from the prying eyes of men, guarding their beauty and virtue’ (Ali, 2007, p. 39).** All the women in the novel retained *Purdah* and were confined to the four walls of the house in a separate portion reserved specially for women called ‘Zenana’. This was all an act and an effort to maintain Mir Nihal’s nobility and a respectable place in society. Begum Jameela (1995) reflected that the pigeons that were kept in a cage by Mir Nihal also symbolized the caged women wasting their whole life sitting and doing nothing in zenana (p. 213).

Ahmed Ali writes in the novel, **“The four walls stood high, shutting them all in from the world, protecting them from noise and life” (Ali, p.48).** Apparently these words show the care and love for women by the males of their families that they are provided everything in their homes but, these words do not show the care of men for their women but their manipulation of women under the name of ‘Purdah’. In actual, they are caged and confined so that they do not demand their rights and resources. At another place in the novel, Ali states that **“The world lived and died, things happened, events took place, but all this did not disturb the equanimity of the Zenana,” (p. 39).** Here it is evident that the female characters of the novel were so caged within the boundaries of home that they had no idea of the outside world nor they had any desire left to leave these four walls to take a stand for themselves or their daughters.

However, on the other hand, both the prostitutes lived a segregated life out of the status of nobility. They were not accepted in the main fold of life. People like Mir Nihal and Asghar as well the other feudalists of the society, would visit them frequently but, they bound their own women in homes. This point outs the double standard behaviors of men.

This double standard of men towards women was not limited to purdah but it stretches over to religion too. The novel presents a picture of deviation of Muslims from Islamic principles. In Quran, it is clearly mentioned that a widow is allowed the right to remarry when her husband dies after a certain period, **“When they have fulfilled their term, there is no blame on you if they dispose of themselves in a just and reasonable manner” (The Quran 2.234).** But, in earlier times and still today, females were not allowed to remarry. They were forced to live their lives in self-abnegation and an example of this was in the novel itself, as Begum Waheed, Asghar’s sister was forced to. Being a widow at the mere age of nineteen, she was also not given the right to marry again because it was against the so- called Indian customs; Indian “social code, derived mostly from prevailing Hindu practices, did not favor a second marriage” (Ali, p.36).

On the other hand, the male society follows no such restrictions as females, for a widower. Most of the time, as soon as the wife dies, males marry again. In the novel too, Asghar is attracted towards his sister-in-law and planned to marry his wife’s sister only six months after Bilqeece’s death. Another son of Mir Nihal, Shams, also used to flirt with the house maid after his wife died (Dr. Asha S).

Both in colonial and postcolonial literature, women were normally painted as an active agent in the historical and social processes. Similarly in the novel, Ahmed Ali showcased women into both categories having both strong and pathetic characteristics.

“His women characters are mostly strong like Begum Jamal and Begum Waheed, some of them are passive resisters like Begum Nihal’s cunning way of having her own way in Asghar’s marriage, some of them are symbolic emblem of the postcolonial concept of women as space like Bahadur Shah’s relative and the naked woman in street, and all of them epitomize the celebrated indigenous culture which include cultured courtesans like Mushtari Bai” (Riaz).

The female characters were victimized and confined to their traditional roles. They try their best to fulfill the roles defined for them by the society and culture as a wife, mother, sister and daughter. We can see that despite knowing about the extramarital affairs of her husband, Begum Nihal becomes the source of comfort for the whole family regardless of her mental trauma.

The Traditional roles defined by the society also snatched the basic right from women, their consent in marrying someone of their own will. The right to choose a groom is given in every religion but, still girls “were never consulted about their own marriages and were given away to any man

their parents selected” (Ali, 1940; p.195). Another victim to this so-called societal traditional roles was Mehro, the younger daughter of the family. She was forced to accept a man much older and disfigured just because her father said so. She was not allowed to question the selection and was not even allowed to see him before the marriage itself. And when she finally had a look at him after the Nikkah, she was devastated. She accepted it as her fate. Her feelings were portrayed beautifully by the writer, “she felt like cow under the butcher’s knife. But she could not alter her fate and had to accept it with as much courage as she could muster” (Ali 1940, p.195).

Bilqeece still looks upon her husband as lord and master and even suffers in silence when he grows cold towards her. She accepted his every injustice and oppressive act thinking it as her fate. True to their upbringing, Mehro and Bilqeece uncomplainingly fulfil their roles as passive, selfless and subservient wives.

Psychological feminism is a term used to describe the manipulated women of the novel. The women of *Twilight in Delhi* are the subaltern voices of the novel. They were suppressed and silenced in every matter. This silence gave rise to dependency on magic and superstitions. All throughout the novel we can see that females were not allowed to speak in any sort of matter. So, in order to overcome this suppression, they frequently visit the fake and real Pirs and used the amulets and charms provided by them to control their households and husbands. These fake Pirs play with the innocent minds and trap them mentally by these charms and amulets. They are oppressed mentally, physically and psychologically by the males and in every relationship.

This whole oppression on women is also played by the women themselves. The novel *Twilight in Delhi*, is set in a traditional setting where there are separate sections for both men and women. There is no involvement in each other’s affairs. In a segregated society, a girl’s upbringing and complete socialization is among other women. Somewhat, the mothers are responsible for this. The daughters are brought up in a way to abide by the rules and regulations devised by the males and to follow the traditional values of a Muslim household. They are trained in order to accept everything that comes their way and play a perfect housewife. From a very young age, they are told to behave in a certain way and to obey everything the male members say as a practice to train them for their marital life. In the novel, Bilqeece was such a girl who was trained for her upcoming life by her mother from a very early age, “She had been constantly told that one day she would have to go someone else’s home and that she must always behave properly. She was taught the art of cooking and sewing like

a perfect house-wife” (Ali 1940). The women of Ali (1940) were reticent and obliging to their men and had no opinion of their own (Zia Ahmed).

This traditional set up caused these women characters to lose a lot of valuable things in their lives. Daughters are taught a way of life by their mother which even if they tried, is not changed with the passage of time. We see that Bilqeece was not able to attract the attention of her husband because Asghar wanted a modern wife. She used to wear English boots due to his insistence but was not able to leave her scarf, because she was not allowed to leave her head uncovered by her mother even in her childhood. She was not able to get rid of this habit and it was the first thing that made her lose her husband’s love.

IV. CONCLUSION

Portrait of women is as silent, reticent and dependent. Females are repressed, violated, marginalized and manipulated at every turn.

Females are of two types in the novel. House wives and dancing girls. Dancing girls are not only part of Indian culture but also ventilators for men who need an outlet of their emotional and physical needs that is fulfilled by these dancing girls. House wives like Begum Nihal are almost blind to the needs of their husbands or like Bilqeece who does not identify the need of her husband and indulges in self-pity and destroys herself. Purdah was just used by the men for the manipulation of women, to confine them to the four walls of the house well as to hide their own infidelities. Ali mentions that “mostly life (of women) stayed like water in a pond with nothing to break the monotony of the static life” (Ali 1940).

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The Shackles of History: The Hidden Protagonist of *Homegoing*

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Abstract— In Yaa Gyasi’s *Homegoing*, history possesses more agency over the future trajectory of societal and individual lives than any character does. In examination of H, Akua, and Marcus, the control of history is apparent on their backgrounds and their futures.

Keywords— protagonist, history, freedom, agency, *Homegoing*.

I. INTRODUCTION

They would just trade one type of shackles for another, trade physical ones that wrapped around wrists and ankles for the invisible ones that wrapped around the mind” (Gyasi, 93). Once people are torn from their homes and families, shipped across the ocean, and treated worse than cattle, they remain scarred, both figuratively and literally. *Homegoing* is a family saga novel, following the generations of two half-sisters as they live through the height and slight decline of slave trading. It speaks to the metaphoric and literal scarring of enslaved individuals during this time. H spent decades in “physical” shackles as he was part of the Convict Leasing Program, a sect of slavery that “legally” shoved him into coal mines for a large portion of his life. Akua was raised with “invisible” shackles in Missionary School after her mother drowned while she was young. Marcus was born in a more modern part of history without shackles completely, and he constantly tortures himself with questions about his luck of not being enslaved or imprisoned merely because of the time period he was born into. Through H, Akua, and Marcus, specifically, and the rest of the novel, history has more agency than any individual character. The characters’ attempts to change their lives seem futile as they are not able to alter what society has projected onto them, and their lives remain relatively the same from parent to child to grandchild and so forth. History itself is the protagonist in *Homegoing*, possessing more agency over the future than any individual character.

II. METHOD

The method used to analyze *Homegoing* focuses on the historical sense of control that is given up by the individuals. By connecting multiple characters’ experiences, their lack of agency is highlighted through Yaa Gyasi’s interpretation of history.

The overlapping and overarching power of history throughout the family saga novel is seen on every character, although few attempt to better their lives against the trajectory of their community, society, and/or backgrounds.

According to Seligman (2021), agency comprises “efficacy, future-minded optimism, and imagination.” Throughout this piece, we will explore these concepts as they apply to various candidate protagonists.

III. RESULTS AND DISCUSSION

H lacks a connection with his name, and thus initially misunderstands Ethe’s deep connection with her own which leads to history keeping them apart for decades. H was traumatized as part of a ripple of slavery after it had been legally abolished. He lived most of his life as a “convict” in the Convict Leasing Program, a strategic program that treated unfairly convicted felons as slaves and filtered some profits to the government. H spent decades underground, mining coal against his will. His father searched endlessly for his wife after she had been abducted and sold into slavery, but he could not find her or their son. His pregnant mother had attempted to commit suicide to escape a life in slavery for her and her son; and although she died, her son survived. Slaves often had a

deep connection to their names, as it remained a portion of their identity that could not be stolen, altered, or ruined. However, H was unable to experience this attachment, as his mother refused to give him a name prior to committing suicide. In her mind, giving him a name would jumpstart her baby's life as a slave and give their master a name to scream in between whips. So H remains with the placeholder for his name, as unbeknownst to him, his siblings were named in alphabetical order and next in line was "H." He should have understood how his girlfriend, Ethe, was so drawn to the name her mother had given her because of his own longing for a name he could love as much as the idea of his family. After his release from the Convict Leasing Program, H went to make amends with Ethe for calling her by the wrong name, and she was rightfully upset: "'Ain't just about everything been taken from me? My freedom. My family. My body. And now I can't even own my name?'" (Gyasi, 175). This quotation speaks to the importance of names and how it relates strongly to identity, especially for enslaved and previously enslaved people. Ethe continues to explain that she only had "six good years with her [mother]" and now, her name was the only memorabilia she had left of her (Gyasi, 175). Ethe asks H, rhetorically, if she had already survived through enough torture, as the only piece of herself truly attached to her identity, her family, and herself had been recently neglected by the one person left that she had fully trusted because he was cheating on her. Ethe speaks to the time that she had served as a slave, and how it had stolen her "freedom," her "family," and her "body," and left her without a voice, an opinion, and any agency in her own life (Gyasi, 175). Ethe and H had different relationships with their names, but both reflect their lack of efficacy over their lives, which are instead influenced by outside forces and society. Even though H was able to reach out and make amends with Ethe after years of regret, she had spent most of that time thinking of and looking for him. H and Ethe were able to better their lives in minute ways, however the majority of their lives were regulated and controlled by the trajectory of history and their society. The proceedings of history indirectly ended the life of H's mother, resulting in H and Ethe having issues in their relationship which kept them apart for decades.

Akua was so traumatized by her family and history that she was pushed to murder her daughters in a fire resulting in her nickname "Crazy Woman" for the majority of her life. Similar to H, Akua was born into an environment of suffering with poor mental health due to the effect of history on her ancestors. Her mother, Abena, was murdered in a lake and left Akua to be raised in the Missionary Church by the racist Missionary. Akua later viewed the burning of an innocent, white man, and she was

one of few to understand his final pleas of innocence, as she silently stood by and watched his death with the rest of the crowd. Akua fights against this figure of her nightmares as it morphs into a woman in a cloak of fire searching for her children, for months. She eventually sentences her own children to the same death that traumatized her for years because of her difficulty to cope with her own history. When Akua is tied to a tree and sentenced to the same death the white man had been, she is unaware of what she had done. Once the villagers begin to question why her husband begs to keep her alive after she had killed his children, she was in a state of shock: "The woman who killed her children? She was asleep. She must still be asleep" (Gyasi, 198). Her internal questioning of what the villagers are telling her she had done shows her true incompetence as a member of their society. She is so troubled by her visions of the firewoman that she can not control nor even remember her actions. In Akua's final dream of the firewoman, the firewoman had finally found her children and Akua held them. Even though Akua's hands became covered in flames, she "played with the braided ropes of fire that made up their hair, their coal-black lips" (Gyasi, 197). This vision of fire-charred children took up Akua's headspace and resulted in her sentencing her own daughters to this final torture. It is as if once Akua "gave" her children to the "fire," the firewoman is now able to find and hold Akua's children, and Akua is able to say goodbye to them. Akua seems to envision her children in the blanket of fire she has unknowingly placed them in as fire spread over their "braided" locks and their lips morph from soft pink to "coal-black." Gyasi's word choice emphasizes how detailed Akua's fear and visions of the firewoman were, and how tortured Akua was by the sight of children on fire. It seems that the weight of her ancestor's lives were metaphorically on her shoulders, and the weight finally caused her to break. The early years of Akua's life tormented her for the rest of her days, as history tortured her with the loss of her mother, the racism of her Missionary, and spectating the death of an innocent man. Because of Akua's incapacity to deal with such trauma in her early life due to a lack of future-minded optimism, her suffering spilled out in the form of nightmares and a murder by fire.

Marcus is deeply perplexed that he was not enslaved as his ancestors were due only to the time period he was born in. Because of his disbelief, he spends most of his life researching the history of slavetrade and teaching history courses to children to avoid slavery ever returning to his society. It was very difficult to keep track of family trees and heritage during slavery and the slave trade, which resulted in Marcus' mixed feelings about not fully understanding his background. He struggled with the

disbelief that he was not a slave as his ancestors were, purely due to his luck of being born in a later time period. This emphasizes how history altered Marcus' life, not the actions of his ancestors or himself, but merely the passing of time and the progression of society. Throughout Marcus' life he questioned, researched, and studied "the fact that he had been born, that he was not in a jail cell somewhere, [and how it] was not by the dint of pulling himself up by the bootstraps, not by hard work or belief in the American Dream, but by mere chance" (Gyasi, 296). Gyasi's word choice of "mere chance" shows that Marcus understands that his state of freedom is not because of "hard work" on the part of his ancestors nor his early childhood. Often, as he sits at the dinner table with his family, he begins to imagine in great detail other family members from years past. It seems unbelievable, as characters from earlier chapters are rehashed, that Marcus is able to so accurately guess who his ancestors were. However, perhaps growing up with his immediate family, learning about and teaching history to his students, and a deep understanding of the impacts and traumas of slave trading helped him to fill in the blanks.

IV. CONCLUSION

In *Homegoing* by Yaa Gyasi, the characters are unable to alter the trajectory of society nor their lives, as they lack the agency that history maintains over them. Throughout the analysis of the individual characters, each chosen character in this piece lacks one of Seligman's three factors of agency, which further proves that history is the true protagonist of the novel. As, even though the characters attempt to better the lives of themselves, their children, and their grandchildren, they each eventually succumb to the societal expectations set for them, their ancestors, and their successors.

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Madness and Corruption in Shakespeare: Hamlet and Macbeth

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Abstract— *Corrupting Influence of Power in Shakespeare's Plays*". Lord Acton splendidly maintained that "power tends to corrupt. And absolute power corrupts completely." Shakespeare's plays qualify as such a lot of ingenious investigations into the implications of possessing power. The dramatic portrayal of madness will usually be a cathartic expertise for audiences. By looking at actors perform mentally disturbed characters, audiences are freed momentarily to observe their own stresses, fears, pressures and pent-up needs showing emotion lived out of body through a example of life on the stage

Keywords— *Shakespeare, Corruption, mental illness.*

I. INTRODUCTION

As the medieval age gave thanks to the Renaissance, the thought persisted that order depends on a close gradable society with a legitimate leader at the highest, typically even ordained by God. Also, the sturdy humanistic plan persisted that the role of a ruler was to create the welfare of the state and its voters his priority. To subvert that and create his own self-interest his main priority is to corrupt that ideal. Corruption seems in several forms in Shakespeare. At its most evident level, corruption is joined to power and that we see innumerable samples of corruption within the most powerful characters in the plays. Shakespeare's depiction attribute through all his plays reveals the corruption that infects groups of people. Shakespeare usually explores the ways that within which kings and alternative powerful figures abuse their position, yet because the ways that within which formidable men plot to achieve power, typically the throne, by illegitimate means.

Before we plunge into the fascinating depictions of various psychiatric illnesses at intervals his characters, allow us to have a glance at the standing of psychological state in sixteenth century England and also the theories that prevailed in Elizabethan England relating to psychological state. There will be little doubt that poet was fascinated by psychiatric illness. Funnily enough, his writings not

solely contain characters plagued with mental disorders however additionally depict a information of physical sickness and sickness the accuracy of that doesn't fail to impress upon his readers.

II. CORRUPTION IN KING

In the play 'Macbeth' by Shakespeare, the theme of corruption is clearly angry throughout the course of the play. It's introduced by the utilization of the supernatural and through the theme of ambition and may be an integral to our understanding of the plot. By Macbeth's murder of Duncan, the order of the universe was corrupted. We all know this as a result of as presently because the murder passed, there have been abnormal climate, that consisted of thunder and lightning, on the witches' entrance, and storms on the night Macbeth performed regicide and killed King Duncan. Another issue of Shakespeare's play, Macbeth, that shows the theme of corruption is Macbeth plotting to kill his succor, Banquo. Macbeth's power and ambition to become king ends up in worry, doubt and lack of trust between Banquo and himself that ends up in the isolation of Macbeth from god, his friends and his society. Lastly, Shakespeare gains the audience's understanding of the theme of corruption through Macbeth's side comments, relationships with alternative characters within the play, his sheer

aspiration to fulfill his goals and his loyal frame of mind. The theme of corruption is introduced to us by the utilization of supernatural wherever the witches tell him a prophecy, by that he follows from then on, and is set to hold out no matter what he should to create for this prophecy to become a reality.

2.1 Madness in king

A Guilty Conscience: However guilt drives the powerful to mental illness. Guilt is the reason for the destruction of many, significantly in Shakespeare's Tragedy of Macbeth. As Macbeth and Lady Macbeth still murder for the sake of power, they start opposite journeys, however their guilt ultimately drives them each to madness. Macbeth goes from being driven mad with guilt, to his instability inflicting him to murder recklessly. Additionally, madness is additionally connected to Macbeth's ambition. He's therefore involved with preventing the prophecy concerning Banquo's sons from coming back true, that he has Banquo dead and later sees his ghost. Banquo's ghost is, therefore, a comprehensible illustration of his ambition still as his guilt. Because the story of Macbeth progresses, the most character, Macbeth's, sanity spirals to the purpose of madness. Theoretical man of science Albert Einstein outlined madness as "doing constant issue over and another time and expecting completely different results." This definition absolutely explains how Macbeth became insane. This can be seen throughout the story, Macbeth goes on to kill anyone he believes is aware of him murdering King Duncan. In Act III scene ii, king says "We have scotch'd the snake, not kill'd it. She'll shut and be herself, while our poor malice remains in peril of her former tooth" (III.ii.15- 17). Macbeth believes that if he finishes off the "snake," then he is going to be safe. This doesn't work; for not solely will the "snake" not die, its final kind grows larger and deadlier. The war in Act V is that the final variety of the snake. Also, the "snake" may be a relevancy to the snake with Adam and Eve. Macbeth believes that he is going to be fighting off evil with a lot of evil. This can be a manner by which William Shakespeare makes connections to reality. Lady Macbeth is additionally another major character that's overcome by madness. Her threshold to madness starts in Act I scene v, wherever she provides a monologue concerning however she desires spirits to "unsex me here / . . . / . . . Come to my woman's breasts, / And take my milk for gall,"" (I.v.42-44) Seeing however madness earlier was outlined as some possessed by a wicked power, Lady Macbeth would beyond any doubt be classified as "mad". The spirits she talks to the current scene refers to a demon of some kinds. Through this scene, the reader discovers that not solely will Lady Macbeth become possessed by a "demon," she craves it.

2.2 Corruption in Hamlet

"Upon my secure hour thy uncle scarf
With juice of cursed hebona during a ampule,
And within the porches of my ears did pour
The leprous distilment"

The first and central Incidence of corruption in Hamlet is that the murder of King Hamlet by Claudius and his resulting usurpation of the Danish. He conjointly marries Gertrude, King Hamlet's former wife. From Associate in Nursing Elizabethan perspective, such a wedding are thought of as controversial and unlawful carnal. "She married — O worst speed! To post with such manual dexterity to incestuous sheets! It's not, nor it cannot come back to sensible." (1.2.156.158). King Hamlet's assassination takes place before the play's narrative begins. We tend to adapt, concerning it by King Hamlet's ghost: "The serpent that did sting thy father's life currently wears his crown" (1.5.39-40). This "primal eldest curse," a brother's murder, is the crux of the play, the crucial event that triggers all the corruption and intrigue. As Hamlet puts it: "Ay, sir, to be honest as this world goes is to be one man picked out of 10 thousand." (2.2.178-79). His obsession with corruption imbues his senses for many elements of the play. Shakespeare's depiction of attribute through all his plays reveals the corruption that infects personalities. Corruption seems in several forms in William Shakespeare. At its most blatant level, corruption is connected to power and that we see innumerable samples of corruption within the most powerful characters within the plays. William Shakespeare usually explores the ways that during which kings and alternative powerful figures abuse their position, still because the ways that during which formidable men plot to realize power, sometimes the throne, by illegitimate means.

2.3 Madness in Hamlet

Throughout the play, Hamlet displays several characteristics indicative of madness. At the start of the play, Hamlet is visited by the ghost of his father. Seeing a ghost may indicate that he's already mad. His father's ghost tells him that he was murdered by Claudius, that drives Hamlet to require to hunt revenge. This causes him to show erratic behavior, indicating that he has become mad together with his need to avenge his father's death. He additionally becomes quite melancholic over the death and murder of his father and begins to question life, as a result. Whereas Hamlet feels the necessity to penalise his father's death, he additionally worries that the ghost may very well "be a devil who can betray his soul," instead of the particular ghost of his father (Frye, 12). This makes Hamlet confused on what he ought to truly waste response to seeing the ghost and drives him additional into madness. Another character which will be construed as mad in 'Hamlet' is Ophelia.

Ophelia is represented as a weak character who is unable to suppose clearly for herself or to own any sense of individuality. Early within the play Ophelia says to her father, Polonius, “I don’t grasp, my lord, what I ought to think” (Shakespeare). This means that she is simply too weak-willed to own AN identity of her own, that may indicate some kind of psychopathy or “madness.” Her father’s identity is her identity and this loss of identity propelled her additional into madness.

III. CONCLUSION

Madness is one in all the most themes of ‘Hamlet’. Hamlet and Ophelia each show symptoms of madness, however every become mad for various reasons. Hamlet’s madness is burning by his father’s death and his need to hunt revenge on the person who killed him. Ophelia’s madness stems from her lack of identity and her feelings of helplessness relating to her own life. Whereas the death of Hamlet’s father created him angry enough to require revenge, Ophelia internalized the death of her father as a loss of private identity. Whereas these deaths each sparked madness in these characters, they every prohibited their madness in numerous ways that. This is often additional urged by the good decline and destruction that Lady Macbeth and Macbeth face at the beginning of the play despite their sturdy and dominant portrayal at the start of the play. This decline and destruction is primarily aroused by the madness that took over their status, that is represented once each of them to own sleepless nights and frightful hallucinations. Thus, madness during this context is importance as a medium to convey to readers the ethical lesson that’s embedded within the play. Overall, madness plays an important role within the play ‘Macbeth’, written by the bard who strategically connected the thought of madness to two important characters Macbeth and Lady Macbeth. The theme of madness helped to make known to readers the event of each the characters through presenting the characters with conflicts among themselves.

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Literature Review of Learning Demotivation among Foreign Language Learnersⁱ

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Abstract—Learning motivation has been considered as a determining factor in foreign language learning. The decreasing of learning motivation will bring negative impact on students' foreign language learning and teachers' foreign language teaching. In recent years, many researchers have done some empirical studies on learning demotivation among elementary students, middle school students and non-English major college students. This paper attempts to sort out the literature on the decline of foreign language learning motivation and find out the research gap, hoping to inspire relevant researches in the future.

Keywords—Foreign language learners, language learning, learning demotivation

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I. INTRODUCTION

Since late 1950 when Gardner and Lambert used quantitative method to study motivation in the field of instructional education, it has been the focus of many researchers at home and abroad. These researchers did a considerable amount of theoretical and empirical studies to explore the effective ways to stimulate and maintain learning motivation. The research results show that motivation plays a crucial role in an individual's success in learning a second language (L2) or foreign language (FL). It is a positive factor involved in learning other languages. Yet, there are other factors that prevent students from being motivated and taking part in learning activities. These factors, acting on the opposite of motivation, are called

demotives that may lead to demotivation.

II. CONCEPTS OF MOTIVATION AND DEMOTIVATION

2.1 Definition of Motivation

Stemming from the Latin root *movere*, the word motivation is frequently used in our daily life. What is motivation? It is hard to give a precise and comprehensive definition to this seemingly easy word because of its complexity. Even the knowledgeable researchers studying on it cannot agree with each other on the definition. They attempted to define the term from different perspectives.

Gardner's definition is the most influential and widely accepted one. In his social-psychological model, Gardner

(1985) defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.” According to Gardner, his definition consisted of four elements: a goal, the efforts made by the learner, the desire to achieve the goal and the attitude toward learning the language. The four elements are inter-related and unified. Without anyone of them, the learning process could not continue.

From a behavioristic psychologist’s point of view, Brown (2004) defined motivation as “the anticipant of reinforcement”, in which the role of drive and reinforcement was stressed. Ellis (1994) claimed that motivation is the effort made by the learners to learn a foreign language as a result of their need or desire to learn it. From a cognitive standpoint, Williams and Burden (1997) put forward a quite comprehensive definition of motivation—a state of cognitive and emotional arousal, which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal(or goals). In this definition of motivation, the learner’s role in making decisions about their own actions is emphasized. In addition, motivation is considered as a dynamic cognitive process.

Dornyei (1998) suggested a more integrated definition of motivation. The dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) act out.

2.2 Definition of Demotivation

Compared with motivation, demotivation is a relatively new concept in language learning. Therefore, not many definitions are available up to date. After summarizing the previous studies, Dornyei (2001) first gave a clear descriptive definition of demotivation which became the most influential one and set a basis for later researches. According to him, demotivation refers to the “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dornyei143). Obviously, Dornyei only concerns the external factors that lead to language learners’ motivation decreasing. Not all researchers agreed on the definition

because it excludes internal factors. Sakai and Kikuchi (2009) claimed that internal forces such as lack of self-confidence and negative attitude of the learners should also be included in addition to external forces. Actually, Dornyei (2001) mentioned decreased self-confidence and negative attitude as causes of demotivation but did not put it into the definition. Thus, Sakai and Kikuchi felt that it was necessary to extend Dornyei’s definition to cover both external and internal factors that reduce or diminish the motivation of language learners.

III. PREVIOUS RESEARCHES ON DEMOTIVATION

The research on demotivation first began in the field of instructional communication. Goham and his colleagues studied the influence of teacher’s misbehaviors in the classroom towards students’ learning motivation. Inspired by Goham’s study, Chambers (1993) began to study demotivation in the field of foreign language learning. Later, Oxford (1998), Dornyei (1998), Ushioda (1998) also paid attention to the related empirical studies. Entering the 21st century, the research on demotivation in language learning shifted its battlefield from Europe to Asia. The Japanese researchers contributed a lot on this issue (Ikeno, 2002; Arai, 2004; Falout&Maruyama, 2004; Hasegawa, 2004, Kikuchi&Sakai, 2007, etc.). Next, the author will review the previous studies according to the shift of areas from Europe to Asia in chronological order.

3.1 The Researches on Learning Demotivation in Europe and America

3.1.1 Chambers (1993)

In order to make clear why elementary students did not like learning foreign language, Gary Chambers (1993) administered a questionnaire to 191 students and 7 teachers in four schools in Leeds, UK. They found that the demotives perceived by teachers were quite different from the ones perceived by students. In the teachers’ opinion, the features of the demotivated students are: 1) making no effort to learn; having no interest in language learning; lacking concentration; doing little or no homework; refusing other’s help. 2) lacking self-confidence. 3) feeling the target language impractical, giving negative response to praise. 4) showing no willingness to cooperate, distracting other students, throwing things, etc.. Some

teachers even contributed the students' demotivation to psychological, social, historical and geographical factors. Obviously, teachers were just describing students' negative attitudes toward language learning. None of them regarded themselves as the main demotive. On the contrary, students' responses are just the opposite. They blamed their teachers for unclear instruction, poor equipments, criticizing students, using outdated teaching materials and so on.

3.1.2 Oxford (1998)

Oxford used 5 years to do a follow-up study on 250 American high school and college students about motivation decreasing. He asked them to recall their learning experience in the past five years by writing a composition. Oxford used some prompts relating to the role of teacher such as "please describe a situation in which you had conflict with your teacher", "talk about the classroom where you felt uneasy". The result of the study indicates that all the participants once experienced demotivation in the process of learning, and the main reasons centered around four aspects: inharmonious relationship between teachers and students; teacher's negative attitude towards the course and teaching material; conflict between teacher's teaching style and students' expectance; unreasonable design of classroom activity. Oxford's findings coincide with Chamber's. Both of them agreed that if we want to help students regain learning motivation, teachers must change accordingly and cooperate with students effectively.

3.1.3 Ushioda (1998)

Ushioda (1998) interviewed 20 Irish learners of French. She asked the participants to talk about the demotivating factors in their learning experience. Interestingly, the interviewees attributed their excellence to personal ability or other internal factors while attributed their negative learning outcomes to external factors such as learning environment, teachers. These findings were in line with Gorham (1992) and Chambers (1993) research findings.

3.1.4 Rudnai (1996)

Rudnai was among the early researchers to investigate demotivation. In order to find out why students lost their interest in studying English, she interviewed 15 students from four Hungarian high schools. These students accounted themselves demotivated. Following Dornyei's (1994) three-level motivation theory, Rudnai prepared

some interview guides concerning demotivation at the language level, the learner level and the learning situation level. After the interview, Rudnai found that the primary causes of the students' demotivation were at the learner's level and the learning situation level. The learner level problems were lack of confidence, negative learning experience and the learning situation level problems are lack of qualified teacher, lack of relaxing and pleasant learning atmosphere and so on.

3.1.5 Dornyei (2001)

Dornyei (2001) presented his study on demotivation which was carried out in 1998. He chose 50 Hungarian high school students who were studying English or German as foreign language as his subjects and conducted interviews in 10 to 30 minutes. The participants were regarded as highly demotivated students by their teachers and classmates. By analyzing the interview contents, Dornyei summarized nine demotives which set the basis for the following demotivation researches in the field of L2 learning. The nine demotivating factors are:

1. Teacher's personality, dedication, competence, etc.;
2. Poor school equipments (big class size, unreasonable level of classes, outdated machines);
3. Lack of confidence;
4. Passive attitude toward the foreign language studied;
5. Compulsory nature of foreign language study;
6. Interference of another foreign language being studied;
7. Dissatisfaction with the foreign language community;
8. Impacts of peer members;
9. Textbooks used in class. (Dornyei, 2001)

Among the nine factors described by Dornyei, the first category teacher-related factor accounts for 40% of all the factors. This finding is consistent with the findings reported by other researchers mentioned above.

In the above researches, most of the researchers chose middle school students as their subjects. They used qualitative method like interview or writing composition to collect and analyze learners' L2 learning experience, paying close attention to motivation decreasing. These researchers focused on external factors and their findings

are similar to each other. Teacher's improper behavior would have negative impact on learners. The learning and teaching environment can also influence learners' motivation.

3.2 The Researches on Learning Demotivation in Asia

Different from the European researchers, the Asian researchers more likely use quantitative method to study learning demotivation. Their attention mainly focused on the non-English majors at university. Despite the different subjects, their findings are nearly the same as the ones reported by European researchers. Japanese researchers Sakai and Kikuchi (2009) did something different and significant. They found that internal factors like lack of interest are also important reasons causing learners' demotivation.

(1) Vietnamese Researchers Trang and Baldauf (2007)

Vietnamese researchers Trang and Baldauf (2007) investigated 100 sophomore non-English majors to explore what caused the students to lose motivation to learn English. They asked the students to write a passage about their past learning experiences. By analyzing the data they collected, Trang and Baldauf found that 88% students had experienced or was experiencing motivation decreasing. The demotives could be divided into two groups: internal factors (36%) and external factors (64%). The internal factors were related to students themselves, such as attitude towards English, confidence. While external factors included teacher-related factors and learning atmosphere among which teacher-related factors accounted for 38%. They also found that for the demotivated students, teacher behavior had great impact on them and partially determines whether they could get rid of demotivation or not.

(2) Japanese Researchers' Demotivation Study on Japan Context

Inspired by Dornyei's findings, many researchers in Japan began to investigate demotivation phenomenon among Japanese foreign language learners. Some of them attempted to classify the demotives according to the learners' responses to the questionnaire or interview.

Ikeno(2002) and Arai(2004) adopted retrospective writing and interview methods respectively to probe into the English learning demotivation problem among undergraduates. The results showed that teacher behavior

was still the main reason leading to learners' motivation decreasing. Ikeno found that among the demotivating factors, disbelief in teacher's ability ranked the second, and doubts about teacher's personality ranked the third. But his sample was too small and it was necessary to gather more data from learners of different learning contexts. Arai collected 105 comments and sorted the factors into four groups: teacher's behavior, class being uninteresting, class atmosphere and others. Of the four groups, the factors concerning teacher accounted for 46.7%, followed by class being boring which accounted for 36.2%.

Both Hasegawa (2004) and Kojima (2004) carried out researches on demotivation among high schools. The results of these two researches indicated that the teacher-related factors and learner-related factors were the main sources of motivation decreasing in the process of learning English. Hasegawa found that learners' negative attitude, teacher's personality, relationship between teachers and students, teaching methods were the salient factors leading to demotivation. Her study was quite significant because she directly asked the participants what demotivated them. Kojima set up a model which consisted of five constructs: the language level, the learner level, the learning situation level, the students' listening ability, and the amount of assignment. According to the students' response to the survey, he found that the learner level problem affected motivation mostly. The second one was language level problem. Kojima made a breakthrough because he found something that was not reported by other researchers—the students' listening ability and the amount of assignment to be the demotivating factors.

Falout& Maruyama (2004) and Tsuchiya (2006a, 2006b) referred to Dornyei's nine demotives and designed their own questionnaire. They administered the questionnaires to university students. Both of the two researches divided the subjects into low-proficiency and higher-proficiency learners of English. The results of the two researches had some similarities. Both found that reduced self-confidence was one of the demotives. In the research conducted by Falout and Maruyama, self-confidence ranked as the first demotive, which was different from Arai, Trang and Baldauf's findings. The two researches all indicated that the higher-proficiency learners tended to attribute their

demotivation to external factors especially teachers. In Falout and Maruyama's study, the lower-proficiency learners attributed their demotivation to self-concerned factors while in Tsuchiya's study, there presented a mix of internal and external factors in the rank order. These two studies were different from the previous ones. The researchers did comparative studies by dividing the participants into lower-proficiency and higher-proficiency groups.

Sakai and Kikuchi cooperated with each other and carried out three large scale demotivation researches. Kikuchi (2009) explored the demotivation status among Japanese high school students. The research indicated that teacher's behavior in the classes (poor pronunciation, fast pace of the course ect.) and teaching method (translation or grammar-oriented methods) ranked the first and the second among all the demotivating factors. Based on the previous studies, Sakai and Kikuchi designed a 35-item questionnaire. They (2009) used the questionnaire and an open question to investigate 117 undergraduates on demotivation problem. Using a principal axis factor analysis, they extracted five demotives, among which teacher competence and teaching style were mentioned both in the questionnaire and the open question. In the same year, Sakai and Kikuchi chose high school students as their participants and suggested six demotives: teacher's aspect, nature of the course, experiences of failure, class environment, learning material and lack of interest. Compared with the previous studies, Sakai and Kikuchi's findings were quite new. Teacher behavior was not found to be the most salient demotivating factor. Learning material ranked number one factor. And internal factors like lack of interest were found to be as demotivating as teacher's competence and teaching style. This suggests that internal factors should be taken into consideration when studying demotivation.

(3) Demotivation Study in China

Demotivation has been receiving growing concerns in China in recent years. When talking about demotivation, Zhang Shuwei (1995) thought there were internal and external sources for motivation decreasing. The internal sources may include weak self-confidence, self-esteem being hurt, improper self-evaluation and so on. The external sources were concerned with teachers' attitude,

teaching methods and textbooks. In addition, unreasonable organization of the course and the classroom environment could also lead to students' demotivation. Liang Liang (2007) summarized seven external demotivating factors among which teacher-related factors like teaching method, teacher's quality, relationship between teachers and students accounted for 61%. Tang Wenli (2012) administered questionnaires to 227 non-English majors of a university in Guangdong province to investigate demotivation problem. She found that factors concerned with teachers are the main demotivating factors, followed by students' intrinsic factors. Her findings were similar to Dornyei's finding.

Some researchers summarized the demotivation studies in China and abroad. Tang Wenli (2009) outlined the typical motive deficiency researches by foreign researchers. Liu Honggang (2010) recalled and reflected on the demotivation research in field of foreign language learning. He gave some suggestions for the future research. Zhu Xiaohong (2011) overviewed the studies on lack of learning motivation from both retrospective and prospective view. Yu Zhangya and Wei Xiaobao(2019) investigated the demotivating factors of learning English for non-English major postgraduates through a questionnaire survey and interviews among 367 postgraduates. They found that the lack of communication opportunities and unwillingness to speak English, conflict between the major study and English study, and low self-efficacy are the main demotivating factors. Chen Yide and Wu Yiwei(2020) studied on junior school students' demotivating factors in English learning from the perspective of dynamic systems theory. They conducted questionnaires and interviews on 230 students of different schools from three dimensions of learner factors, language factors and environmental factors. The result of their study reveals that loss of confidence, lack of learning strategies, differences between English and Chinese, unreasonable curriculum design and poor family learning atmosphere lead to students' decreasing motivation in English learning. CaiLing(2021) did a case study on junior high school students' English learning demotivators in ethnic areas. She extracted eight demotivators by factor analysis. Learners' language learning competence, interest and confidence turn out to be the most influential.

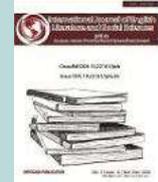
IV. CONCLUSION

After reviewing the researches on motivation and demotivation, the author has found that problems exist in the previous studies. Firstly, up to date, there is not a clear theoretical basis for demotivation research. The early researches aimed at studying learners' learning motivation, and demotivation was just one aspect of the research. Later researches gradually focused on demotivation. We can only apply motivation theories to demotivation study. Secondly, though the above researches had different subjects and research contexts, they had something in common. Demotivation exists among all the learners in different contexts, including middle school students and college students. Of all the demotives, teacher-related factors are the most salient ones. Thirdly, the definitions of demotivation are mostly descriptive and experienced a process of being expanded. At the very beginning, researchers only paid attention to external factors, especially the influence of teacher behavior on students' motivation. Later, internal factors such as self-confidence, lack of interest etc. were gradually noticed. Fourthly, the researchers used either qualitative or quantitative methods to do the research. Interview, questionnaire and essay are the commonly used instruments. They usually asked the participants to recall their learning experiences, fill in the questionnaire, accept interviews, or write retrospective essays. Last but not the least, the previous researches concentrated on definition of demotivation, demotives, the order of frequency of the demotives. More variables should be taken into consideration, such as gender, grade, achievement, language proficiency, and the relationship between these variables and demotivation.

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Critiquing Colonialism and Middle-Class Dominance – A Postcolonial Study of Six Acres and a third

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Abstract— *The intervention of colonial laws and administration in the indigenous society of Odisha caused a lot of upheavals in the native's life. Along with the colonizers, the middle-class people also took advantage of the laws to exploit the innocent and illiterate lower class Odias. Fakir Mohan Senapati's path-breaking novel Six Acres and a Third skilfully mirrors this impact of Colonial intervention in Odia society. By giving a vivid picture of Colonialism and middle class dominance and oppression, Senapati exposes the system of his day and presents it in a satiric manner as an act of resistance. The novel, providing a micro picture of Colonialism and oppression of natives by the middle class people like Zamindars and Lawyers, depicts a number of social issues and implicitly critiques the whole system.*

Keywords— *colonialism, postcolonial studies, middle-class, dominance, Odia society, culture, Fakir Mohan Senapati, Chha Mana Atha Guntha.*

I. INTRODUCTION

Postcolonial studies, as a distinct field of academic inquiry, emerged in the last quarter of twentieth century. It shows the after effects of Colonialism and critiques its several dimensions. Colonialism, in simple terms, is the conquest and control of goods and land of people in a foreign territory. The root word of "Colonialism" is 'Colony' which is derived from the Latin word 'Colonia'. It means 'farms or landed estates' which were located in the newly conquered territory of Roman Empire. In the time of Roman Empire, the veteran soldiers were given lands in the newly conquered territories as reward for their service. They used to move to that territory, settle there, and control the territory with power, exploiting its resources in the interest of the mother country at the same time. So, the process of colonialism involves forcibly occupation of land and other resources. Though Colonialism of ancient or middle Ages included only physical violence, the modern day colonialism, which is a capitalism driven enterprise, also includes cultural and economic violence by the colonizers on natives. Alongside

the large scale exploitation of physical resources, it also destroyed the native tradition and brought its own laws and administrative policies to control and manage the governance of the colonial state. With time, it bestowed more power in the hands of the middle class which was native by birth but English in taste, opinion, and attitude and empowered with colonial agency. This conjunction of British colonialism and middle class dominance was at the heart of Colonial process in India and it contributed a great deal to the exploitation of lower class natives and disintegration of their society. So, in this context, Postcolonial studies seeks to address and critique various social, political, economic and cultural effects of Colonialism. Fakir Mohan Senapati's seminal postcolonial text *Chha Mana Atha Guntha*, translated into English as **Six Acres and a Third**, explores the social, economic, and cultural effects of Colonialism on Odia society.

II. DISCUSSION

Before the intrusion of Colonial powers, Odisha was a land of unique culture and tradition and was thriving politically, economically, socially and culturally. But with the advent of colonialism, under the veil of civilizing mission, in the beginning of nineteenth century, the western culture and modern civilization exerted a negative influence on the life and culture of Odisha, either through direct colonial administration or through the middle class empowered with colonial agency. It affected the life of the masses adversely and resulted in the erosion of a unique way of life. While the middle class joined hands with the colonizers and got empowered with agency, the most affected were the Odia lower class people. In view of their backwardness, they merited the attention of the colonizer; the Colonizers brought laws, policies etc, snatched the profession and possessions of the natives, and displaced them to a subordinate status. The middle class acted as a mediating agent and started using the colonial laws to exploit the people. The exotic laws, the alien administration, and the middle class exploitation made the life of lower class people even more pathetic. These concerns have been aptly depicted in *Six Acres and a Third*, a path-breaking work in Odia literature. The novel is multidimensional in nature and addresses a number of social issues of the time. As the title suggests, the novel tells the tragic tale of the illegal acquisition of the fertile land of a peasant couple through manipulation. On the other hand, the novel also provides a moving microcosmic picture of Colonial system of those days and the middle class dominance that arose alongside colonialism; and at the same time it criticizes the alien colonial laws that were the cause of misery for the illiterate indigenous people.

III. A CRITIQUE OF COLONIALISM

Senapati hasn't presented the adverse effects of Colonialism in an explicit manner, nor has he directly criticized the colonial laws. It may be because he was working in the colonial system and was in a hybrid position of native and colonial identity, he didn't launch a frontal attack on his colonial masters. So, instead of unleashing a direct attack on the Colonial administration, he does it, through his ambivalent advocacy, in a satiric manner by directing his attack towards the middle class. The novel presents a replica of the colonialism in a microcosmic manner. The protagonist of the novel Ramachandra Mangaraj, a despotic and evil landlord, is the colonizer who through various means exploit people, occupy their property and controls the village. Colonialism, as Loomba remarks, is the forcibly takeover of land and economy. In the village Gobindapur, Mangaraj,

as a colonizer, occupies land of the poor peasant couple through his narrative and exertion of power. He also controls the village economy which is evident from the single fact that "the market in Gobindapur owed its existence and prosperity to him" (Mishra 42) and the vendors cannot sell their vegetables until the vegetables of Mangaraj's orchard has not all been sold. Mangaraj, as a colonizer, has his own colonial agents like his servant-cum-mistress Champa and Gobinda and he runs the empire both by consent and by coercion.

Though the novel doesn't carry any apparent or overt mention of the draconian colonial laws except during the investigation of the Police and the court proceedings, they are actually at the root of the sufferings shown in the novel and under attack of Senapati's covert criticism. The unstable political system in Odisha invited the British to establish stable governance and to carry forward their civilizing mission. The British intervened and changed the political and social structure of Odisha. They promulgated several laws like Permanent Settlement act, tax system etc that gave power in the hands of the middle class zamindars through whom the British remotely controlled the areas. Loomba says:

Colonial administration in this case functioned to a large extent through colonial authorities and existing power structures. They incorporated rather than disturbed native hierarchies...taxes were collected through hereditary Indian collectors who were liable for a fixed sum as laid down in the 'Permanent Settlement' of 1793. Millions of Indians never saw an English Person throughout the term of the Raj, although that did not mean their lives had not been woven into the fabric of empire. (23-24)

We don't find any British colonizer in the novel; however, Senapati has portrayed Mangaraj as a colonial agent through whom the British run their empire remotely. Mangaraj uses both the laws and the loopholes in the laws to suppress and oppress the people in his Zamindari. Evidently, the Colonial laws affected the Odia society and lower class people adversely; the people couldn't cope with the sudden leap from a native governance system to a totally alien one. The British revenue system made land a commodity, an object of buying and selling. This resulted in the occupation of land by Zamindars when the people couldn't pay off their loan. Mangaraj occupies the land of his cousin brother, of Bhagia, and of many more through this means. They mortgage their land and are never able to pay off the loan due to the interest system; the land is then legally occupied by Mangaraj. On the contrary, the Zamindars were not spared from the colonial laws even. The sunset laws, the auctioning off of Zamindari of the

defaulter Zamindars, also led to losing of their ancestral Zamindari in some cases. Ramachandra Mangaraj in the novel acquired the Zamindari of Fatehpur Sarsandha through this means when Dilabar Mian couldn't pay the required amount. So, even though the middle class enjoyed the power, they were not even spared from the colonial laws. The alien laws and culture of the colonizers impacted every sphere of the society negatively.

IV. THE MIDDLE-CLASS DOMINANCE

The novel primarily shows the dominance and oppression of the middle class that emerged along with the British colonizers, though subservient to them. This is a new middle class that arose with the advent of colonialism, educated and equipped with modern colonial laws, and driven by a desire of wealth accumulation and upward social mobility. Being insiders they took advantage of the colonial laws and the loopholes of the Odia society and exploited the people. Guha divides the colonial-era elite into three different groups: the “dominant foreign groups,” the “dominant indigenous groups,” and lower-level “social strata,” who acted in the interests of the elite. The dominant indigenous groups comprised the dominant middle class people who had access to hegemony and state power by virtue of their wealth, education or association with British officials. They enjoyed political, economic, and social agency too. The class distinction of the colonized society is aptly portrayed in the chapter named “Asurapond”:

Four Kaduakhumpi birds... are happy and excited because they are able to spear and eat the little fish that live in the mud.... Some sixteen to twenty cranes, white and brown, churn the mud like lowly farmhands, from morning till night. This is the third proof that there are fish in the pond. A pair of Kingfishers suddenly arrives out of nowhere, dive into the water a couple of times, stuff themselves with food, and swiftly fly away. Sitting on the bank, a lone kingfisher suns itself, wings spread like the gown of memsahib. Oh, stupid hindu cranes, look at these English Kingfishers, who arrive out of nowhere with empty pockets, fill themselves with all manner of fish from the pond, and then fly away. You nest in the banyan tree near the pond but after churning the mud and water all day long, all you get are a few miserable small fish. You are living in critical times now; more and more kingfishers will swoop down on the pond and carry off the best fish. You have no hope, no future, unless you go abroad and learn how to swim in the ocean. (Mishra 103-104)

Picturizing the whole Odia society under colonial rule and its hierarchical system in a single paragraph, Senapati states that the Odia lower class people are the Kaduakhumpi birds who are suppressed both by middle class people or cranes and by the British colonizers or Kingfishers. Almost the same system of division is later reflected in the Subaltern Studies collective project. The Odia middle class people also designed themselves after the colonizer and started oppressing people of their own society. This was not the era of humanity or civility that the Odia society once characterized. Rather it is the era of colonialism and capitalism. The middle class here is devoid of any sympathy. Fanon says, the middle class acquired the power and agency of the colonizer after they left. But the middle class dominance actually emerged in the era of colonialism itself and acted in line with the administration. Mangaraj in the novel is vested with the colonial power and agency and oppress the people for his own interest. He casts his money lending net to trap the lower class people and exploits them when they are unable to pay the interest, which becomes even more than the principal itself in a shorter period of time. Mangaraj orders his two servants to strip the field of Shyam Gochhaita when he is in need of the seedlings and Shyam can't even protest as he owes a loan to Mangaraj. He occupies the land and property of people, even of his kins, destroys families, oppresses the poor people of the village and so continues his list of exploitation. Well aware of the laws and rules of colonial administration, Mangaraj knows how to use new legal system to grab and appropriate other's land and property. Through manipulation, he convinces the poor weaver couple Bhagia and Saria to mortgage their land and take loan from him. And when Bhagia and Saria fail to repay the loan, he uses the colonial legal system to occupy the property of the couple. As a typical middle class exploiter of colonial era and devoid of any kind of sympathy, he subjects the couple to terrible sufferings.

In the social hierarchy, the people of upper level always manipulated the people of the lower level through colonial laws. So if Mangaraj manipulates the peasant couple through the laws, then he is also manipulated by the lawyer. Senapati has also presented Mangaraj as a victim and the Lawyer as a cunning middle class oppressor to show how the lawyers used to exploit the people in Colonial Odisha and how even the middle class people weren't spared from their treachery. Owing to his job as a Dewan in different Zamindaris, he was well-acquainted with the Lawyers and their malevolence. Lawyers in Colonial India were part of the Indigenous middle class and also enjoyed greater colonial agency. Study of law and the lawyer profession came to India as colonial imports. Eventually India saw a huge fraternity of lawyers and they,

taking advantage of the colonial laws, started exploiting the poor and the people lower to them in social strata. Gandhi said that Lawyers have enslaved India and this profession teaches immorality.

Some families have been ruined through them, they have made brothers enemies. Principalities, having come under the lawyers' power, have become loaded with debt. Many have been robbed of their all. Such instances can be multiplied. But the greatest injury they have done to the country is that they have tightened the English grip. (45-46)

The novelist also remarks "Commerce makes your rich; a bachelor's degree in laws does too, though in somewhat less so" (Mishra 45). Lawyer profession was a profitable profession at that time. Mangaraj takes help of the law court and lawyer to manipulate the poor peasant couple and occupy their land. Similarly, when Mangaraj's trial is on, it is the lawyer Ram Ram lala who manipulates Mangaraj and takes over his property. Such cunning the lawyers were that, while manipulating Mangaraj, "it took him a mere two hours to purchase the stamps, write out the mortgage deed, and get it registered" (Mishra 174). He even doesn't try much to defend Mangaraj's case.

V. CONCLUSION

Senapati, with his profound writing technique and power of language, gives a truthful account of the society of his day showing how the colonial system has deep penetrated in the society and how the higher class people exploits the poor. Though written at a time when middle class discourse was justifying colonial presence and the civilizing mission, Senapati's novel carries a critique of the Colonial system as well as the middle class dominance. He exposes the loopholes in the Odia society and shows how the colonial administration together with the middle class oppresses the innocent villagers disinheriting and dispossessing them from their possessions. In the end, the novel presents the universal law of Colonialism i.e with the end of one colonial power, there emerges another and the colonial dominance and oppression will continue this way.

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HUNGER: The Seed of Society's Service Sterility

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Abstract— This paper about the one of the saddest worldwide phenomenon “Hunger”, relates to an individual’s productivity. The paper sheds light upon the basics of the topic “Hunger”, and its geographical effects on the productivity of humans, and how as per the different adaptation of the same circumstances by individuals causes different results, which are in direct contradiction with the assumptions and statistics.

Keywords— *Developed Countries, Developing Countries, Hunger, Productivity.*

I. INTRODUCTION

As Sathya Sai Baba once said, “The gift of food to the hungry is the noblest of all gifts.”

To ponder upon how a tiny part of our daily lives like having our food received on a plate or getting it delivered by Zomato if given to someone else might bring out their tears is heart-warming yet sad at the same time. Such is the issue of hunger! The word used daily in our happy lives is a worldwide huge problem with millions suffering from it and that too for days on a very common basis.

Hunger is not just a craving for food or lack of food, it is also the discomfort that is caused by these long periods when a person stays without food, which then affects the health of the person directly.

II. THE PROBLEM WORLDWIDE

As basic as the need for food, food is no less than a human right, and for a human to be deprived of the human right itself is not acceptable. Every thirteen seconds, hunger becomes the reason for a child’s death in the world of 811 million people who stay hungry and over 2 billion worldwide are prey to malnutrition.

Moving on to measure the global hunger index to help measure the situation of hunger according to different geographical locations. As per the year 2021, 18 countries have a score less than 5, depicting low levels of hunger, as

the higher the score the worse the situation is. 12 out of these 18 countries are from Europe, implying Europe’s success when handling this issue. India on the other hand comes among one of the last countries with a score as high as 27.5, and Somalia being in the worst state with a score of 50.8, the highest of all.

Since the intensity and widespread is very evident about the issue of hunger, it not only affects the person’s health, it also affects the country at large and more problems occur which the article will shed light upon next.

III. DIFFERENT FORMS OF HUNGER

When someone thinks of hunger, the pictures of a kid on land affected by drought come to mind, but what is left behind is the other arms of this beast named hunger. The undernourishment for a short period with the extreme form of hunger is acute hunger, whereas the long-term undernourishment caused by the lack of intake of required nutrition is chronic hunger. Acute hunger is usually caused by an environmental crisis like drought and chronic hunger is caused by poverty as these individuals do not have enough money to access a properly balanced diet or clean water.

Moving to hidden hunger, which is worst of all as this act as a slow poison to the body and is not even visible, and can be only spotted later on in life when the unbalanced

diet causes a lack of required nutrients in the body resulting in the development of serious diseases physically and affecting the development of the human even mentally.

IV. THE RELATIONSHIP OF PRODUCTIVITY AND HUNGER

The word “Hangry” itself says a lot about your feelings when feeling hungry, that irritation, that annoyingness, that not in a mood to do anything. It is all because when an individual is not satisfied with their food intake, the mind is unable to focus enough on anything else. Especially the fluctuating levels of blood sugar caused by the gaps between food intake cause lower productivity of an individual. Just by the understanding of these limited facts, one can assume how this lack of productivity would in long term affect the economic growth of that particular country, too.

When connecting hunger with productivity, consideration of the type of hunger is the basic need to try to come to the most accurate possible conclusions. A person going through acute hunger obviously cannot work at all, as the levels of their physical and mental capacity reach rock bottom, making it difficult to even survive, and productivity is no priority at that time. Whereas when a person is a prey to chronic hunger and hidden hunger, things start to change.

V. GEOGRAPHICAL EFFECTS

Even the very basic and common phenomenon of hunger has widely different impacts on different individuals. This different impact is governed highly by varied factors, one of which is the geographical location. As per the status of the country, people living in developing and developed countries act, react and think differently about the very same thing, and even in the same situation and circumstances sometimes.

Talking of developing countries, the individuals even though are sufferers of malnutrition and are undernourished they tend to adapt and cover the food energy to physical work. This is more likely to happen in developing countries, compared to developed countries. This adaptation of working with less diet comes along with a catch called insufficiency to cope with any kind of additional stress, hence restricting their work to a certain limit, which is mostly physical. One might say that due to the adaptation these developing countries do not show the low productivity that can occur, but they are called developing for a reason, the lack of hunger fulfillment might not cause any kind of endemic starvation or any

kind of restricted economic productivity, but behind the sheets the low intake of the required nutrients which one might miss counting as hunger causes restrictions.

VI. THE EXCEPTION CONTRADICTION

Even though there have been arguments about the opposite, stating that hunger allows a person to be more productive sometimes, but to think about it, there exist a few conditions for the same, as the humans suffering through these conditions are more prone to adopting the circumstances than making a variation or letting it affect them. On a personal note, my grandmother says, “Anything’s possible only if you have the willpower to do it”, seems like she is right, as even though one can infer that since Yemen and Somalia has a score as high as 45.1 and 50.8 respectively on the global hunger index and have an extreme GDP of around 23.5 billion USD and 5 billion USD, the hunger has a great effect on productivity directly and hence, the economic growth. But when compared with a country like India, which even though comes among the countries with the highest global hunger index with a score of 27.5, it even comes among the countries with one of the highest GDPs, with a GDP of around 262 trillion USD! This fact directly contradicts one’s conclusion of the connection.

VII. CONCLUSION

With contradictions and no direct conclusion coming up in the understanding of this relationship, it can be said that the recommendations and ways designed to measure the situations are not solid enough and are often misinterpreted by agencies and researchers. The focus is needed on different subjects too, as food intake might be the one ruling the world of measurements and understanding of the issue, but the topic of quality of food intake requires more attention and focus. Ending the article by stating that no matter how much one studies the connection of productivity and hunger, energy levels might be understood with food science but understanding the issue of hunger is never possible. Going by the lines of Mr. Pandurang Vasudeo Sukatme, relating the energy needs of humans to understand the complexity of human health is unwise and immoral.

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Review of Game Theory Applications in International Trade

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Abstract— *Game theoretical models have been applied to various fields of economics over the years and has helped in formulating simple models for complex economic scenarios. On such field where these models have been found out to be very useful is the domain of International trade. This paper is a review paper on game theoretical models being applied in international trade for analysing trade wars, trade policy and complex tradenegotiations. The paper also has reviewed game theory models being applied to US China trade war. The paper has tried to review almost every important game theory model which has been useful in finding out optimum results and helping countries make the best policy decisions related to international trade.*

Keywords— *Nash, Equilibrium, Trade, Games, Payoff.*

I. INTRODUCTION

Globalization has reaped fruits for most of the countries in the world. However, due to globalization the economic dependence on some selected countries has been strong, which gives them an upper-hand while influencing the decisions of the dependent country. Nonetheless, with the financial crisis of 2008 many countries switched over to nationalization and focused on employment and growth of the nation with reducing the importance of globalization. Additionally, the developed nations have been recording slow growth as oppose to the developing and emerging countries participating in the value chain process. This has led to trade related disputes like Sino-USA trade wars, where both the countries have shown retaliation to their bilateral moves. However, trade issues like trade negotiations, trade wars, etc. needs strategical planning and understanding the viewpoint of the rival country. This can be perfectly captured and planned though various models used in game theory.

Game theory is the science of strategy or the optimal decision making of independent and competing actors in a strategic setting. It is considered to be a part of Microeconomics but it is widely used in various other

economic fields like International Trade, Laboureconomics, Macroeconomics, Financial Economics, Behavioral Economics and many of the important policy issues have game theoretic character like negotiations over mutual reduction of tariffs, either bilaterally or under GATT, the international indebtedness and threatened default of some less developed countries, formation and preservation of custom unions, issues of International common property, establishment of cartels to raise the price of Internationally traded commodities, international implications of domestic macroeconomic policies, the possible international redistributions of income considered in the north south debate and the use of trade as a weapon in political warfare have game theoretic character. There is a strategic interdependence as what one agent's best action is depends upon what another agent does and vice versa.

Many trade economists have found game theoretic framework relevant for analyzing trade wars between two or more countries. Game theoretic tools like prisoner's dilemma, cooperative games, non-cooperative games, games with incomplete and imperfect information and many others have been used to draw economic and, sometimes, political implications from the game theory

analysis of tariff and trade wars. This paper has been divided into three more sections, where the first section discusses about the implication of game theory models in the international trade. The following section confers about various references in the literature using game theory models in trade wars and trade negotiations. The last section bestows on the game theory models used for the U.S-A China trade war, followed by a conclusion.

1. Game Theory models and its applications in International trade.

1.1 Tariff wars/Trade wars

One of the defining attributes of the contemporary theory of trade wars is its explicit use of modern game theoretic tools in the analysis. A natural concept for modelling the outcome of a trade war is the non-cooperative nash equilibrium. In game theory, a combination of pure or mixed strategies s_1 for agent A_1 , s_2 for agent A_2 , . . . , s_n for agent A_n is a (non-cooperative) nash equilibrium combination if the strategies of the other agents are fixed and no single agent A_i could unilaterally increase the expected utility through mixed strategies by choosing a different pure or mixed strategy from among the strategies available. Considering a game where players are nations and strategies are choices of tariffs. The maximization of social welfare is a function of aggregate consumption quantities. Assuming that the world has only two country say, Australia and China, having comparative advantage and exporting good-1 and good-2 respectively. Assuming, the change in tariff rates does not affect the pattern of trade. Let P_c be the domestic price of good-2 in china and P_c' be the good-2 price in foreign market. Similarly, P_a and P_a' be the price of good-1 in Australia (domestic market) and foreign market, respectively. Both the countries impose import tax. Each country seeks to maximize its own utility function, which is a function of domestic prices, prices of other country and disposable income of the native country. In non-cooperative game of tariff setting, a Nash equilibrium would occur when each country set a tariff equal to the inverse of the elasticity of demand for its exports. (John McMillian, Game theory in international economics)

The analysis of tariffs in a perfectly competitive market demonstrates that if a large country imposes a relatively small tariff, or if it imposes an optimal tariff, then domestic national welfare will rise but foreign national welfare will fall (Reference). Suppose the Australia imports a set of products (A, B, C , etc.) from China, while China imports a different set of products (X, Y, Z , etc.) from Australia. Assuming that each country chooses two distinct trade policies, free trade and optimal tariffs. Each policy choice represents a game strategy. If Australia

chooses 'Free Trade', then it imposes no tariffs on imports of goods A, B, C , etc. and if it chooses 'Optimal Tariffs', then it determines the optimal tariff in each import market and sets the tariff accordingly. China is assumed to have the same set of policy choices available

	Australia	Free Trade	Optimal Tariffs
China	Free Trade	100,100	120,70
Optimal Tariffs	70,120	90,90	

Fig (i): Payoff matrix when Australia and China fight a trade war

In fig(i) Australia’s strategies are represented by the two columns; Chinese strategies correspond the two rows. The numbers represent the payoffs to the countries, measured as the level of national welfare. If China decides to impose optimal tariffs on all of its imports and Australia maintains its free trade position, then a partial equilibrium welfare analysis suggests the following:

1. Chinese welfare will rise (we’ll assume from 100 to 120 units),
2. Australia’s welfare will fall (we’ll assume from 100 to 70 units) and
3. Global welfare will fall (i.e. the sum of Australian and Chinese welfare initially is 200 units, when both of them go for ‘Free Trade’ but falls to $120 + 70 = 190$ with China shifting to ‘Optimal Tariff’).

Since each country’s actions raise its own welfare by 20 units and lower its trade partner’s welfare by 30 units, when both countries impose tariffs, national welfare falls to 90 units in each country. To determine which strategy the two governments would choose in this game, we need to identify the objectives of the players and the degree of cooperation. Taking two different scenarios, one where each government is interested in maximizing its own national welfare and the governments do not cooperate with each other. and two, when the governments cooperate. A cooperative solution to a game is a set of strategies that would maximize the sum total of the benefits accruing to the players. In some instances, a cooperative outcome may require the transfer of goods or money between players to assure that each player is made better off than under alternative strategy choices. The cooperative solution in the trade policy game is the set of strategies (free trade, free trade). At this outcome, total world welfare is at a maximum of 200 units.

A non-cooperative solution is a set of strategies such that each country maximizes its own national welfare subject to the strategy chosen by the other country. Thus, in general, if Australia strategy (R) maximizes Australian welfare, when China chooses its strategy (S) and if China's strategy (S) maximizes China's welfare when the Australia chooses strategy (R), then the strategy set (R, S) is a noncooperative solution to the game. A non-cooperative solution is also commonly known as a nash equilibrium.

Assuming the existence of a Von Neumann type utility function for each country (Russia and the U.S.A) and countries set their tariff policies without any prior communication with each. Each country has two alternative strategies that are 'No tariff' (θ) and 'Optimal tariff' (T), given other country's tariff. Each country selects its tariff policy or strategy which maximizes its level of welfare.

	Russia	θ	T
U.S. A	θ	(a, b)	(c, d)
	T	(e, f)	(g, h)

Fig (ii): Pay off matrix when two countries set tariffs in a non-cooperative framework

In fig (ii), if Russia chooses T and the USA chooses θ then the outcome is (c, d) which means that Russia receives c and USA receives d which is measured in utility terms. So now according to the optimal tariff theorem (Reference) and if we start from free trade if one country charges a tariff and no retaliation takes place, the country which erects the tariff is better off and the other country is worse off. According to fig (iii), it means that $c > a, f > b, a > e$ and $b > d$. The outcome (g, h) is obtained when a tariff war occurs. So, according to Johnson's theorem (Reference), we know that there can be two possibilities. In the standard case, both countries are worse off than at free trade, $a > g, b > h$. The occurrence of Johnson's case will take place when one country benefits from a tariff war, implying $a > g, h > b$ or $g > a, b > h$. Compiling the optimal tariff theorem results and Johnson's tariff retaliation results, the standard case gives us that we have $c > a > g > e$ and $f > b > h > d$ and we get that both the countries loose from the tariff war. But in the Johnson case we have $c > g > a > e$ and $f > b > h > d$ implying that one country gains from the tariff war. Hence, when two countries play non-cooperatively, they will both chose the strategy of charging the optimal tariff and free trade will not be reached.

Using the same approach as Rosendorff and Milner (2001), where two countries play a tariff setting game in an infinitely repeated Prisoner's dilemma tariff setting (a two-stage game). When the two countries do not cooperate, countries apply their respective optimal tariffs vis-a-vis each other and hence are stuck in a sub optimal nash equilibrium. In this kind of a setting, if there is a strong punishment against the deviator only then the cooperation can be achieved and sustained. If the shocks that influence the incentive to deviate from cooperation occur are strong, then cooperation will break down.

2.1.1 Tariff setting model using infinitely repeated prisoner's dilemma game

It is a two-country world where each country exports one good to the other, but these two countries are symmetric in every other sphere. Every country's payoff function is a function of its own tariff T and Foreign Tariff T^* i.e. $U = (T, T^*)$. There is a best response function that exists, producing the most favourable outcome for a player, taking other player's strategies as given. The game theoretic approach of infinitely repeated prisoner dilemma can be used of modelling of trade policy with regard to tariff setting between two countries that can chose between cooperation or deviation. This consists of two stages. In the first stage, both countries chose a level of cooperative tariff denoted by T_{CO} from a continuum and agree on how the deviations should be punished. In the second stage, the infinitely repeated prisoner's dilemma game is played. When the game starts, each country will have to choose between implementing the agreed cooperative tariff and applying the optimal tariff $T_{DE} = T_{BR}(T_{CO})$ vis a vis the other country.

However, setting a tariff different from T_{CO} is regarded as a deviation, then a country's choice is considered to be binary, that is, they have two choice of tariff — T_{CO} and T_{DE} . The per period payoff under perfect symmetry is given by $U_{CO} = U(T_{CO}, T_{CO})$. If any country breaks its commitment and apply the optimum tariff vis-a-vis its trading partner gets the payoff as $U_{DE} = U(T_{DE}, T_{CO})$, implying that the country's trading partner will receive a sucker's payoff (footnote1) ($U_S = U(T_{CO}, T_{DE})$). When none of the countries cooperate, both the countries apply optimal tariff vis-a-vis each other. Here Nash tariff is denoted by $T_N = T_{BR}(T_{BR})$ and both the countries receive payoff of $U_N = W(T_N, T_N)$. The cooperative level T_C that has been chosen directly defines the payoff under cooperation U_{CO} and also indirectly via the best response function, defines payoffs of deviation U_{DE} and being deviated against U_S . There exists unique level of tariff.

Country 1 ↓	Country -2 →	Cooperate	Deviate
Cooperate		U_C, U_C	U_S, U_D
Deviate		U_D, U_S	U_N, U_N

Fig (iii): Payoff matrix in an infinitely repeated prisoner’s dilemma game

If the countries stick to the grim trigger strategy Note-1) and it deviates, it will be punished by infinite reversion to the Nash equilibrium. Cooperation is sustainable, if and only if the cost of deviation outweighs the one period gain from deviating i.e.,

$$U_D - U_C \leq \alpha / (1 - \alpha) [U_C - U_N] \quad (1)$$

where α is the discount factor. Short term gain from deviation (one period) is shown on the left side and the right-hand side represents the expected long-term loss from deviation. Rearrange the terms of equation (1), we get

$$U_D - U_C / U_C - U_N = \alpha / (1 - \alpha) \quad (2)$$

which implies that to sustain cooperation, T_C can be lowered to the degree that $U_D - U_C / U_C - U_N$ does not exceed the upper bound, which is solely determined by the discount factor and increases monotonously in $U_D - U_C / U_C - U_N$. Since $\alpha \in (0, 1)$ and thus $\alpha / (1 - \alpha) \in (0, \infty)$ and it is always possible to find a tariff level which satisfies $T_C < T_N$ which will be sustainable. If the discount factor is high, it implies that the upper bound increases, and ¹it is possible to sustain a lower T_C . Therefore, **the optimal cooperative tariff is sustainable for a sufficiently high discount factor.**

2.2. Trade Negotiations

A game theoretic framework can also help in analyzing the outcomes of trade negotiations between two countries and can answer questions like — what will be the effect of the strategies played by each country and how can each country maximize its own welfare from the trade negotiation. Additionally, it also helps to analyse the dispute settlement system and helps to find out what is the optimal strategies that each country can play to win in this dispute settlement.

¹ (Sucker payoff is the payoff when a player always cooperated regardless of whether the other player is cooperating or not, the payoff that will be the received by the player who always cooperates is called the Sucker’s payoff)

2.2.1 Negotiations as Imperfect Game

WTO negotiations can be seen as a dynamic game, especially a sequential game where players play their strategies in a sequence which are successive in time and is with incomplete information, in the sense that one player does not know one or more of the winning functions of the other player. This is also known as Bayesian Game. However, to define a perfect Bayesian Equilibrium, we will first define what is a Bayesian Nash Equilibrium. It is an equilibrium which can result in implausible equilibrium in dynamic games in which players move sequentially rather than simultaneously (Reference). This can arise because of the result of non-credible strategies off the equilibrium path. Assumption required for the game are — information is non-unique information, player’s strategies are sequentially rational, assumptions are determined by Bayes Rule when information is on path of balance, if information is outside the equilibrium path it may also be decided by Bayes rule and player’s balance strategies if that is possible. We define on and off equilibrium paths as —

For a given equilibrium in a given extensive form game, an information set is **on-the-equilibrium path**, if it is reached with positive probability and the game is played according to equilibrium strategies and if it is certain not to be reached to the equilibrium while playing the equilibrium strategies then the information set is on the **off-the-equilibrium-path**

So, a Bayesian perfect balance is a lot of strategies and assumptions that are satisfied. A player has three choices of action which are S- Support for agriculture, B-Use of Barriers and R- Give up. If a player chooses action R then the game ends without player 2 choosing his own action. If player 1 chooses either S or B then player 2 learns that R has not been chosen (but not S or B was chosen) and then chooses between two actions S and R after which the game ends.

Player-1 ↓	Player -2 →	S''	R''
B		2, 1*	-1, 0
S		3*, 1*	-2, 0
R		0, 2*	0*, 2*

Fig (iv) Payoff matrix of Imperfect game

We have drawn the normal form representation of this game and we can see that we have

The normal form game provides two pure Nash Equilibrium which are (S, S”) and (R,R”) strategies. The table implies that (R, R”) clearly depends on an unreasonable threat that if player-2 makes a choice then the choice S” takes precedence over the choice of R”, therefore, player-1 must not choose R but R”.

2.2.2 Negotiations as Theory of Moves

A branch of game theory of moves was proposed by Brams (Year) and is used to model the negotiations on agriculture during the Uruguay round of WTO. We are going to take our model of this negotiation process given by author Ewa Kiryluk-Dryjska (Year). The extensive form and normal form of the classical game theory gets combined in theory of moves. Players move from one outcome in a payoff matrix to another because of which the sequential moves of an extensive form game are built into the normal form. To achieve that normal form game is transformed into a dynamic one using backward induction. The Theory of Moves (TOM) help in embedding extensive form calculations within the normal form, deriving advantages of both forms. The main attribute of this theory is that it allows for the possibility that player’s plans may be revised as they are being carried out.

The changing strategic nature of the game is captured as they evolve over time since TOM allows player, starting at any outcome in a payoff matrix, to move and countermove within the matrix. The game is different when play starts in a different state, but the payoff matrix remains unchanged. Players can make a rational calculation of the advantages of staying or moving. They move precisely because they anticipate a better outcome when the move-countermove process finally comes to rest. There are certain rules for theory of moves like players can unilaterally switch their strategy, game terminates in a final state and outcome will be induced by the player who moves first. Each state has an outcome which is called “non myopic equilibrium”. It is the consequence of both players looking ahead and anticipating where from each of its initial states, the move countermove process will culminate.

In the beginning of the Uruguay Round, the U.S.A was engaged in food export subsidy war with the Economic Union (EU). Due to the implementation of Common

Agriculture Policy (CAP), there was a significant reduction of the U.S.A agricultural exports to the EU. The negotiations became tense due to the long term oilseeds products conflict, which started in 1988 when the U.S.A challenged the aid provided by the EU before the GATT panel. These escalating agricultural disputes led the U.S.A to consider trade sanctions on the EU. The pay off matrix of the game is given in the below figure (v), representing strategies and outcomes for the U.S.A and the EU before the start of Uruguay Round for agricultural negotiations. Here, the nash equilibrium is (2,2) and the non-myopic equilibrium is (3,4).

EC(P1) ↓	Sanctions	No Sanctions
U.S (P2) →		
Reforms	(1,3)	(3,4) ^{NME}
No reforms	(2,2) *	(4,1)

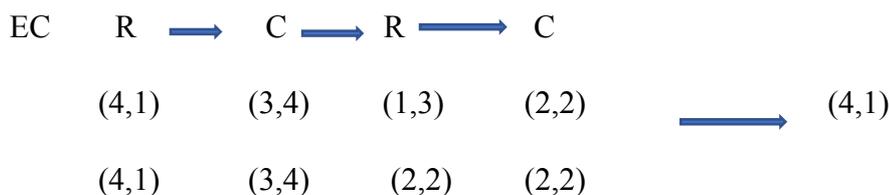
Fig (v): Payoff matrix of negotiations between USA and EU.

The best option for the EU would be to avoid both reforms and the U.S.A sanctions as their internal circumstances forced them to minimize policy changes and consequently defend the current shape of the CAP (Daugbjerg,2007). Reforms with no sanctions would have been the second best option for the EU. The worst option for the EU was to conduct reforms and still remain under pressure from the USA. The best option for the USA was that the EU to implement CAP reform and thereby avoiding the need for sanctions. The second best options for USA was reforms with sanctions. The worst case scenario for the USA would have been — no reforms and no sanctions.

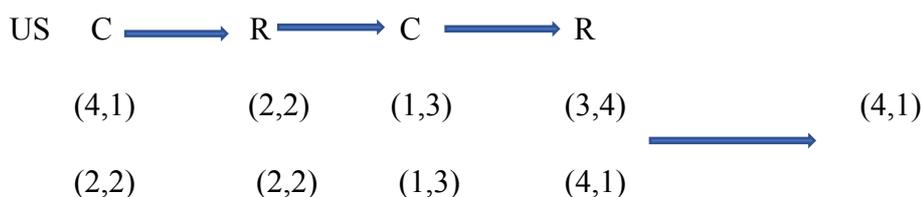
In the standard game theory (2,2) is being predicted as the outcome the unique pareto inferior Nash Equilibrium. This is the product of the EU’s dominant strategy of no reforms and the USA’s best response given EC’s dominant choice of Sanctions. According to TOM, the choice of the unique Non-Myopic equilibrium of (3,4) is pareto superior to (2,2). Now we will see this solution using the backward induction technique

Progression of moves using backward induction.

EC starts as survivor.



US starts as survivor



When the EC starts, there is a blockage at the outset at (4,1) whereas as the USA starts it moves to (2,2) where play stops. The USA’s rational choice of moving to (2,2) takes precedence over the EC’s rational choice of staying at (4,1). It implies that TOM would predict (2,2) outcome which would also be the anticipated result in standard game theory. However, according to ‘Two Sidedness Convention’, (Footnote -2)

TOM provides a realistic model of sanctions since several preferred configurations have NME in which sanctions lead to compliance.

Another way of interpreting the deadlock state can be through the use of the concept Deterrent Threat Power (Reference, Year). This power enables a player, having a threat power, to threaten the other player with a mutually disadvantageous outcome in order to deter certain moves in the future play of the game. Here, the EC is an advantaged player whereas the USA is called a frustrated player (Brams, XXXX). The EC has a dominant strategy that can inflict two worst outcomes on the frustrated player. Deterrent threat can be used by the USA to escape from worst outcomes, as in the game USA has the deterrent power. If we start from (4,1) it can threaten to chooses sanctions leading to the breakdown of the outcome (2,2), if the threat is carried out. If pareto inferior outcomes is to be avoided, then it is in both players interest that the US should induce threat power (3,4) rather than suffer the breakdown outcome, hence outcome (NME) would be (3,4).

2.3 Trade Policy (using Brander Spencer model)

²If one player (say Column) by moving, can induce a better state for itself than by staying– but second player (say Row) by moving can induce a state Pareto-superior to Column’s induced

Export subsidies play an important role in international trade policy. In western economies there has been a practice of effective subsidization for firms engaged in international rivalry (Reference, XXXX). Its effectiveness to gain an advantage is undeniable when rival countries do nothing, if the other countries use a subsidy policy as well, however both firms would be better off if neither of them used subsidy. The following game by Krugman (Year) would provide a detailed analysis for such a case, where the model is as follows:

There are two firms Boeing (American) and Airbus (European), in the business of airline manufacturing. Now, Indian market opens up for both the firms and they both are keen to enter the market and export their product, assuming if only one firm enters in the market, it will make a profit but if both try to enter then both incur loss.

	Airbus	Enter	Stay out
Boeing	\downarrow	\longrightarrow	
Enter		(-5, -5)	(100,0) *
Stay out		(0,100) *	(0,0)

Fig (vi): Payoff of Airbus and Boeing without subsidy

There are two strategies for both firms — enter or stay out. There are two Nash Equilibrium in this matrix which are (0,100) and (100,0), implying that if only one firm enters then it will earn huge profits and the other firm will earn zero and if both enter, then both will incur loss and if both

sate – then Row will move, even if it otherwise would prefer to stay, to effect better outcome

stay out, no one earns anything. Assuming that the EU gives subsidy of 25.

	Airbus	Enter	Stay out
Boeing	Enter	(-5,20)	(100,0)
Boeing	Stay out	(0,125) *	(0,0)

Fig (vii): Payoff of Airbus and Boeing with subsidy

In the new payoff matrix, since the EU gave subsidy to Airbus, the profits has risen where both firms enter the market. If Boeing stays out of the market, then Airbus will earn an additional profit of 25, with the Nash Equilibrium (Stay out, Enter) with payoffs (0,125). Therefore, if a government subsidizes its domestic firm for competing against international firms, the domestic tends to gain and the international firms tend to lose.

II. REVIEW OF LITERATURE

There are various evidences in the literature showcasing the use of game theoretical models in policy planning for international trade. One among them is Iona (2008) where the paper discusses a choice for a country’s foreign policy between free trade policy or a protectionist trade policy. The paper takes into consideration two countries — the United States and Japan and two strategies — ‘Free Trade’ and ‘Protection’, where if both choose ‘Free Trade’, then both gain and if both chose ‘Protection’ then there is no gain and if one chose ‘Protection’ and other one ‘Free Trade’ then the one who chose ‘Protection’ will gain. So we can say that given the payoffs the optimal strategy for both countries could be free trade or both could chose protection. In the next two games, the author introduces industrial subsidy and government subsidy, consecutively, with two players are Boeing and Airbus. This is also a part of Brander Spencer model. The outcome is that the firm that gets a subsidy from its home country tend to earn more profits than the firm which does not get and they are at loss.

The trade wars of the United States and China has been the talk of the town in the recently. Yin and Hamilton (2008) represents the strategies and the outcome of that strategies implemented by the U.S.A and China during their trade war. This was further persuaded by Namaki (2008) which uses sequential chicken game constituting a simultaneous and non-cooperative game where if one person deflects, that person loses the game or the pride of victory and if

they both don’t deflect, they will class head on. MccGwire (2017) develops a strategic form game where nash equilibrium resulted with both countries implementing ‘Tariff’ as their best strategy, even though playing ‘Free Trade’ strategy for both the countries would have yield better outcomes. Analyzing the welfare effects of the strategies, the paper concludes playing ‘Trade’ strategy by both the countries would result in a prosperous trading environment, while imposition of tariffs would result in rapid decline in the global trade, GDP and welfare of the countries.

Harrison and Rutstrom (1991) describes a general game theoretic model using actual empirical data and showing a game between EU and the USA, with evaluating the cost of protection using a global general equilibrium model with n person negotiations. The uses a cooperative negotiation situation in terms of bargaining environment and a bargaining process. Applying the concept to a trilateral war between US, EU and Japan the author assumes that payoffs to each nation are the changes in welfare of the consumers of the country. The author took empirical data and used it in modelling of game theory where he assumed that EU, USA and Japan will apply tariffs with different amounts and there will be variations in the effects of increase tariff by these three countries. Different situations have been assumed and the paper concludes that the increased tariff in these trilateral war affects the global economy and sometimes developed countries gets more affected than developing countries, using non-cooperative trade wars and cooperative trade negotiations.

A redistribution model (Abbot and Kallio,1996) for the imperfect market of International Trade incorporating different level of export subsidies, net exports and political payoffs for four regions (or players): USA, EU, CAIRNS and importers. There has been a perfect analysis of Nash equilibrium and using GATT outcomes and seeing how the export subsidies react when being imposed with constraints or without constraints and is it feasible to make a cartel or cooperating without making a cartel. It has been successfully showed that the policy problem of large exporters in a prisoner’s dilemma game where GATT has been viewed as an institution which can alter the market outcome and move it towards a cooperative equilibrium solution where free trade or the elimination of export subsidies should be the only solution if all trading countries cooperate and he has shown it by taking the applied examples of EU and USA.

Grossman and Helpman (1993) created a framework of game theoretical setting where they studied non-cooperative and cooperative trade policy games in a setting where domestic politics determine international objectives.

The framework for the game allows the incumbent government to set nation's trade policies either unilaterally or in conjunction with other governments through international organizations. The government has the right to choose a schedule of trade taxes and subsidies on the various import and export goods. The government enters the international arena considering interests of lobby groups for maximising their welfare. As a resultant of the game, the country reaches an equilibrium schedule of trade taxes and subsidies for each country as well as a set of political contributions by various stakeholders to ensure a political equilibrium. Additionally, it was also found that certain industry groups having a strong political backing has major influence on the government for tariff cuts or reductions in national policy.

III. USA-CHINA TRADE WAR CASE STUDY

In 2017 when the USA trade commission expressed concerns that imports of washing machines and solar panels from China damaged its industries, the Sino-American trade dispute escalated in 2018 and both the countries found themselves in a web of never-ending threats, which have a significant negative impact on their economies. The U.S.A manufacturing sector suffered because the price of intermediate inputs had gone up. Moreover, China retaliated with their own tariff, making harder for the U.S.A manufacturing companies to sell in the Chinese market. A negative impact that this trade war has created is on the global CAPEX spending as a lot of multinational companies in the USA had slowed down their CAPEX spending because of a lot of uncertainty. The cost of increase in tariffs are being borne by American producers, instead of China, for mainly two reasons. One, Chinese exporters have not reduced their U.S.A dollar border prices and two, the U.S.A importer or retailers decided to not to pass the additional cost to the U.S consumers (reference, XXXX). The U.S exports to China dropped by nearly 30 billion dollars while imports from China fell by over 70 billion dollars, with reduction in investment, production and Gross domestic product growth.

The effects of trade war between the two largest countries not only hurts their economies, but in the age of globalization and integration can impact global growth and dampen the growth of many major emerging economies. In November 2019, by a recent estimate (Bank of Finland, Year), tariff increase due to Sino-American trade war could slow down the global GDP growth by 0.7 % points, with a costing 585 billion dollars by 2021. The uncertainty over trade could lower the world GDP by 0.6% in 2021 as compared to a no trade war scenario. OECD estimated that

the world GDP growth will fall from 3.5% to 3.2% and it will increase just 0.2% in the next year with highlighting that trade tensions are the principal factor threatening the global economy

3.1 Game Theoretic Models for analyzing Sino-American Trade War

Model -1: Sequential chicken game (or Snowdrift Game)

China → United States ↓		Cooperate	Defect												
		<table border="1"> <tr> <td>Cooperate</td> <td>(4,4)</td> <td>(0,3)</td> </tr> <tr> <td>Defect</td> <td>(3,0)</td> <td> <table border="1"> <tr> <td>China Turn</td> <td>Stay</td> </tr> <tr> <td>US Turn</td> <td>(0,0)</td> <td>(-1,1)</td> </tr> <tr> <td>Stay</td> <td>(1,-1)</td> <td>(-10,-10)</td> </tr> </table> </td> </tr> </table>		Cooperate	(4,4)	(0,3)	Defect	(3,0)	<table border="1"> <tr> <td>China Turn</td> <td>Stay</td> </tr> <tr> <td>US Turn</td> <td>(0,0)</td> <td>(-1,1)</td> </tr> <tr> <td>Stay</td> <td>(1,-1)</td> <td>(-10,-10)</td> </tr> </table>	China Turn	Stay	US Turn	(0,0)	(-1,1)	Stay
Cooperate	(4,4)	(0,3)													
Defect	(3,0)	<table border="1"> <tr> <td>China Turn</td> <td>Stay</td> </tr> <tr> <td>US Turn</td> <td>(0,0)</td> <td>(-1,1)</td> </tr> <tr> <td>Stay</td> <td>(1,-1)</td> <td>(-10,-10)</td> </tr> </table>	China Turn	Stay	US Turn	(0,0)	(-1,1)	Stay	(1,-1)	(-10,-10)					
China Turn	Stay														
US Turn	(0,0)	(-1,1)													
Stay	(1,-1)	(-10,-10)													

Fig (viii): Payoff matrix of USA and China engaged in a sequential chicken game

Fig (viii) demonstrates a modified prisoner's dilemma matrix, with a chicken game matrix as a subgame in the event of mutual defection outcome. A chicken game matrix is a two-player simultaneous, non-cooperative and has two strategy choices Stay or Turn. To avoid the problems when instances of mutual defection occur, the game gets shifted to a chicken game, which represents the dilemma of trade war between both parties. In this game, the pure strategy Nash Equilibrium are asymmetric outcomes for each player which is absent in prisoner's dilemma, This allows for a model inducement since the stay strategy is the only winning strategy, and a player must believe that the other player will commit to the turn strategy and make it a risk mutual destruction. The probability that the other will turn instead of stay, if that has to be increased, that requires signaling of intent and greater leverage.

Model -2

In the new model there are two types of Chinese governments, one which is aggressive and the other tactical. The aggressive Chinese government will retaliate equally to any tariff placed on Chinese goods without considering the consequences. The tactical Chinese government would fully understands the extent to which its economy is reliant on export-led growth and the consequence of decline in exports. Assuming that the tactical Chinese government can manipulate the currency in a way such that an increase in tariffs by the USA does not result in a zero payoff if China opts for free trade. The

currency devaluation allows China to receive a higher payoff than the USA if both opt for free trade. The other assumption is that China will be opportunistic and will seek a trade deal that the USA turns away from. This will help China in increasing its payoff. The model also assumes that both China and the USA will be worse off if they both impose tariffs. In the extensive form representation, (see fig ix), the payoffs the USA receives

vary, depending on whether they interact with the aggressive or tactical China. Since the USA does not know that with which type of Chinese government they are dealing with, there are probabilities that have been assigned to calculate the payoffs. The probability that China is aggressive is 0.4 and tactical is 0.6. These are determined by Nature which moves first in the game.

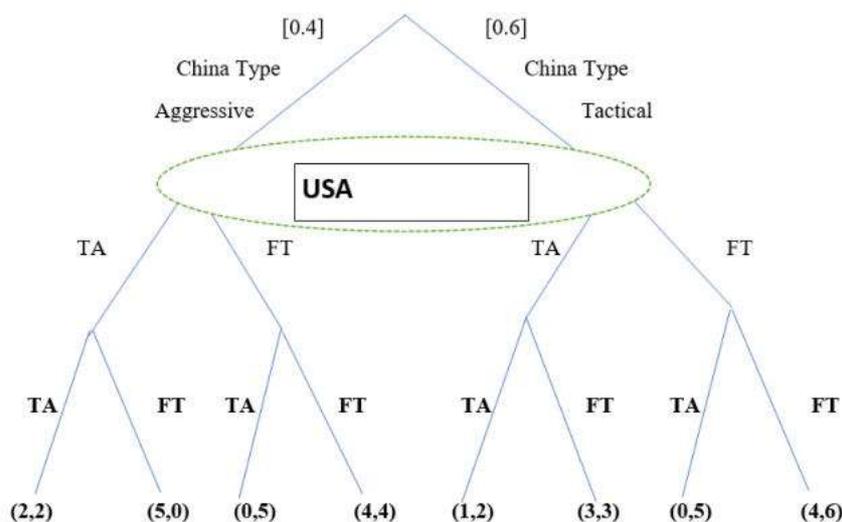


Fig (ix) : Extensive Form Representation

China’s optimum strategy for all subgames is (TA, TA, FT,FT). The USA being aware of it calculates their expected payoffs given these strategies. The USA’s expected payoffs for choosing tariff are 2.6 and for the free trade it is 2.4, implying that they will opt to impose tariffs providing a Nash equilibrium at (TA, TATAFTFT) .

IV. CONCLUSION

Economists have tried to explain through game theory whether to liberalize or use protectionist measures. Tariff setting is an important part for any country’s trade policy and game theory helps us to find that level of tariff that will have help a country to generate the maximum amount of welfare with respect to the other country’s tariff. Different game theory methods shown in the paper and many more are used for developing the optimum level of tariff to get the maximum welfare. Game theoretical methods helps us to analyze the best strategy when two countries are negotiating. When countries get involved in a trade war there is trade retaliation and it is not that only the governments fight between themselves but it puts a pressure on all the stakeholders that do get impacted by the trade policy and especially the multinational firms. Many of the U.S.A companies are moving out of the China and are being subsidized or being given grants to shift the

manufacturing base due to the trade war between the United States and China. Moreover, companies like Huawei which are facing a severe criticism from the U.S.A Government and is pressurizing its allies to ban Huawei from their countries or the 5G trials. Brander Spencer model which through the help of simple prisoner’s dilemma helps to analyze the strategic behavior when two companies are involved in a battle.

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Solutions on Vocational Training and Job Creation for People whose Land has been Acquired in Industrial Zones in Thanh Hoa City, Vietnam under the Impact of the Urbanization Process

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Abstract— Today, along with the urbanization process, the tendency of agricultural land to shrink and the economic structure to shift towards a decrease in the proportion of agriculture has inevitably led to a change in labor structure people's jobs. The construction of industrial parks, joint ventures with foreign countries to expand old urban areas, and construction of new urban areas have narrowed agricultural production land. Therefore, to ensure a stable life for people, it is necessary to have strategic solutions in vocational training and job creation. In this seminar topic, the article focuses on in-depth analysis and emphasizes vocational training and job creation solutions for people whose land has been acquired in industrial zones in Thanh Hoa city.

Keywords— Vocational training; Create jobs; Land acquisition; Industrial area; Thanh Hoa.

I. INTRODUCTION

Over the past 35 years, in Vietnam in general and in Thanh Hoa city in particular, the speed of urbanization has increased significantly, changing the national and local socio-economic development. At the macro level, urbanization is one of the important solutions in the socio-economic development strategy in the direction of economic restructuring to meet the goals of industrialization and modernization, contributing to promoting economic development socio-economic development of the region, improving people's living standards [5]. However, besides the positive aspects, the urbanization process still has many shortcomings that need to be solved: the problem of jobs for farmers who lose their land, method of compensation when clearing land, migration methods, population expansion... Especially the issue of labor-employment for a large part of the rural population who fell into unemployment,

underemployment when the land was confiscated to serve the target urbanization.

The almost inevitable trend of economic development with the increasing speed of industrialization and urbanization in our country makes this social problem arising from unemployment and underemployment in rural areas even more acute cypress. A series of factories and enterprises in urban areas relaxing or laying off workers has raised big questions about the sustainability of agricultural and rural labor restructuring. The question here is how the jobs of the people here have changed under the impact of urbanization. To ensure a good life for the people, what directions and support solutions are needed? Vocational training problems, how to solve jobs? The research will contribute to the basis for formulating policies and solutions to solve the problem of labor and employment. Therefore, research on this issue is becoming more and more necessary and urgent.

II. INTRODUCTION ABOUT THANH HOA CITY AND INDUSTRIAL ZONES IN THE AREA

Thanh Hoa city is a young urban area, located on both sides of the Ma River, with a very favorable location, ecological landscape, and quite a mild climate. Located in the North Pole of Central Vietnam, 150 km north of Hanoi capital, 1,560 km south of Ho Chi Minh City. Thanh Hoa city is 45 km from Sao Vang airport to the west, 80 km from Nghi Son economic zone to the south, 16 km from Sam Son coastal city to the east... has Le Mon port. Thanh Hoa city is located in the area of influence of the Northern key economic region, at the gateway connecting the North to the Central region, has a convenient transportation system such as the Trans-Vietnam railway, the national highways 1A, 45, 47; Le Mon port and dense river system. As a result, Thanh Hoa city has become the political-economic - cultural center of Thanh Hoa province and is in a favorable position in trade with all provinces in the country.

Currently, the city includes industrial zones such as Le Mon Industrial Park, Hoang Long Industrial Park, Dinh Huong Industrial Park - Northwest Railway Station. The above industrial zones have attracted and settled for 65,000 laborers in production and business in the area [2]; [3]. Contributing to stabilizing people's lives and increasing incomes for many years. It is the transformation of people's economic models in the direction of modern urbanism, which is the development of urban expansion, shrinking, and rural lifestyle. However, the current process of industrial park development has created a shift in the structure of labor and employment and has had a significant impact on the psychological livelihood of workers whose land has been acquired. Practice shows that inversely proportional to the positive and negative contributions to the outstanding socio-economic development are the limitations and inadequacies in the structure of labor and employment [1]; [5]. In which, the issue of jobs for workers who lost their land, methods of compensation for site clearance; Migration, resettlement, etc. of many workers in these areas is still a problem that needs to be urgently solved, especially the issue of vocational training and job creation on the spot for stable people. determine life.

III. SOLUTIONS ON VOCATIONAL TRAINING AND JOB CREATION FOR PEOPLE WHOSE LAND HAS BEEN ACQUIRED IN THE CITY

Firstly, perfecting synchronous and unified institutions, policies, and laws so that the labor market develops in a modern direction: Reviewing and amending relevant legal documents on labor supply and demand, to

connect labor supply-demand to be consistent with the rules of the labor market, international conventions, and standards ratified by Vietnam and in line with the legitimate and legitimate interests of employees and employees employing workers [8]. Develop mechanisms and implement programs and projects to support job creation for people whose land has been recovered after resettlement.

Second, local authorities must consider vocational training and improve qualifications for people whose land has been acquired as a top priority and need to coordinate with businesses to train the right people, at the right jobs, at the right places, and the right places right need. There are priority policies for people whose land has been acquired for projects to participate in vocational training and create jobs on the spot. Particularly for older workers who find it difficult to join factories and enterprises, they are trained to serve industrial parks such as security guards, tree care workers, laborers...

Third, support the development of labor supply-demand: Develop and provide training programs, fostering vocational skills, training programs to improve skills for workers in the working process by the requirements of the labor law specific characteristics of each object of employment. Encourage employers to participate in the process of education, training, and vocational education. Consolidate the organization, personnel and improve the effectiveness of tools to monitor, evaluate and recognize occupational skills according to national standards so that employees are assessed and recognized, reflecting their true working capacity actual work.

Designing training programs and fostering labor skills based on vocational skills standards, applying science and technology; research and developing policies to support training and improve vocational skills for specific groups of workers. Encourage the organization of short-term training courses in digital skills in a regular and flexible form for employees [9].

To encourage enterprises, business associations, and professional associations to participate in the process of innovation and improve the quality of education, training, and vocational education to meet the needs of the labor market. Review and simplify procedures for converting business households into enterprises; adopt policies to support businesses in tax collection, payment, and refund to improve the effectiveness of support for businesses converted from business households.

Fourth, there should be timely capital support for households moving from agriculture to non-agriculture; guiding methods of using capital obtained from the transfer, compensation, clearance, rehabilitation, development of handicraft villages, organization of ecological agricultural

farming models, and the use of high technology in agricultural production; organize the association of farmers with limited land into production groups, cooperative groups for the production of specific agricultural products, etc to ensure a stable living for farmers and their children.

Fifth, support the development of safety nets and insurance. Increase access to social insurance, health insurance, and unemployment insurance services for employees to ensure people's lives and maintain production [6]. Promote the role and activities of the Vietnam Trade Union and professional associations to develop members, connect, share and exchange information among employees working in the same field, improve the efficiency of labor protection protect workers' rights. Develop a mechanism to provide information and legal advice services for employees to consult when necessary. Diversify the social security service packages provided to employees in terms of form, mode, contribution level, and entitlement level; simplify administrative procedures and develop a mechanism to provide necessary administrative and legal support to employees participating in voluntary welfare programs.

Sixth, the profession should be directed to people in three areas. The first field of vocational training: Teaching non-agricultural occupations, including handicrafts, so that learners can organize their jobs, work together to find jobs, or organize production and business establishments in the area to earn income. attract local labor [7]. The second area is to transfer a significant force to non-agricultural workers such as working in factories, industrial parks, export processing zones, etc. And the third field is to organize guidance for rural people to change the way they work doing agriculture by changing the structure of crops and livestock in the direction of improving the efficiency of exploitation on the land area, or changing the structure of crops suitable for urban agriculture.

Seventh, support to connect domestic and foreign labor markets, develop specific labor markets. Researching and disseminating systems for certification of occupations and occupational skills according to international standards to support workers to participate in domestic and foreign labor markets. Formulate policies to support the development of specific labor markets, especially the labor market in rural areas, ethnic minorities, and the high-skilled labor market.

Eighth, strengthen inspection, examination, and sanctions for violations of labor laws, especially on signing labor contracts, paying social insurance, and other benefits. other social security for employees. Building a system of indicators to evaluate the development of the labor market, employment, and income in the direction of comparison in the region and the world; assessing the disparity in the level

of labor market development, job creation ability, income among provinces, and regions of Vietnam. Enhance learning, experience sharing, technical support on policy formulation, organization, operation, and labor market management.

IV. CONCLUSION

Urbanization contributes to many faces of changes in family life affected by the process of land acquisition, the expansion of industrial zones, the promotion of structural transformation of industries, creating more new jobs, reducing agricultural labor, and increasing non-agricultural labor [10]. To strongly and sustainably promote the livelihoods of people affected by the land acquisition process in the city in the coming time, leaders and local authorities need to pay attention to and further promote the issue of land acquisition create jobs for workers, promote vocational training suitable to the characteristics of the situation, age, and qualifications of the employees. Thereby, solving the problem of social security, reducing the unemployment rate, the underemployment situation fighting narrows.

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A Theoretical Review: Sociolinguistics in Second Language Education

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Abstract— *Divergent thoughts are always explored in education from time to time, with a view to building a better society and economy. Time to time, many renovations take place in educational policy and system, yet medium of instruction likely remains same because language is the key channel through which education, culture and social inclination are also imparted. No doubt, language is the primary mode to engage human activities similarly it educates about the social setup and needs. The culture of a society always is reflected through language and respectively language reveals the particular society's culture and custom. Therefore, the term sociolinguistics is coined under language study. The students consider the second language learning is a paper in their selected discipline, they never see L2 is as language learning. The formal language education gives good knowledge on language and linguistics, but the students involve in real-life they face lot of challenges to communicate or understand the social need. There is a gap between society and formal language education, because the classroom exposure alone is not enough to develop one's language efficacy. The existing language syllabus for L2 is likely based on the four skills and there is no inclusion of pragmatics and sociolinguistics aspects in it. Education should go with the social order and state of affairs. The present paper attempts to study the possible insights on sociolinguistics with relevant to the existing L2 education.*

Keywords— *Linguistics, Sociolinguistics, Second language, Acquisition, Theory.*

I. INTRODUCTION

Language is the prime medium for human activities which develop man's ability and knowledge in language that helps human to develop their cognitive skills in different aspects. Samir K. Ghosh aptly says: 'Experience of language realized through social determinants of nature, variability, and dependence will contribute to a direct connection between knowledge about the language and knowledge' (260). Languages are different in terms of their nature and use but they have been mainly used for day-to-day communication. Similarly in every language, time to time many modifications and formation of new words gradually happen, and that have to be taught in the language classroom, because language and society are strongly interlinked. Relevant to this point, George Yule aptly writes, 'It is a feature of all languages

that novel utterances are continually being created. A child learning language is especially active in forming and producing utterances which he or she has never heard before. With adults, new situations arise or new objects have to be described, so the language-users manipulate their linguistic resources to produce new expressions and new sentences' (23).

Language education ought to be focused on respective local needs and cultural aspects, because the formal language teaching and learning give students with only formal learning exposure, when they come to society, they face many issues in their communication. Through formal language learning the students will get good autonomy in L1 or L2, but in real-life the use of language will be different to use of the same with formal learning. A good understanding of a society and its culture describes

about the pragmatics. Moreover, simply studying any language will not give proficiency, until thoroughly understand the particular society and its culture. In view of this, George Yule expresses: ‘...sociolinguistics deals with the inter-relationship between language and society. It has strong connections to anthropology, through the investigation of language and culture, and to sociology, through the crucial role that language plays in the organizations of social groups and institutions’ (239). Language deals with communication channels within individuals and a social order. The field of Sociolinguistic is aimed to relate the utility of language and how it is affected by class, gender, race with respect to social phenomenon.

Sociolinguistics is a distinctive field of study was developed during 20th century, and the term ‘Sociolinguistics’ was first used in linguistics by Eugene Nida in his second edition of *Morphology* (1949). Many of linguists and educationists stated that Sociolinguistics is an important part of the language field which describes the pragmatics and contextual state of affairs. Miriam Meyerhoff defines: ‘Sociolinguistics is a very broad field, and it can be used to describe many different ways of studying language’ (1). The field of Sociolinguistics initially was become known during 1960s and was pioneered by linguists such as Basil Bernstein in U.K. and William Labov in U.S. Bernstein’s ‘code theory’ and Labov’s ‘variability concept’, are resulted in innovative methodological tools and theoretical as well as practical insights in Sociolinguistics. Basil Bernstein is well known in the study of Sociolinguistics and his theory of language codes examined the relationships between social class, family and the reproduction of meaning. Moreover, it makes better understanding of the nature of the relationship between language and society. Accordingly, Peter Trudgill rightly defines Sociolinguistics as: ‘...is that part of linguistics which is concerned with language as a social and cultural phenomenon. It investigates the field of language and society and has close connections with the social sciences, especially social psychology, anthropology, human geography and sociology’ (32). Thus, in many aspects it is proven that the language and society are strongly connected and respectively language details the culture in different contexts and culture is witnessed through language as well.

II. LANGUAGE AND CULTURE

Since every language is concerned as medium, it communicates the message or information from one to another. Any culture can be seen through the nature of society, but all the time it is not possible. If anyone wants to learn any particular culture, it is possible through literature. Sociology describes the relationship between human and society, the categorization of race, beliefs and common culture, and social constancy. Clarie Kramsch aptly quotes: ‘The first insight relates to culture as semantically encoded in the language itself; the second concerns culture as expressed through the actual use of the language’ (14). A society time to time faces evolutions accordingly it can be found new features in the language, because both are not static. Hence, language is in a constant state of change until it has ceased to be spoken or has become a dead language.

In any culture, there can be many changes according to its developments that certainly reflect in the society and language respectively. Since language and culture are always not constant, it is necessary to update the changes accordingly in the language policy. Relevant to this fact Nancy H. Hornberger, and Dr. Sandra Lee McKay aptly comment: ‘Popular culture is also not an easy object to study in itself. Unlike less popular forms of culture, it does not stay still for very long. This is an issue both for research and for a pedagogical engagement with popular culture, since what is popular today may not be so tomorrow’ (79). Corresponding to the point either the first or second language should be taught relevant to present phenomenon and prerequisites of the learners. Moreover, the learners ought to learn the pragmatics of the respective society that only makes them convenient when they meet real life situation. Formal learning may help learners in basic but they cannot always communicate all through the basics. Because the function of language in a society is different from the classroom learning, to overcome this issue the pragmatics and the aspects of sociolinguistics should be inculcated in the language classroom itself.

In day-to-day communications everyone can see social and cultural roles hence these processes are so deeply entrenched in their life that cannot be always noticed. Language cannot be separated from customs that are from the communally innate behaviours and beliefs which determine the consistency of human’s life. George Yule says: ‘language is passed on from one generation to the next is described as cultural transmission. While it has been argued that humans are born with an innate predisposition to acquire language’ (24). Likewise, ethnicity and language are indivisible because culture not only states who talks to whom and how the communication happens, further it facilitates to find out how speakers encode the message, the meanings they intended, the

circumstances under which various information possibly be sent or interpreted, subsequently culture becomes the foundation for communication.

III. LANGUAGE AND SOCIETY

Language plays inevitable roles in a society and the relationship either is widely rooted. Every social change makes changes in language which incorporate the social values within its parameter. Similarly language and society have a mutual association: language determines the social interactions and social relations build the language. Sociolinguistics studies the effect of society in cultural norms, and divergent contexts, the way language is used and the effect of language on society. Relevant to this point George Yule comments: 'It is important not to overlook this social aspect of language because, in many ways, speech is a form of social identity and is used, consciously or unconsciously, to indicate membership of differ social group or different speech communities. A speech community is a group of people who share a set of norms, rule and expectations regarding the use of language' (239).

To study the human society without language is very hard and without society is no means of evaluating the history of any language. The Interactionist sociolinguistics is principally interested in what language use can state about social processes and therefore a central concern is the social meaning of language use. Mc Iver and Charles observe: 'Man's relation with the society is so intimate and close that it is very difficult to isolate him from the environment in which he is born, nurtured and grown to be a man' (45). Language is central to one's identity as an individual and as a marker of a social group. The use of a particular language variety identifies as everyone belongs to a particular social group. It is the flesh and blood of a human culture. David Crystal has expressed: 'Language is the repository of the history of a people. It is their identity. Oral testimony, in the form of sagas, folktales, songs, rituals, proverbs and many other practices, provides us with a unique view of our world and a unique canon of literature' (20).

The American linguist William Labov is well-known for quantitative Sociolinguistics, which mainly concerns on the study of language variation and change. Further his difference hypothesis aimed at the explanation of all linguistic variations caused by the involvement of social factors. His study illustrates the relevance of social determinants of linguistic variations and their correlations with the social structure. Correspondingly, he recommended a social approach to language through his sociolinguistic model in which the linguistic theorization is

linked with the society. In this view R.A. Hudson defines: 'Since speech is (obviously) social behaviour, to study it without reference to society would be like studying courtship behaviour without relating the behaviour of one partner to that of another' (3). According to their views language has been classified as vernacular, dialect, idiolect, discourse, register, sociolect, slang, topolect or regional dialect. So, while framing curriculum for language it is necessary to integrate the features into curriculum.

The use of a particular language variety shows each of us as belonging to different social group. Language like society is constantly evolving and is subject to growth and change in much the same way as a living organism. There are some possible associations between language and society. A social structure may either influence or determine linguistic structure and/or behaviour. It is also seen that particular ways of speaking, choice of words, and even rules for conversing are in fact highly determined by certain social requirements. Relevant to this point Bernard Spolsky writes: 'Just as the formal linguist and the psycholinguist focus their attention on the language as a system with universal features, so the sociolinguist looks at the complex connections between the variations within a language and the matching variations in the social groups that use it' (5). Language constitutes of both linguistic and communicative competence.

Sociolinguists differentiate a set of types of variation that covers most factors for language variation. The most general distinction is that between variation in the individual, so called idiolects, variation related to social factors, sociolect, regional variation, dialects and variation due to functional aspects, so called registers or styles. George Yule aptly says: 'Variation according to the gender of the speaker has been the subject of a lot of recent research. One general conclusion from dialect surveys is that female speakers tend to use more prestigious forms than male speakers with the same general social background' (242). Sociolinguists are more interested in studying social variation in language than regional variation. However, to understand various procedures used in the studies of social variation in language grew out of studies of regional variation.

David Crystal exactly says: 'language is the repository of the history of a people. It is their identity. Oral testimony, in the form of sagas, folktales, songs, rituals, Proverbs, and many other practices, provides us with a unique view of our world and a unique canon of literature' (20). Language itself is a mirror of society. The values of society can be reflected in its language. One way in which this happens is through taboo words. Elaine

Chaika states: 'Language and society are so intertwined that it is impossible to understand the one without the other. There is no human society that does not depend upon, is not shaped by, and does not itself shape language' (2). Taboo is concerned with behaviour which is supernaturally forbidden, or regarded as immoral or improper. In language taboo words refer to words not said or not used. Every language has taboo words and if the particular rules in par with taboo words are not adhered to, it can lead to punishment or public shame. In fact, taboo words reflect the values and beliefs of a particular society.

IV. LANGUAGE AND EDUCATION

As language is primary and mandate for communication, language in educational set-up it plays vital role in developing the students' thoughts and knowledge. In the same way, the educational programmes and policies often emphasize curriculum and instruction to facilitate language learning. Learning in classroom is primarily accomplished through language and culture of respective society. Since language and culture have a great influence each other. In view of this Nancy H. Hornberger and SandraLee McKay write: 'in many ways, the relationship between language and culture plays a key role in education. Classrooms across the world are increasingly populated by students and teachers of diverse language and cultural backgrounds' (455). Other than native language use has become a major trend around the world. People begin to learn a foreign language to seek abroad education, international business and for their journey. Therefore, the second and foreign language education becomes magnificent. Broadly speaking, foreign language teaching has two goals. First it is to strengthen the classroom accessibilities and the students learn the formal properties with reference to their local need and contextual purpose.

Language teaching is the process of transforming the language with the phenomenon by the teacher to learners and in which it is to be obtained all aspects of language. It may explain all facets of language such as social, cultural, lexicon, syntax, etc. Language teaching related to society and culture are studied in sociolinguistic. Relevant to this view George Yule depicts: 'within the definition of culture as 'socially acquired knowledge'. Given the process of cultural transmission by which languages are acquired' (246). It dissects the language related to their masculinity and ethnicity; therefore, the language users can apply it with appropriate way. To understand and promote learning, it is not only included teachers but also peers and others, such as administrators and people in the outside community.

The teachers tend to teach it mostly relate to how the students able to use grammar and words, local society, not the target language society, therefore, the students more focus on how to arrange the words/sentences to be a good sentence/paragraph and speak with local accent that sometimes unacceptable of the second or third language. Related to language teaching, the teacher should consider the individual factors of learners three of them are age, social and educational context. During the mid of twentieth century, language education and its policies were improvised by implementing the new methods and approaches to implicate the aspects of linguistics, cognition and sociolinguistics to the task of developing proficiency in L2. With human evolution the need for language and communication became evident. It became almost like an organic need. Communication is necessary and vital to man just like the intake of water and food is essential for survival of mankind.

V. LINGUISTICS AND SOCIOLINGUISTICS

Sociolinguistics is introduced by Peter Trudgill (1995) and it is accepted as sub-discipline under linguistics. It is regarded as novel discipline hence it deals with a relationship that had been neglected in the past linguistic studies i.e. the relationship between language and society. Since the development of the discipline Sociolinguistics, the argument between linguists has centred on whether language should be studied as a closed or as an open system. On the other side, theoretical linguists perceive language as a closed system that should be studied for its own sake. For them, emphasis should be put on studying the underlying structure of the linguistic system and the concern of the theoretical linguist is to devise a theory of grammar.

With respect to above aspects the differences between speakers have to be overlooked. Relevant to this issue, Chomsky (1965) says: 'Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected, by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors' (3). Sociolinguistics discipline is a new perspective of study in language and it is an open system interacts with a variety of factors. According to R.A. Hudson (1996): 'Since speech is (obviously) social behaviour, to study it without reference to society would be like studying courtship behaviour without relating the behaviour of one partner to that of another' (3).

Hudson believes that there is a close connection between language and society because one cannot

segregate language from society. He is of the opinion that language should be studied in the cultural context. The users of language come from various social classes. Therefore, their language is influenced by the social norms and cultural patterns. Theoretical linguists recognize the relationship between language and society. They just ignore it to have a deeper insight into the system itself, and their concentration on competence was 'a necessary simplification that led to several theoretical advances' (Trudgill, 20).

Sociolinguistics recognize the importance of studying language as a system, as Saville-Troike (2003) stated introducing the ethnography of communication, the ethnography of communication takes language first and foremost background of both the addresser and the addressee, ethnic background and the context and communication. The social background of the both the speaker and listener and social class education, geographic origin, background, gender and age are necessary factors to be studied to know the language of the speakers. In view of this, an attempt is made to throw light on the present study to recognize the distinctive features of mentioned factors.

VI. SOCIOLINGUISTICS AND LANGUAGE EDUCATION

Different social factors affect language teaching and language learning. The present research paper examines the affiliations between sociolinguistics and language use. Further the paper explores the main aspects which influence linguistic choices and explains how contemporary teaching is helpful to the learners. George Yule writes: 'The notion that language determines thought may be partially correct, in some extremely limited way, but it fails to take into account the fact that users of a language do not inherit a fixed set of patterns to use. They inherit the ability to manipulate and create with a language, in order to express their perceptions. If thinking and perception were totally determined by language, then the concept of language change would be impossible' (248). In L2 classroom the teachers often disregard the sociolinguistics aspects and they mainly focus to teach the contents prescribed in the syllabus. So, the students fail to understand the pragmatics. Therefore, the teacher should associate the L2 learners' activities with social contexts.

VII. SOCIOLINGUISTICS CONCEPTS AND THEORIES

The field of Sociolinguistics is mainly focused on to study on pragmatics. Holmes defines Sociolinguistics as the study of 'the relationship between language and society' (1). It is an interdisciplinary area of research strongly associated with culture through the study of language and sociology. Sociolinguistics is a broad area of research hence it is important to learn what Sociolinguistics is. There are number of linguists who defined Sociolinguistics relevant to their understating and research: according to Spolsky (2010) 'Sociolinguistics is the study of the link between language and society, of language variation, and of attitudes about language', Hudson (1996) 'a study of the relationship between language and social factors such as class, age, gender and ethnicity', and Bell (1976) 'a branch of anthropological linguistics that examines how language and culture are related, and how language is used in different social contexts'.

Fishman defined sociolinguistics as the study of varieties, function, and speaker of the language. According to him, they are changeable, interacting, and modification in language society. According to Grimperz (1971), there are four kinds relationship between language and society as follows (1) language determine society; (2) sociocultural determine language; (3) co-variance between social facts and language; (4) language and society is determined by other factors such as culture, abstract structure or biological nature. Sociolinguistics is a discipline that links sociology with linguistics, and it focuses on language use like when, where and how. The different sociolinguists opined in various aspects for a better understanding of sociolinguistics. Gumperz (1971) has observed: 'Sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur' (223).

Peter Trudgill emphasized that the sociolinguistic research helps in getting a better understanding of the nature of human language by studying language in its social context. It also provides a better understanding of the nature of the relationship between language and society. He further defines Sociolinguistics as: 'Sociolinguistics... is that part of linguistics which is concerned with language as a social and cultural phenomenon. It investigates the field of language and society and has close connections with the social sciences, especially social psychology, anthropology, human geography and sociology' (32). These are also areas most susceptible to scientific methods such as hypothesis formation, logical inference, and statistical testing. The above definitions by the expert sociolinguists indicate that Sociolinguistics is known as a branch of study that

assumes that human society is made up of many related patterns and behaviours.

VIII. MODERN PERSPECTIVES

Sociolinguistics has become a mandate field of study in language education and research and everyone awakes the role of language not just as a means of communication, but also a creator of social identity. Sociolinguistics is an interesting area of language for teachers because it deals with how the language is used and thought of in the real world. When teaching English, it is therefore critical to ignore any kinds of intolerance of class differentiation toward the existing culture of the child and English culture. The notion of upper-class language or more prestigious language derived from several aspects which Kloss (1966) has categorized to rich heritage, high degree of language modernization, considerable international standing, or the prestige of its speakers. Once English was taught and learned for social interaction and business, but now the condition is in inverse; for higher education it is mandatory, most of the business communication happens via English, becomes corpus language, speaking in English is respected and prestigious.

The study of language and linguistics has been classified into divergent contexts and divisions, correspondingly number of researchers are initiated. With a view to aggrandizing the second language competences, there are lots of methods and approaches have been founded. Richards and Rodgers rightly comment: 'the history of language teaching in the last one hundred years has been characterized by a search for more effective ways of teaching second or foreign languages. The commonest solution to the "language teaching problem" was seen to lie the adoption of a new teaching approach or method' (244). Therefore, it is needed good initiations by researchers, governments and academics.

Language learning and teaching become technology based, elevating the traditional setup to present milieu, respective governments have to revise the language education policies, and grant fund for improving the traditional classroom into technology based. Language teaching shall be done with individual interest and great desire. Richards and Rodgers aptly suggest: 'Teaching has sometimes been described as artistry rather than science and is often shaped by the influence of powerful individual practitioners with their own schools of thought and Followers' (253). Also, it is required good research and projects to face the current impedimenta in language teaching and learning. Despite different motif in language education there are number of possible scopes available

while considering the rapid growth of science and technology.

IX. CONCLUSION

Since sociolinguistic is the study about the relationship between language and society, language variation, and attitudes of language. It is supported by Hudson defined as a study of the relationship between language and social factors such as class, age, gender and ethnicity. Whereas Bell said it is a branch of anthropological linguistics that examines how language and culture are related, and how language is used in different social contexts. The study of stylistic and social variation of language and the study of language in relation to its social-cultural contexts. Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context on the way language is used. Understanding the features of sociolinguistics, the theory of language acquisition and pragmatics it clearly enumerates that society and language are not different rather both make greater impact in language education. Especially in second language education the discussed factors in the paper ought to be taken consideration while framing policy, curriculum and syllabus in the future. Language education should be more relevant to sociological aspects that will make the students face communication barriers easily and understand them. Finally, I express my heartfelt thanks to my colleagues and my institution for their great support in completion of this research paper.

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Problems of Scientific Translation in Electronic Correspondence Between Iraqi and Foreign Users in Light of the Corona Virus Pandemic

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Abstract— *With the beginning of the twenty-first century, it has become clear that the era of technology and globalization is loading. Technological advances set foot in the field of literature through translation. The translation is the transforming mediator between languages, which helps people from all over the world understand each other. This work studies the translating problems of electronic correspondence from Arabic to a foreign language.*

This study hypothesizes that:

1. *The discussed examples analyze all the vocal faults, ambiguity, and incorrectness of the translation generally.*
2. *This work will be understandable for all the readers, not only for the linguistic experts, except for the IPA transcription.*

This study is limited to the problems, which relate to the technical and scientific terms, not to the literary ones. The most commonly used translator is Google unless another is mentioned.

The procedures of this study are:

1. *Identifying the electronic correspondence.*
2. *Discussing why is Arabic not an easy language to translate*
3. *Showing the common and general problem of translating*
 - a. *Discussing the syntactic problems of translating.*
 - b. *Discussing the meaning or style issues.*
 - c. *Displaying the morphology and phonology misuses.*
4. *Discussing Specific problems of translation*
5. *Technical problems.*
6. *Suggested Solutions.*

Keywords— *Technology, Translation, Electronic Correspondence, IPA Transcription, Translating Problems.*

I. INTRODUCTION

With the openness and convergence that has occurred, technology's interest in translation between different languages has become inevitable. Before that, this task was committed only to the superior human who knows multiple languages. Several meetings and

conferences, especially diplomatic ones, were attended by translators between two conversing partners, which increases the duration of the event and often puts translators in embarrassing situations due to many problems, especially in technical matters, Akan et al. (2019:58).

Nowadays, multiple translator applications are within reach, whether through mobile applications or search engines. Moreover, several technology companies have issued electronic headphones placed in the ear. They have a microphone, which receives the speech of the speaking person. Then, through a specific application on the mobile phone or tablet, or PC, the recipient determines the language to be translated into. After that, he can receive the speech automatically and simultaneously in his mother tongue through an electronic speaker and vice versa.

These electronic headphones gained wide attention from the beginning, but at the time of the outbreak of the Coronavirus, the need for them increased, and therefore their spread increased significantly. With the spread of its use, many technical and linguistic problems became more evident, especially in Iraq and the Arab countries. These problems split into general issues with translators translating into Arabic in general, specific problems with accents and the emergence of new terms, and technical problems with the performance of these electronic media.

This study aims to feature the problems of scientific translation in electronic correspondence, which Iraqi faces on the contact with foreign users in light of the Coronavirus pandemic. It also intends to suggest some strategies or solutions for some kinds of these problems.

The value of this study comes from the importance of its circumstances. The coronavirus imposed restrictions on travel and meetings; therefore, it gave rise to multiple losses for all the countries in the world. Therefore, making online conferences was a necessary solution. Thus, discussing these problems, especially for the Arab or Iraqi people, is helping to solve the issues, which may make them lose their opportunities to develop and succeed in their works or studies.

II. WHAT IS THE ELECTRONIC CORRESPONDENCE FOR TRANSLATING?

The electronic correspondence is an exceptional earphone that can be placed on the head or in the ears, operated by an application on a portable mobile device. They are also called CAI (Computer Aided Interpreter), Corpus (2018: 159). This earphone has a complex microphone, which contains a noise calling off to filter the other surrounding unwanted sounds. When the speaker says something, these words pass to a cloud, where they are processed and analyzed by AI (Artificial Intelligence) algorithms. After that, the translated words are sent to the user himself or anyone, who is accompanied in the

conversation with a tiny delay. The translated language is determined by an application on the phone or any portable electronic mobile device. There are multiple kinds of these earphones that depend on the manufactured company. Almost all the earphones utilize Google translator and other famous and good translators. The difference between these correspondences is not only by the used translator and analyzed algorithms but also in the number of languages that can be translated between. The recent electronic earphones have at least 15 languages to switch between and the number is growing.

III. THE PROBLEMS OF SCIENTIFIC TRANSLATION

3.1 general problems

General problems are the common issues that face the translation from Arabic to other languages and vice – versa and relate to electronic correspondence. Akan, (2019:58) says the leading obstruction for this class of translating is the followed method, which could be specified as an automatic and to-the-letter method. It is an automatic translating method because the machine or the software does it. The to-the-letter manner means that it follows the word-to-word translation, unlike the human translator, who, besides using the prior method, can use the freestyle of translating, which could deliver the correct meaning of a sentence or speech to the receiver. The other obstructions or difficulties relate to grammar, word usage, and technic. Before listing the problems of translation, it is important to indicate why Arabic is a difficult language to translate? Then, the translation problems could be discussed more analytically, where the symbols between brackets are the IPA phonetic transcriptions of Arabic, Al-Hattami (2010:360).

3.1.1 Why Arabic is not an easy language.

The Arabic, Persian, and Hebrew languages are the only languages, which start the writings from the right side to the left. Arabic, unlike most other languages, has two basic categories of sentences: verbal and nominal sentences. The verbal sentence begins with the verb and is followed by the subject and the complement of the sentence, which is not found in other languages. Most other languages begin the sentence with the subject, which is followed by the verb and the complement of the sentence. This type of sentence is more like the nominal sentence in Arabic, except that the nominal sentence comes in several forms: SVC, SCV, and SA. The last form is the most interesting one because the two words or subjects following each other, where the second word describes or tells about the first one, are considered to be a

sentence in Arabic, which gives errors in all other languages.

In addition, Arabic is a rich language and has several ways and forms to describe one meaning of the sentence. That thing is untrue for most other languages. The Arabic use special symbols are called علامات الإعراب ('salamat ulʔiʔrab'), which used to identify the word according to its location in the sentence or answering a specific question, which defines this word as subject, object, adjective, or .etc. While in English, these words have united forms and are identified by their constant and precise position, as the adjective must be in the front of the described subject or object, like 'an interesting topic' while in Arabic linguistic, the adjective follows the described one, like 'موضوع مثير للاهتمام' ('mawdʔwʔun muʔi:run lilʔihtimam'). Now, several general problems are discussed in detail.

3.1.2 Syntactic issues

The Arabic language has a distinguishing of the gender of the subjects and words, while the English has one word for both genders: male and female, while in Russian they have male, female, and neutral.

Example: in Arabic: طالبة، طالب ('talib, taliba'), in English: a student ('stu:dnt'), in Russian: студент, студентка.

This problem will not face the foreigner in translating from Arabic to the other foreign language, but will the Iraqi or Arabian has a problem, especially in the case of mentioning some people he/she knows.

3.1.3 Meaning issues

Passive:

The two languages have the passive tense in the present and past. Unexpectedly, this tense forms an issue in translating from a foreign language to Arabic. The reverse is not always true. An example of translating an English sentence with passive tense in Arabic with two different translators: Google and Yandex.

English sentence: the prototype is developed by the engineer.

Google translate in Arabic: تم تطوير النموذج الأولي من قبل المهندس

(‘Tammatatʔwi:ruannamu:ḏadʔjalawwahiū min qibalialmuhandisi’)

Yandex translate in Arabic: تم تطوير النموذج الأولي من قبل المهندس

يُطَوَّر النموذج الأولي من قبل المهندس

(‘Jutʔawwarunnamu:ḏadʔjalawwahiūminqibalialmuhandisi’)

Foranexternalmonitor, thisisnotabigdeal. Nevertheless, in the business and companies field, this makes a problem. The speaker did not mean that the prototype is ready and has been successfully developed, while the meaning is that he is working now on it. In general, the passive makes multiple problems for the translators; therefore, it is better to avoid using it as much as possible.

Compound sentences

Al-Muhiesen, (2019:325) defines compound sentences, which they are more used in academic and scientific writing. This sentence contains one essential purpose and several detailed explanations. These sentences will cause ambiguity in translating if they are not used in a proper and evident formulation. Besides, these complex sentences, the sequence of sentences or story may make an ambiguity. Especially when the story or long sentences have pronouns to refer to previous written subjects or objects. An example of this in translation from Arabic to English is:

The Arabic compound text:

كان الوزير في الحملة مع الملك نينوس، وكان متعلقاً جداً بزوجه سميراميس فأرسل في طلبها، عندما جاءت وضعت له وللملك خطة للسيطرة على العاصمة بلخ، وعندما وضعت الخطة أعجب بها الملك للغاية.

(‘ kanaalwazi:ru fi:lhamlatimaʔaalmalikiNinusa, wa kana mutaʔalliqaḏḏidanbizawḏḏatihiSemiramis, faaʔrsal fi: tʔalabiha, ʔindama ḏḏaʔat wadʔaʔat lahu wa lilmaliki xutʔatan lissaitʔarati ʔala alʔasʔimatiBalax, waʔindamawadʔaʔatilxutʔatuʔuʔḏḏibabihaalmaliku lilyaya’)

Its translation in English:

(The minister was on the campaign with King Ninos, and he was very attached to his wife Semiramis, so he sent for her, when she came, she put for him and the king a plan to control the capital, Balkh, and when the plan was drawn up, the king liked (it) very much).

The correct translation here will be ('the king liked **her** very much') for Semiramis not (it), as translated before, which refers to the plan.

Here, an example of mistranslating the technical sentences from English to Arabic are illustrated below:

English scientific sentence:The formulation of the wheel-rail contact problem is a complex task.

Google translation of this text in Arabic: إن صياغة مشكلة التلامس مع السكك الحديدية هي مهمة معقدة.

(‘Inna sʿi:ayata muʿkilati attalamusi maʿ assekaki alhadi:di:ati hi: mahammatur muʿfaqadatun’)

The right translation of this text is إن صياغة مشكلة الاتصال بين العجلة والسكة الحديدية مهمة معقدة.

(‘Inna sʿi:ayata muʿkilati alʿittisʿali baina alʿadʿalati wassikati alhadi:di:ati mahammatur muʿfaqadatun’)

The incorrect translation here is due to the writing style of this sentence, which contains abbreviations to avoid redundant long-term sentences in the English language. Without the abbreviations, the sentence above and the translation will be:

The reformulated English sentence: The formulation of the contact problem between the wheel and rail is a complex task

The translation of the reformulated sentence: تعد صياغة مشكلة التلامس بين العجلة والسكك الحديدية مهمة معقدة

(Tuʿaddu sʿi:ayatu muʿkilatu attalamusi bain alʿadʿalati wassekaki alhadi:di:ati mahammatur muʿfaqadatun’)

3.1.3 Morphology issues:

The form of the words may cause some problems in translating. As in Arabic, we use some symbols upper or lower some words to differentiate the usage of the word, like منتج (‘muntidʿ’) in Arabic as a producer, and منتج ‘muntadʿ’ as a product. Some languages like Russian and French use prefixes and suffixes to give different meanings for specific words. An example of this issue is shown below:

In English: the workers finish the final design. The producer is working now.

In Arabic: ينهي العمال التصميم النهائي. المنتج يعمل الآن.

(‘Junhi: alʿummalu attasʿmi:ma annihaʿi: Almontidʿu jaʿmalu alʿanaʿ’)

As in the writing of this translation, nothing is wrong. Surprisingly, when the speaker of the translator says the translation, it reads المنتج as المنتج (‘almuntadʿ’), which is a product, unlike the meant word as المنتج (‘almuntidʿ’), who is the producer. The same problem does not have to be in translating from Arabic because it depends on the spelling of the word from Arabian.

3.1.4 Phonological issues

These kinds of problems concern the sounds, tones, and rhythms. Here, the Iraqi or any other Arabic accent will cause a big problem in translating, the same as misspelling from the other side of its language. To make an electronic correspondence, which may understand each Arabic accent correctly, demands an intelligent machine-

learning algorithm, wide data storage, and costs a lot. Therefore, the spoken language needs to be Classical Arabic (pure language). The tones are essential to delivering the actual meaning and expression to the others, which is not evident in the translators of this kind. In addition, speaking in a slow rhythm is better to ensure a well understanding of the receiver and well interpreting and analyzing from the electronic translators.

3.1.5 Metaphors

Metaphors are implicit expression methods of speech. Its meaning is not understood literally, but it explains specific ideas more elegantly and colourfully. Therefore, the spoken language needs to be Standard Arabic. The use of metaphors in Arabic or other languages poses a problem for the translator and the other speaker. Here, two examples of using metaphors in English and the literal translation, which will be used by the electronic correspondence, and the actual meaning of these metaphors in Arabic.

Metaphor in English: Every cloud has a silver lining.

Literal translation in Arabic: كل سحابة لها بطانة فضية

(‘Kullu safiabatin laha bitʿanatan fidʿi:atun’)

The actual meaning in Arabic: إن مع العسر يسراً

(‘ʿinna maʿa aluʿsri jusran’)

Metaphor in English: developing designs is not a piece of cake.

Literal translation in Arabic: تطوير التصميم ليس قطعة من الحلوى

(‘tatʿwi:ru attasʿami:mi laisa qitʿatan min alʿalwaʿ’)

The actual meaning in Arabic: تطوير التصميم ليس بالأمر السهل

(‘tatʿwi:ru attasʿami:mi laisa bilamri alsahliʿ’)

3.1.6 Several meanings of words

It will be great for the translators if each word in every language has only meaning and usage. Unfortunately, this is not true for almost all languages in the world. Such words, which have one meaning, are called 'ممنوع من الصرف' (‘mamnuʿun mina sʿarf’’) in Arabic linguistics, means forbidden to exchange in English. The other words have several forms and can be in different places in the sentence. Some words in Arabic can be separated into parts and will have different meanings, are called alliteration, 'الجناس' (‘alʿdʿinas’’) which are the similarities between two words in the number of same letters and their order. There is another kind of alliteration.

However, it is not the point of interest here. The alliteration widely exists in the poetry and the verses from the book (Al-Quran). In Russian, for example, the word *пожалуйста* have two meanings that depend on its location in the text. The first meaning is as the Arabic term *لو سمحت* ('law samafit') and the English word 'Please', and the second as the Arabic idiom *على الرحب والسعة* ('ʿala arrahbi wassiʿa') and 'any time', or 'you are welcome' in English.

3.2 Specific problems:

3.2.1 New technical words

The specific problems are the ones that relate to the entrance of the new words and idioms in the languages. It is certain that with this unstoppable technological revolution and the extraordinary situations, imposed by the spread of Coronavirus, new terms, took their way to our languages. Nowadays, it is necessary to be a follower of technical developments to be a member of this era. New English terms enter the Arabic language as they are without any transferto their accordance in Arabic. Therefore, this demands more responsibility to the Arabian or Iraqi to have been in touch with all the recent in his field.

The problems in translating the technical texts are numerous. The gap between the technological evolution between Arab and western and eastern countries, no doubt, is noticeable big. Therefore, there are multiple issues in translating the technical terminology due to multi fields of science. Here, some of the mistranslations in different sciences are illustrated below.

Medical Field

The medical field is considered the toughest field by its complex compound terminology. It is not one hundred per cent of non-truth saying that it is the most difficult to translate and find or create the terminology synonyms in Arabic. Below, an example of English medical text about coronavirus is translated to Arabic and discussed.

Example: Specific genes are present in all the coronaviruses in ORF1 downstream regions, which encode the proteins for nucleocapsid, viral replication, and spike formation. On the outer surface of the coronaviruses, there are glycoprotein spikes that facilitate the entry and attachment of the virus to the host cells.

توجد جينات معينة في جميع فيروسات كورونا في مناطق المصب ORF1، والتي تشفر البروتينات من أجل nucleocapsid، والتكاثر الفيروسي، وتشكيل السنبلة. على السطح الخارجي لفيروسات كورونا، توجد ظفرات في البروتينات السكرية تسهل دخول الفيروس وربطه بالخلايا المضيفة.

When listening to the spoken interpretation of this translation, multiple notes are declared, unclear translation for the abbreviations of scientific technology in Arabic, as in (ORF1). Moreover, misspelling the verbs which need a tighten (تَشْفَر) in tone to deliver its correct meaning, as in (تشْفَر). In addition, incorrect translation of term (spike formation) as (تشكيل السنبلة). Finally, the missing synonym of (nucleocapsid) in Arabic.

Geographic

Geography is the science of studying lands, features, and the phenomena of the Earth and other planets. Geography also has complex terms, which cause ambiguity of translation. A simple example of that is discussed as in the following:

Example: About 4.5 billion years ago, gravity coaxed Earth to form from the gaseous, dusty disk that surrounded our young sun. Over time, Earth's interior—which is made mostly of silicate rocks and metals—differentiated into four layers.

Translation results:

منذ حوالي 4.5 مليار سنة، أقتعت الجاذبية الأرض لتشكل من القرص الغازي المترب الذي يحيط بشمسنا الفتية. بمرور الوقت، تمايز باطن الأرض - والذي يتكون في الغالب من صخور ومعادن السيليكات - إلى أربع طبقات.

(‘mundū hawalai arbaʿa fasʿila xamsa miliari sanatin, aqnaʿataldʿadibi: atualardʿlituʿfakkila mina alqursialyazii: almutarabiialladi: juhitiʿubifamsina alftiati. Bimurori alwaqt, tamaiuzu batʿini alardʿ - walladi jatakawwanu fi: alyalibi min sʿuxo:ri wa maʿadani assilikati - ?ila ?arbaʿi tʿabaqatin.’)

The exact translation:

منذ حوالي 4.5 مليار سنة، أقتعت الجاذبية الأرض لتشكل من الغلاف الغازي قرصاً غبارياً يحيط بشمسنا الفتية. مع مرور الوقت، تمايز باطن الأرض - والذي يتكون في الغالب من صخور سيليكية ومعادن - إلى أربع طبقات.

The problems relate to the followed literal way in the translation and the style of speech. The places of mistranslating were in (القرص الغازي المترب)، (الفتية)، (تمايز)، (صخور ومعادن السيليكات). The problems inform the importance of the punctuations in speech, which could be formulated by the rhythm of speech and consider the linguistic rules of other languages.

There are numerous examples of incorrect translations in the technical fields, which relate to the differences in structures between the languages, the gaps between the technical levels of several countries, and the style of speech.

3.2.1 Individual problems

The other issue, which belongs to the specific ones, is the problem relates to the human himself, the speaker or the listener in this case. In more detail, for the Arabs, The Arabs have two characteristics in their speech, multilingual and bilingualism. As for multilingual, it means that a person speaks two different languages at the same time, and this is what happens in Arab countries in general. Arabic is used in social interactions and English in work and study. These two languages are complete opposites, but the Arab combine them. Especially in Iraq, the English words invade the spoken language in ordinary life. Moreover, in Lebanon and the western Arab countries, the French language is also involved in real-life and study.

The other kind is to mention here is bilingualism, meaning that a person speaks two different dialects of the same language! Classical and colloquial dialect. Even more, one country may have more than one dialect! Saudi Arabia, for example, combines the Gulf dialect in some of its regions, the Hijazi dialect in the zones of Hejaz and Tehama, and the Najdi dialect in the Najd region. Egypt also combines different dialects, as well as the Levant and others. Iraqi also have more than one dialect. The main reason for that is the difference in nature and climate all over the Arab country. These reasons make an additional weight on the Arabian, who wants to speak with foreigners. They talk, in real-life, in a language (colloquial), which is widely different from the Standard and world announced one.

3.2.3 Cultural and moral issues

The mistranslation may cause incorrect understanding or behaves in some cases. This wrong translation occurs in all languages because of the incorrect spelling of some words and the different meanings of one word. The translator, in ambiguous cases, takes the most popular use of this word and neglects the others.

3.3 Technical problems

The technical problems depend on the electronic correspondence, which significantly relates to the kind of the followed algorithms, used translators, the quality of the components, the capability of translating more languages, the correctness of the results, and the adaptability of these pieces.

Nowadays, a big competition occurs between technology companies to develop electronic interpreters, which can translate many languages and have emphasized AI algorithms to analyze the speech, understand it, and retranslate it to the other language more understandably and conveniently, simulating the human technic.

IV. SUGGESTED SOLUTIONS

Since there are multiple problems, several suggested solutions, which may enhance the translating or reduce the faults and ambiguity of translating, are listed as follows:

1. The first and most important suggested solution is emphasizing the way of talking, as mentioned before. This thing states a slow and understandable rhythm of speaking with a correct character output and talking in the Standard language.
2. Having the desire to follow the recent developments and achievements and learning to speak in different languages is a key to solving translation problems.
3. Some problems occur due to old and unqualified used tools. Therefore, using an upgraded and latest version of electronic correspondence is adequate for having less frequent issues.
4. Contributing and raising awareness in spreading the Standard Arabic language is vital. The bilingual and multilingual will destroy our national Arabic language. Therefore, saving the Arabic language is an obligation to rescue our existence.

V. CONCLUSION

Recently, many technical English words have invaded Arabic and many other languages. This invasion acts in the spoken and connecting language between adults. This problem will arise and spread without accountability and observation. The previously defined problems push us to strengthen our language and help to deliver it to the world correctly. No one can understand the Arabic language than the Arabs themselves. Therefore, taking part in emphasizing the translation between Arabic and other foreign languages is the responsibility of each native and educated Arabian.

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The Contribution of Leg Length, Leg Muscle Strength, Arm Span and Maximum Oxygen Volume to 100-Meter Crawl Swimming Achievement

(Correlational Study on Intermediate Level of Female Athletes Pandhowo Swimming Club)

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Abstract— This study aimed to analyze the contribution of leg length, leg muscle strength, arm span, and maximum oxygen volume of athletes to the performance of 100-meter crawl style swimming, and how significant the contributions were. This study employs a descriptive and correlational research method. Specifically, this research focused on 40 Pandhowo Swimming Club female athletes with an age range of 12-13 years old. In this study, there are four independent variables: leg length, leg muscle strength, arm span, and maximum oxygen volume. While the performance of the 100-meter crawl style swimming is used as the dependent variable. This study collected data through tests and measurements of each variables, and the analysis is done using correlation technique, which tests normality, linearity, and hypotheses Results indicated that leg length, leg muscle strength, arm span, and maximal oxygen volume contributed significantly to the performance of the 100-meter crawl style swimming. The effective and relative contribution of each variable is as follows: leg length has an effective contribution of 15% and a relative contribution of 20%, leg muscle strength has an effective contribution of 20% and a relative contribution of 30%, arm span has an effective contribution of 6% and a relative contribution of 9%, and maximal oxygen volume has an effective contribution of 25% and a relative contribution of 38%.

Keywords— Crawl, contribution, intermediate.

I. INTRODUCTION

Sport basically has a very important and strategic role for efforts to form and improve the quality of human resources for further development. Sports are considered important in order to support the formation of character and personality, discipline, high sportsmanship, as well as increasing achievements that can generate a sense of pride and national unity. In another side sports is having important role, namely to form a complete human being physically and mentally.

Achievement in sports is a complex thing because of many factors that influence it. Coaching in swimming is one of the efforts to increase maximum achievement through coaching at a young age. Swimming is a sport having good demand by many people, both among children and adults. Swimming was introduced to the Olympics in 1912. People usually swim using various styles, such as the crawl style. This style is very easy to do by all circles, both beginners / children and adults. The basics of swimming are vary, including the introduction of water, head movements, hand movements, foot movements to how to take a breath.

Strength is an important element in supporting movement skills. Strength as the maximum active power can be done by a group of muscles in one effort. Strength also functions as the amount of muscle effort that contracts to get the ability with maximum tension. Leg muscle strength is a basic component to provide impetus for movement to be effective and efficient. Most of the thrust in the swimmer is generated by the movement of the legs

In crawl swimming, the effort made to get a forward thrust is also generated by the stroke of the arm. Arm stroke in crawl style swimming serves as a puller and pusher. The number of arm strokes varies from one athlete to another. This is due to differences in body size such as arm size, arm length and arm span. The athletes who have long arm spans with athletes who have short arm spans can produce different forces in providing propulsion in swimming. Because the reach of the arm at the time of pulling and pushing is what makes the difference in generating thrust.

Maximum oxygen volume is one of the components of physical condition that is important in achieving achievement. Athletes who have a good maximum oxygen volume will be able to carry out strenuous activities for long periods of time without experiencing fatigue. According to Sukadiyanto (2010: 60) a common man, athlete or coach who wants to increase endurance or endurance must know very well since what needs to be improved is the working ability of the cardiovascular system.

Physical ability is an important element in reaching the achievement in swimming. The contribution of physical condition to swimming sports achievement still needs to be studied in depth. Efforts to reach achievement in swimming sports needs to be concerned to the elements of physical conditions that affect the sport. In training, you must pay attention to the elements of leg length, arm span and maximum oxygen volume by providing the right exercise program.

In the swimming competition there are various numbers that are contested. One of them is the crawl style with a distance of 100 meters. Swimming in crawl style at a distance of 100 meters requires more physical components, even anthropometry of athletes with certain criteria is needed compared to numbers under 100 meters. Crawl style swimming is done with the body prone position. The basic techniques that must be mastered in crawl style swimming are gliding movements, leg movements, arm movements and breathing. From these movements, an athlete must be able to coordinate the

II. METHOD

movements of one to another movement as a whole. In that way an athlete will get an effective and efficient movement.

In swimming, aside from mastering the basic techniques of swimming, athletes must also have skills in swimming. In addition, every sport has a diverse composition of physical needs and also every member of the body in athletes has various important roles in achieving an achievement. Physical factors are one of the factors that can support the achievement of sports achievements. Mochamad Sajoto (1995: 11) states, "one of the aspects in reaching achievement in sports is the biological aspect which includes the structure and posture of the body, namely: (1) leg size and length, (2) large size, width and weight, (3) somatotype (body shape)".

Each of these components is of course interrelated in carrying out their business, the relation between one part and another is felt to be very necessary, such as leg length, leg muscle strength, arm span with a strong maximum oxygen volume. Each of these parts contributes to swimming performance, especially in the crawl style. The contribution can have a positive effect on swimming movements because by knowing the contribution of these parts an athlete can maximize the correct and appropriate movement so that it is more efficient in swimming. More or less mistakes can be avoided and minimized by practicing the right and good movements.

To be able to provide physical exercise appropriately and according to muscle development and the athlete's maximum oxygen volume, it can be arranged according to the variables on the achievement of swimming sports achievements. The role of leg length, leg muscle strength, arm span and maximum oxygen volume on the achievement of the 100 meter crawl style swimming sport can be seen through the contribution of each variable to achievement. Because the contribution of each variable is not known yet, it is necessary to conduct research first. The Pandhowo Sukoharjo, Klaten and Cilacap swimming clubs need attention. This is because in the club there is a gap in results and the achievement of the 100-meter crawl style swimming time. This gap is found in intermediate level female athletes aged 13-14 years. When a trial time/test was conducted for the 100-meter crawl style swimming, female athletes aged 13-14 years had very varied time differences, even though the training program given to athletes was an equal portion of the training program.

The method in this study is a descriptive method with correlational study techniques. Sugiyanto (1994:57)

states, "Through a correlational study it can be known whether one variable is associated with another variable. Arikunto (1996) The relation between variables is determined by using a correlation coefficient calculated by statistical analysis techniques. This study will describe the relation and the magnitude of the contribution between leg length, arm span and maximum oxygen volume in the 100 meter crawl style swimming achievement. Sampling was done by purposive sampling technique. The sample in this study was set specifically for beginner level swimming athletes at the Pandhowo Swimming Club who could swim

freestyle as many as 40 intermediate level female athletes aged 13-14 years.

The instruments used in this study were a test using a meter to measure leg length and arm span, a test using a leg dynamometer to measure leg muscle strength, and a 12-minute swimming test to measure maximum oxygen volume. The data that has been collected from each test instrument is then processed using SPSS by looking for normality, linearity test, partial correlation test of each independent variable (X) to the dependent variable (Y), and finally looking for regression analysis.



III. RESULT

- a. The relation between the athlete's leg length and the achievement of the 100 meter crawl style swimming and how much it contributes.

Based on the results of two data analyzes that have been carried out on the athlete's leg length data on the achievement of the 100 meter crawl style swimming; the first analysis with product moment correlation analysis obtained a sig value of 0.00. This value is smaller than the sig value at a significance level of 0.05. Because the arithmetic value of $\text{sig} < 0.05$, the correlation value between the variables x and y is significant. The result of calculating the correlation coefficient shows a value of 0.649. This means that the 100 meter crawl style swimming achievement variable is influenced by the element of leg length with a strong degree of relation. The second analysis using partial correlation analysis, partial correlation coefficient of leg length with swimming achievement of 100 meter crawl style controlling leg muscle strength, arm span and VO_2max , obtained a partial correlation coefficient of 0.240. With $df = 38$. It turns out that the calculated value of significance = $0.152 > \text{sig}$ value of 0.05. This shows that there is no significant relation between leg length and the achievement of the 100 meter crawl style swimming at a certain level of leg muscle strength, arm span and VO_2max . Then based on the results of calculating the effective contribution and relative contribution, the length of the legs gives a value of 15% and 23% for

the achievement of the 100 meter crawl style swimming. The results of the two analyzes show different results, where between the results of single correlation and partial correlation there is a difference in significance level. This means that the length of the legs can affect the swimming performance of the 100 meter crawl style maximally when there is a single correlation. The opposite thing happened when the leg length affected the swimming performance of the 100 meter crawl style at a certain level of variable leg muscle strength, arm span and VO_2max , there was still a relation but with a less degree of relation. Thus the hypothesis which states that there is a relation between leg length and the achievement of swimming in the 100-meter crawl style can be accepted as true.

- b. The relation between the athlete's leg muscle strength and the achievement of the 100-meter crawl style swimming and how much it contributes.

Based on the results of two data analyzes that have been carried out on data on leg muscle strength with the achievement of swimming in the 100 meter crawl style, the first analysis with product moment correlation analysis obtained a sig value of 0.00. The sig count value of 0.00 is smaller than the 0.05 significance. Because the value of sig count < 0.05 , the correlation value is significant. Then the result of calculating the correlation coefficient shows 0.676. This means that the 100 meter crawl style swimming achievement variable is influenced by the element of leg muscle strength with the degree of relation being

said to be strong. The second analysis with partial correlation analysis, the partial correlation coefficient of leg muscle strength with the achievement of swimming in the 100 meter crawl style controlling leg length, arm span and VO₂max, obtained a partial correlation coefficient of 0.355 with $df = 38$. It turns out that the count $sig = 0.031 < 0.05$. This shows that there is a significant relation between leg muscle strength and the achievement of swimming in the 100 meter crawl style at the level of leg length, arm span and a certain VO₂max has a less degree of relation. Thus, the hypothesis which states that there is a relation between leg muscle strength and swimming achievement in the 100-meter crawl style can be accepted as true.

- c. The relation between the athlete's arm span and the achievement of the 100-meter crawl style swimming and how much it contributes.

Based on the results of two data analyzes that have been carried out on the athlete's arm span data on the 100 meter crawl style swimming achievement; the first analysis with product moment correlation analysis obtained a sig value of 0.00. This value is smaller than the sig value at a significance level of 0.05. Because the arithmetic value of $sig < 0.05$, the correlation value between the variables x and y is significant. The result of calculating the correlation coefficient shows a value of 0.670. This means that the 100 meter crawl style swimming achievement variable is influenced by the arm span element with a strong degree of relation. The second analysis with partial correlation analysis, the partial correlation coefficient of arm span with the achievement of swimming 100 meter crawl style controlling leg muscle strength, leg length and VO₂max, obtained a partial correlation coefficient of 0.081. With $df = 38$. It turns out that the calculated value of significance = $0.633 > sig$ value of 0.05. This shows that there is no significant relation between arm span and the achievement of the 100 meter crawl style swimming at a certain level of leg muscle strength, leg length and VO₂max. Then based on the results of calculating the effective contribution and relative contribution, the arm span gives a value of 6% and 9% on the achievement of the 100-meter crawl style swimming. The results of the two analyzes show different results, where between the results of single correlation and partial correlation there is a difference in significance level. This means that the arm span is able to maximally affect the 100 meter crawl style swimming performance when there is a single correlation. The opposite thing happened when arm span affected the

100 meter crawl style swimming performance at a certain level of leg muscle strength, leg length and VO₂max variable, there was still a relation but with a very weak degree of relation. Thus, the hypothesis which states that there is a relation between arm span and the achievement of the 100-meter crawl style can be accepted as true.

- d. The relation between the athlete's maximum oxygen volume and the achievement of the 100-meter crawl style swimming and how big is the contribution.

Based on the results of two data analyzes that have been carried out on the maximum oxygen volume data with the achievement of the 100 meter crawl style swimming, the first analysis with the product moment correlation analysis obtained a sig value of 0.00. The sig count value of 0.00 is smaller than the 0.05 significance. Because the value of sig count < 0.05 , the correlation value is significant. Then the result of calculating the correlation coefficient shows 0.689. This means that the 100 meter crawl style swimming achievement variable is influenced by the element of maximum oxygen volume with the degree of relation being said to be strong. The second analysis with partial correlation analysis, the partial correlation coefficient of maximal oxygen volume with the achievement of 100 meter crawl style swimming controlling leg length, arm span and leg muscle strength, obtained a partial correlation coefficient of 0.406 with $df = 38$. It turns out that the count $sig = 0.013 < 0, 05$. This shows that there is a significant relation between the maximum oxygen volume and the achievement of the 100 meter crawl style swimming at the level of leg length, arm span and certain leg muscle strength having a sufficient degree of relation. Thus the hypothesis which states that there is a relation between maximum oxygen volume and the achievement of the 100 meter crawl style can be accepted.

- e. The relation between leg length, leg muscle strength, arm span and maximum oxygen volume of athletes with the achievement of swimming in the 100 meter crawl style and how big their contribution is.

Based on the results of the calculation of the correlation of leg length (X₁), leg muscle strength (X₂), arm span (X₃) and maximum oxygen volume (X₄) on the achievement of 100 meter crawl style swimming (Y), the sig F change value is $0.00 < 0.05$. This shows that there is a simultaneous correlation or relation between leg length (X₁), leg muscle strength (X₂), arm span (X₃) and maximum oxygen volume (X₄) on the achievement of 100 meter crawl style

swimming (Y). Meanwhile, based on the results of multiple correlation calculations, the R value is 0.812. Therefore, it can be concluded that there is a very strong degree of categorical relation between leg length (X1), leg muscle strength (X2), arm span (X3) and maximum oxygen volume (X4) on the achievement of 100 meter crawl style swimming (Y).

IV. DISCUSSION

Based on the results of descriptive analysis with a sample of 40 female swimmers in the intermediate category for the variable leg length, it was obtained an average of 85.68 with a standard deviation of 5.65, the highest score of 100 and the lowest score of 75. Description of the data for the variable leg muscle strength obtained an average an average of 73.87 with a standard deviation of 29.911, the highest score of 154 and the lowest score of 32. Description of the data for the arm span variable obtained an average of 151.04 with a standard deviation of 10,518, the highest score of 177 and the lowest score of 130. Description of the data for the volume variable maximum oxygen obtained an average of 626.87 with a standard deviation of 74,547 the highest score of 177 and the lowest score of 130. Description of the data for the 100 meter freestyle/crawl swimming ability variable obtained an average of 116.15 with a standard deviation of 27,544 the highest score 175 and the lowest score is 74. The results of the descriptive analysis are decisive for testing the results of each ng variable

V. CONCLUSION

Based on the results of the research and the results of data analysis conducted, this study concludes that the components of physical condition and anthropometric components that have a relation and influence on the achievement of the 100 meter crawl style swimming and the existing variables are leg length, leg muscle strength, arm span and Vo2max. These variables were processed and analyzed by calculating the correlation coefficient of each predictor to the criteria and knowing the partial correlation and calculating the multiple correlation between the predictor and the criteria as well as the contribution of each predictor.

After being analyzed using product moment correlation analysis, partial correlation and regression analysis that has been carried out, the following conclusions can be obtained:

1. There is a significant relation between the length of the legs on the achievement of swimming in the 100 meter crawl style, with a correlation value of 0.649.

These results indicate the relation between the variables is negative (-) or reversed. These results indicate that the greater the contribution of limb length, the less time it takes to achieve the 100 meter crawl style swimming achievement.

2. There is a significant relation between leg muscle strength and the achievement of swimming in the 100 meter crawl style, with a correlation value of 0.676. These results indicate the relation between the variables is negative (-) or reversed. These results indicate that the greater the contribution of leg muscle strength, the less time it takes to achieve the 100 meter crawl style swimming achievement.
3. There is a significant relation between arm span on the achievement of the 100 meter crawl style swimming, with a correlation value of 0.670. These results indicate the relation between the variables is negative (-) or reversed. These results indicate that the greater the contribution of the arm span, the less time it takes to achieve the 100 meter crawl style swimming achievement.
4. There is a significant relation between the maximum oxygen volume and the achievement of the 100 meter crawl style swimming, with a correlation value of 0.689. These results indicate the relation between the variables is negative (-) or reversed. These results indicate that the greater the contribution of the maximum oxygen volume, the less time it takes to achieve the 100 meter crawl style swimming achievement.
5. There is a significant relation between leg length, leg muscle strength, arm span and the achievement of swimming in the 100 meter crawl style, with an R value of 0.812. These results indicate that there is a very strong degree of relation between leg length (X1), leg muscle strength (X2), arm span (X3) and maximum oxygen volume (X4) on the achievement of the 100 meter crawl style swimming (Y).
6. From the data analysis that has been done, the relative contribution of each independent variable to the dependent variable is obtained as follows;
 - a. Leg length contributes 23% relative.
 - b. Leg muscle strength contributes a relative 30%.
 - c. Arm span provides a relative contribution of 9%.
 - d. Maximum oxygen volume provides a relative contribution of 38%

While the effective contribution of each independent variable to the dependent variable is as follows:

 - a. Leg length provides an effective contribution of 15%.
 - b. Leg muscle strength provides an effective contribution of 20%

- c. Arm span provides an effective contribution of 6.4%.
- d. The maximum oxygen volume provides an effective contribution of 25%. So that the total effective contribution of the four variables to the 100 meter crawl style swimming achievement is 66%.

This shows that the contribution of maximal oxygen volume is the variable that has the most dominant contribution, followed by the variable leg muscle strength, leg length and the smallest contribution is the arm span variable. Meanwhile, the remaining 34% is a contribution from other factors other than those represented by the independent variables. The predictions from the researchers of these other factors could be influenced by the factor of training or other physical condition factors that also support the achievement of the 100 meter crawl style swimming

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Intonation and Learning English Language during Corona Virus Pandemic

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Abstract— *The current paper attempts to shed light on the feasibility of teaching the undergraduate students intonation and its pragmatic meaning as a means of communication and learning especially during Covid-19 which has been one of the greatest crises in different sides of life including education. Students in Iraq especially those who study at universities just like their peers in all over the world have faced the difficulty of distance learning which abused them to cope with the online classrooms. Pre and post tests have been conducted about intonation and stress to a sample of (20) students who have studied English language in the department of English language at Al-Turath University College were divided into experimental and control groups EG and CG to check out their comprehension of intonation before and after instructions. The data was collected from questionnaire and then computed in a statistical analysis. Many diagrams and tables were submitted to point out the percentages of passed and failed students of both groups before and after treatment. The findings were so obvious that there has been improvement of the experimental group after treatment. However, the present research investigates the effectiveness of teaching intonation to English second learners to improve their pronunciation and ultimately help the students' online grasp learning. The whole attempts are for the sake of conducting a successful distance learning.*

Keywords— *intonation, stress, on line lectures, EG, CG.*

I. INTRODUCTION

No one can deny the critical and dreadful situation of Covid 19 faced by all the global sectors, particularly the education and teaching processes in a sense to split lectures between distance and classroom. In distance learning, the pedagogical mission is in need for more influential means than delivering the abstract scientific information to SL by technological means like Google Zoom or Google Meet and the teachers be just like parrot. Honestly, this mission has a superior goal concerning how to motivate the humans' senses and energies. The way of teachers' explanations with the pitch of their voice varies over utterances plays a remarkable role in the instructional process in general whether the lectures are in the class or on line. It attracts the students and makes them pay their attentions to the lecture in general and to the important

points of the scientific details in particular. One of these magic means will happen by changing the teachers' tones one rising and another falling and even stabling. These changeable movements of the tones are called 'intonation'. Intonation may therefore; be defined as pitch differences that extend over phonetic units larger than the syllable. It is indeed what welds strings of syllables or groups of phrases together.

Since learning English has its necessity and opens a lot of chances of careers for those who are learned. Those learners face many problems with both intonation and stress. One of these problems is how to be accurate and well pronounced as native speakers. Also they face the problem of how to understand and use the intended intonation and stress in the sentences. However, to those

who learn another language, intonation and stress are still a problem which is in need to care more about.

Both intonation and stress serve to discriminate meanings in English and are closely connected. Stress refers to the degree of prominence a syllable has. In the verb *permit*, for example, /-mít/ is more prominent than the first syllable /per-/, whereas in the noun *permit*, the first syllable is more prominent. In intonation, the voice goes up and down over utterances until it reaches the stressed syllable where it rises and then it may remain at that level, fade away or fall depending on the message to be conveyed. Accordingly, the most prominent syllable is associated with the highest pitch.

The correct representation of intonation is a crucial point that causes confusion to many foreign learners. In fact, it is not an easy task to teach students speaking foreign language with correct use of pitch and stress which lead to correct syntactic boundaries (Cooper, W. E. and J. M. Sorensen 1981).

The significant role of pronunciation lies in facilitating the understanding through communication and in its influence on the recipients to catch the intended meaning of the uttered speech. Thus, learners should spend extra time to go further and deeper with intonation and its features “English pronunciation is one of the most difficult but significant sub-skills to acquire, and learners should spend lot of time to improve their pronunciation” (Pourhosein 2016).

However, in communication people are still in need of something else; something more influential than the verbal ones. Tone is the appropriate solution for all what we have mentioned above. It refers to differences in the pitch over a single word. Imagine the possibilities if we answer with “NO” but with different tones. Sometimes tone can make others feel offense, impoliteness and ingratitude. Another instance “thank you” has many different possible meanings according to the changing in tones. If we begin with high tune and ends with low, this will show real gratitude. On the contrary, if we do the opposite, it shows offense and impoliteness. The word “right” also has two meanings according to rising and falling of our tone. If we rise our tone this will give the hearer the impression of invitation, while the impression of agreement if the speaker uses the high tone (Roach 2000).

Nevertheless, the perspective discourse of intonation can hold two kinds of relations: intonation and grammar from one side and intonation and expressions of attitudinal meaning on the other side. Jenkins (2004) clarifies that discourse intonation can be in its core the communicative function of intonation beyond the traditional ways which goes back to grammatical and attitudinal functions of

pitch, stress, ... This issue has been raised during recent decades especially in the UK and it becomes as a technique for increasing the solidarity or harmony between the speakers and their interlocutors in order to encourage them to involve in the communication.

Unfortunately, many foreign learners are not willing to imitate the accents of native speakers, but there are a lot who are wishing to do so by realizing the phonetic environment alongside with the suprasegmental qualities for the second language (Jenkins 2004).

There have been so many linguists who make their suggestions to improve the learners’ acquisition of intonation correctly. One of those is Roach (2009) who proposed that the most successful way to acquire well intonation is to talk to native speakers of English. Otherwise, they cannot learn right intonation though they may have good pronunciation.

II. THE GOAL OF THE RESEARCH

Intonation has not gained its deserved attention in the pedagogical process and the learners still find it a controversial phenomenon when they communicate with native speakers. This research attempts to shed the light on the importance of the intensive instruction of intonation in order to make students aware of the pitch movements and its effect on the meanings in both learning and communication after treatment.

III. THE FORMS AND PATTERNS OF INTONATION

As utterances vary in stress, they also vary in pitch. Four levels of pitch usually used in English to make distinctions of meaning:

4. extra-high
3. high
2. normal
1. low

Level 2 is the normal pitch of the speaking voice, i.e. the pitch a speaker employs for most of his utterances. For example,

2 3 1

He is at hómé

We begin on level 2, the normal level, and remain there until we reach the primary stress, where the voice rises to level 3 and then falls to level one.

The pattern 231 is commonly used at the ends of statements, in wh-questions, i.e. questions beginning with

a question word: who, where, what, etc., and in commands as in

2 3 1
Eat your food

Level 4, the extra-high usually indicates surprise, emphasis, contradiction, excitement, e.g.

2 3 4
He is at home

Level 3. As usual, we begin on level 2, and when the voice reaches level 3, it remains there, e.g.

2 3 3
He is at home

The pattern 2-3-3 is commonly used at the end of yes-no questions and also to signal a question in a statement form, that is to say,

2 3 3
He is at home = Is he at home?

IV. INTONATION AND CONTEXT

Phoneticians adopt the idea that the production of intonation mainly depends on the perception of intonation. (Kees de Bot and Kate Mailfert 1982). Consequently, both pronunciation trainers and learners are indeed in need for more learning about intonation and its usage with reference to context. Many analysts advocated their effort to improve the learners productive skills by using correct intonation during communication. For instance, Clennell (1997) concentrates on learning discourse intonation in EAP in order to make the international students ready to converse efficiently with students of native speaking universities.

Another experience in the same vein was done by Pickering (2001) who proposed a section focuses on discourse intonation for the sake of improving pitch range.

Also we can find recent study about the significance of studying the different effects on the foreign learners' accents perspective according to communication context rather than on mimicking the suprasegmental features of pronunciation (Derwing and Rossiter 2002a, b). Shockey (2003) emphasizes on the important role of listening on assisting learners to handle the daily problems of connected speech (Clennell, 1997)

V. FUNCTIONS OF INTONATION

Intonation has different functions: attitudinal, accentual, grammatical and discoursed functions. The attitudinal function one cannot imagine the impression of our speech if it is with no hint to attitude or feeling like anger, happiness, surprise or whatever. (Roach, 2009). With fall tone, the impression of end the conversation always happens. While rise tone gives the meaning of unfinished speech, just like when we ask question or talk and stop in the middle without complement for example:

Could you ↑ help me?

I called them right a ↑ way

It shan't ↑ harmful

(Roach, 2009)

Meanwhile, fall-rise gives the impression of uncertainty, request. like:

You v might be wrong

Could I v take it?

Rise-fall gives the impression of suspicion like:

She was ^ last

The second function of intonation is the accentual function comes from the term "accent". It concentrates on the tonic stress of the word. The stressed word has the focused importance.

The third function of intonation is the grammatical one which is considered to be crucial for it cuts the road against ambiguity of many uttered sentences if there is no reference to the intended intonation (Roach 2009). So many people of different sectors, particularly those who discuss all the time like philosophers and politicians tend to make some notes to those who are listening to their controversial hints. Those notes are like pauses on the intended words, prepositions, auxiliaries..... are called tone-unit boundary. For instance: if we compare two possible explanations for the same sentences according to the placement of stress and pitch as follows:

a) Con'versations which resemble composition are so interesting

b) Conv ersations which resemble composition are so interesting.

The first sentence has limited meaning while the second one has generally a clear and accurate meaning.

As to the function of intonation in discourse, every sentence can be analyzed according to grammatical rules. But this analysis has a restricted extent with no benefit into communication. Shared knowledge between the speakers

accomplished with the intonation can bring the intended meaning to the listener. In addition, the intonation can pay the listener attention to the focused message. By using correct intonation, we can response and the listener can guess the answer correctly. Although many phoneticians find this function more important than other functions (Roach 2009), but the place of intonation is still ambiguous and mysterious to most learners.

VI. FACTORS AFFECTED INTONATION'S COMPREHENSION

Acquiring another language is still a controversial issue and many obstacles prohibit the phonological outcomes as they are expected to be. To Nagle (2018), some of these obstacles are learners' age, ear perception, instruction. Acquiring another language is like acquiring the mother tongue. Lenneberg (1967) sees that the earlier it would be, the better it will be; obviously, the acquisition of a foreign language becomes more difficult after the puberty period.

If we come to the second obstacle which is ear perception. It is somehow related to the physical property. Most of teachers don't pay attention and neglect this point; some have good ear to acquire another language easily but others have not.

The most important and complicated factor is the role of the teachers in indoctrination the students the right and accurate ways to acquire good pronunciation and to be native-alike by specifying a period of time for explaining this component at least one hour every week.

VII. THE METHODOLOGY OF THE STUDY

The design of this study is simple and qualitative one. The subjects of this study are (20) students who are divided into two groups; experimental and control groups. Throughout, it becomes clear that the subjects of this study are with no linguistic background about intonation and stressed syllables and their first results (pretest) are not deserved to be mentioned. Consequently, these two groups have exposed to pre and posttests of (14) sentences centering on *intonation* and *stressed syllables*. Of which 7 sentences have falling, rising and level intonation patterns and 7 others includes words of different stressed syllables. The same sentences were exposed to both the experimental and control groups in the posttest. The first group is to refer to the placement of intonation for each sentence, and the second one to tick on the stressed syllables. Between the pre and posttests, the experimental group have been instructed the patterns and meanings of intonation in different situations. While this will not happen to the control group. The findings of the two groups are so

important to be compared before and after treatment by putting them into statistical diagrams and tables to refer to the percentile changeable results.

VIII. THE RESULTS OF THE STUDY

The results of the pretest for both groups are so weak and with no value to mention. Two sessions have been given to the experimental group only after pretest. These two sessions were intensive with detailed explanation of intonation and stressed syllables by utilizing lab and audible videos for native speakers while they are interacting with different kinds of intonation and stress. Within a short period of time about two weeks, the students have been left before the posttest. Then, a post test was conducted to both groups.

The results of both groups are computed statistically. Two tables and seven diagrams were conducted to show the difference between the students' result whether failed or successful in both pre and posttests. Also two diagrams have been conducted to show the outcome of every group in both pre and posttests as a comparison which is called "standard deviation" as clarified below.

The percentages of the passed and failed students in both experimental and control groups in the pretest shows that the students find a serious difficulty in coping with the intonation of the sentences and placing the primary stress over syllables. The improvement in the experimental group's performance was due to instruction and treatment which the students have got after pretest and which proves the significance of focused explanation about intonation and its features.

Table1. The result of the EG in the pre and posttests
According to intonation and stress

No	Types	Pass in pretest	Percentage	Pass in Posttest	percentage
1	Intonation	1	10%	5	50%
2	Stress	2	20%	6	60%

Table2. The result of the CG in the pre and posttests
According to intonation and stress

No	Types	Pass in pretest	Percentage	Pass in posttest	percentage
1	Intonation	2	20%	2	20%
2	Stress	2	20%	2	20%

Diagram1: The result of the passed and failed students of the CG

in the pre and posttests according to intonation and stress

Diagram2: The results of the passed and failed students of EG in the pretest According to intonation

Diagram3: The results of the passed and failed students of EG in the pretest according to stress

Diagram 4: The result of the passed and failed students

of EG in post test according to intonation

Diagram 5: The result of the passed and failed students of EG in post test according to stress

Diagram 6: The standard deviation of passed students of both EG and CG in pre and post tests according to intonation

Diagram 7: The standard deviation of passed students of both EG and CG in pre and posttests according to stress

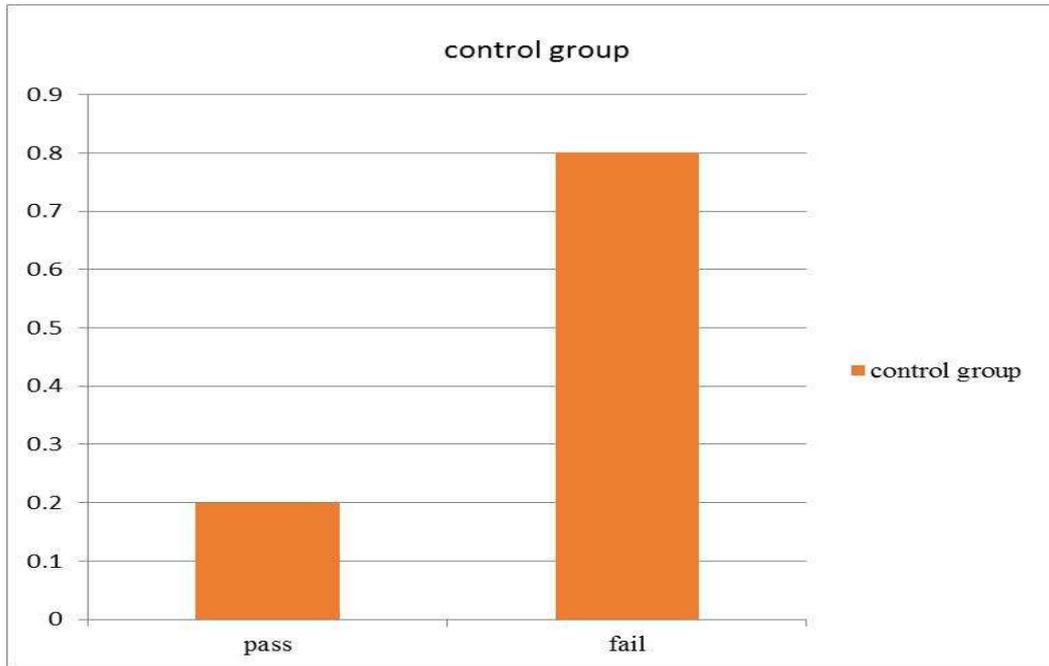


Diagram 1

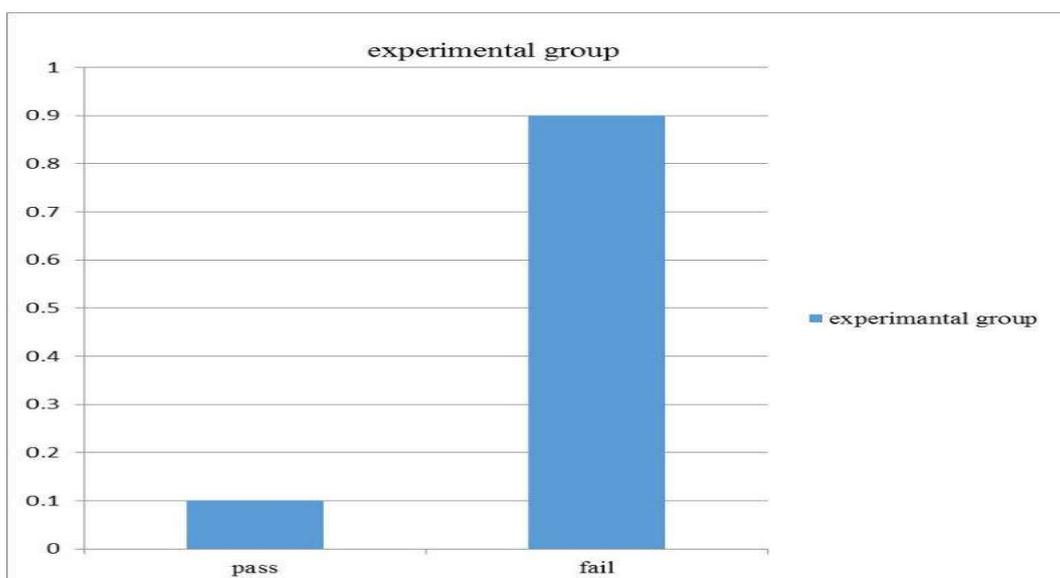


Diagram 2

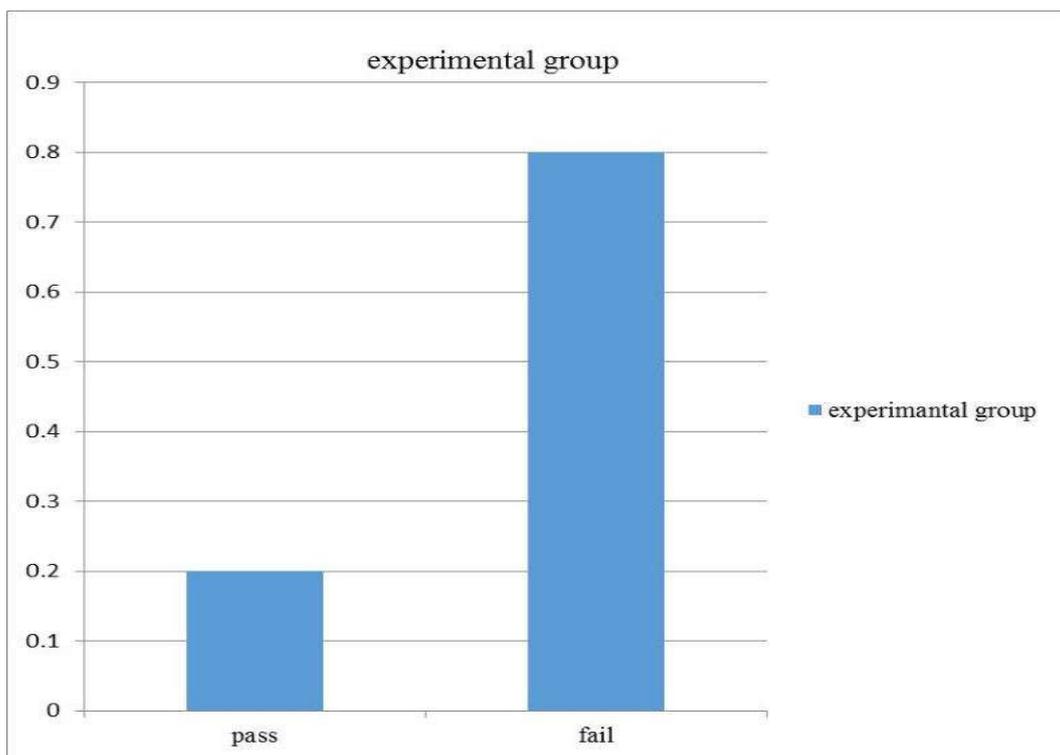


Diagram 3

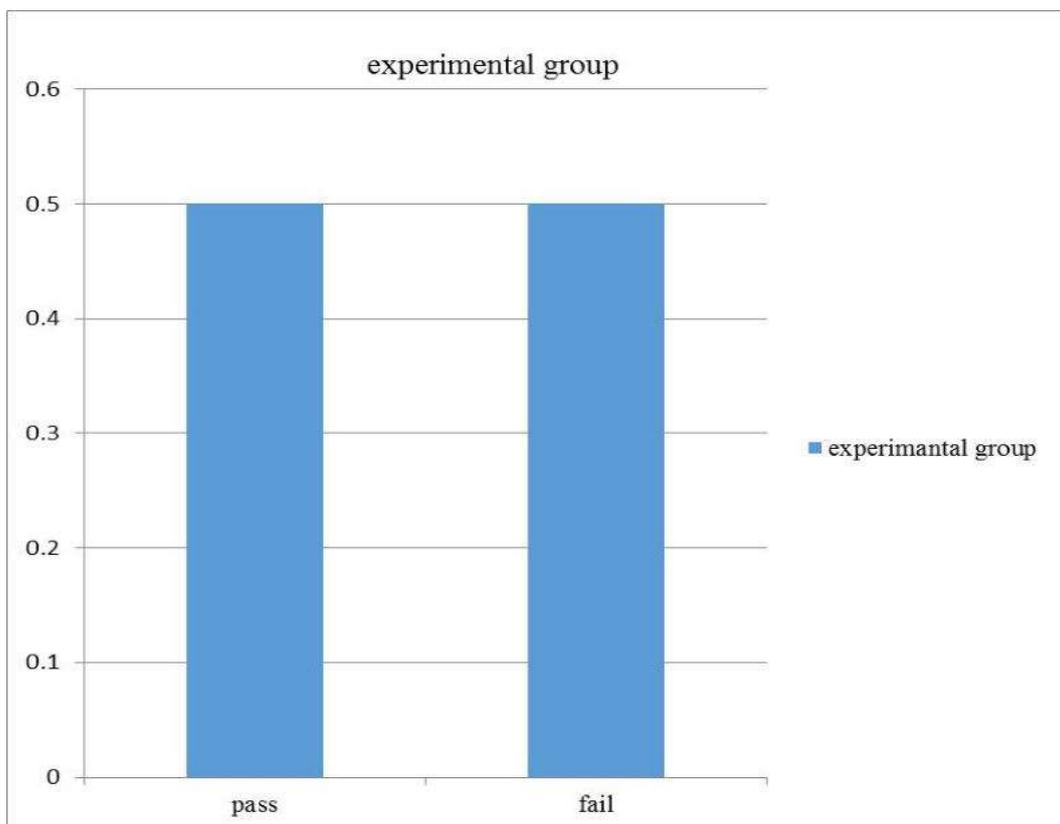


Diagram 4

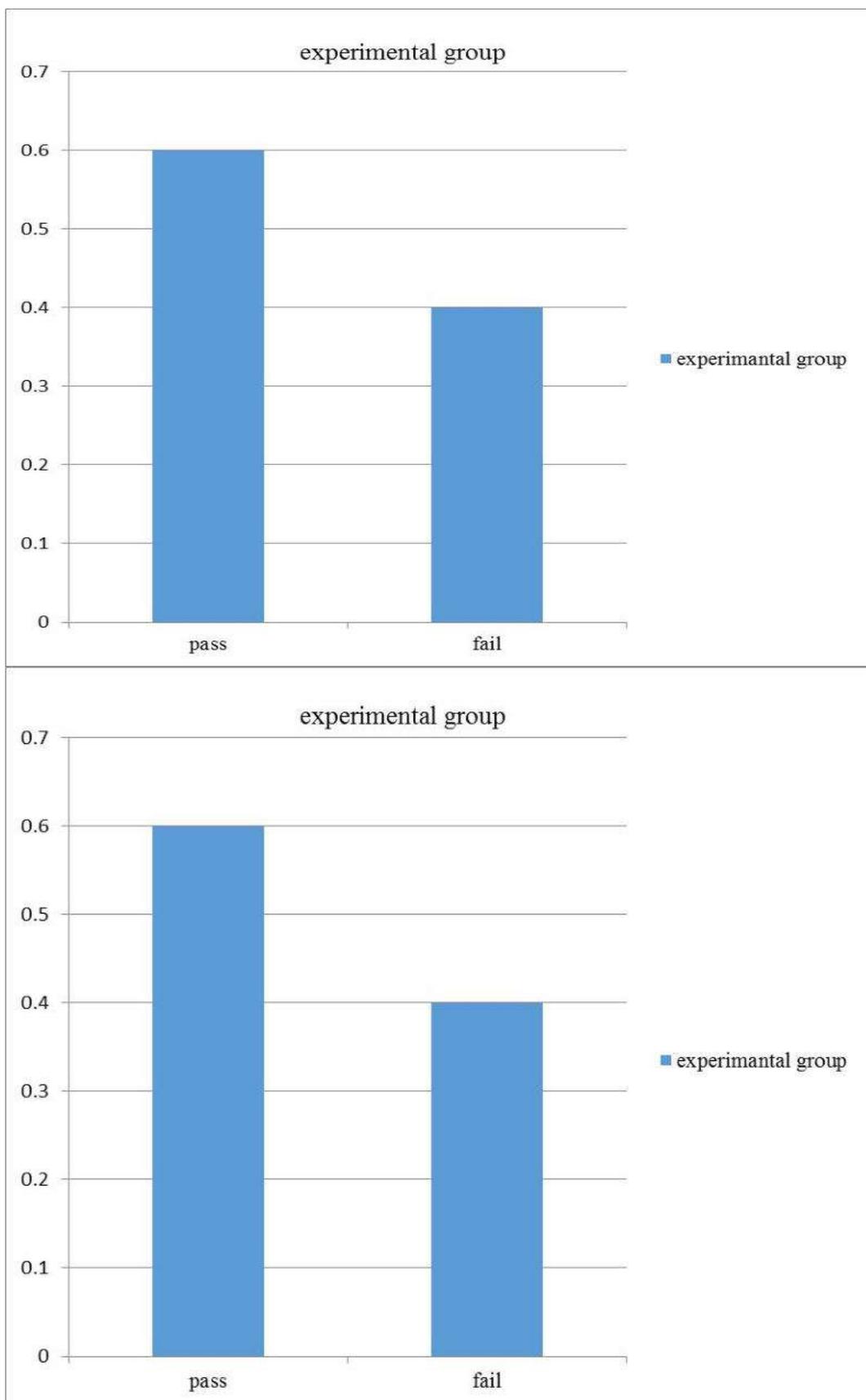


Diagram 5

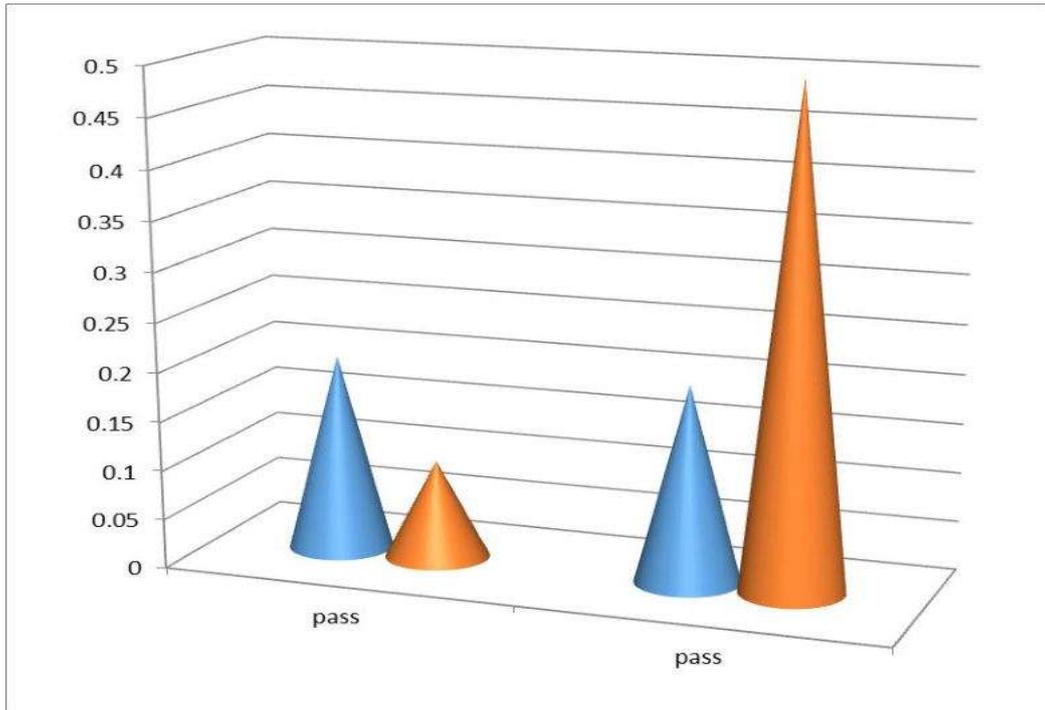


Diagram 6

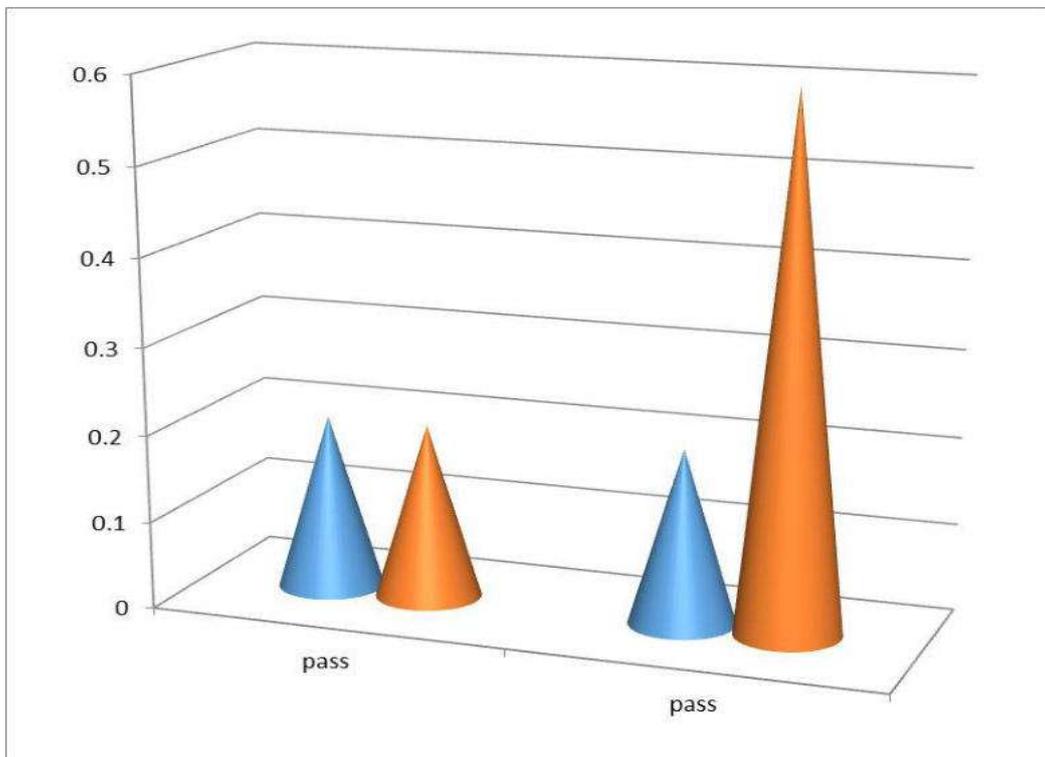


Diagram 7

IX. CONCLUSION, SUGGESTION AND RECOMMENDATION

This research tries to renew the interest in pronunciation just like other skills which play a fair role in

teaching English as a second language. It attempts to enable the learners to be more confident in speaking English correctly, bring him fairly close to native speakers and make him speak relevantly to context and other linguistic phenomena.

If the learners aspire to be competent and well cooperative persons with native speakers while they are interacting, they have to acquire the correct features of intonation and try to listen more and more to native speakers outside classroom by using listening audios, chat,etc.

From the statistical findings, the students have a confusion about locations of stress in sentences and cannot distinguish where to put rising, falling and flat intonation in different types of sentences. In fact, the limited time of the lectures bans most of the teachers to pay the required attention to intonation inside most of them follow the traditional ways of teaching which focus on grammar and structural patterns as a running way from the complexity of pronunciation and its details.

Lack of visual or listening drill and motivation to teach this subject lead both learners and lectures to be less confident and more manipulated in the pronunciation of the target language.

One of many suggestions and recommendations to improve the pronunciation is that both the teachers within the learners should pay more attention to this component and give it the importance that it deserves to understand the target language. In addition, the teachers have to take advanced courses in intonation to be familiarized and updated with the new techniques to teach this complicated part of language (intonation) especially the goal language has a fair difference with their mother tongue. Beside, encouraging the students to speak English constantly and breaking the ice of shyness and let them express themselves constantly as the lecture is ongoing and correcting the erroneous pronunciation without giving them the impression that they commit a big mistake

because even the teachers are non-native speakers and both are in need of continuous sequence of the pronunciation.

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Pre and post test

Dear colleges, the following test has been designed to explore the pronunciation

Difficulties you have when using stress and intonation in word and sentences.

Name: _____ . Grade: _____ . Date: _____ .

- | | | | |
|----|---|---|---|
| 1. | Are you going? | ↑ | ↓ |
| 2. | I live in France. | ↑ | ↓ |
| 3. | Which restaurant do you prefer to eat at? | ↑ | ↓ |
| 4. | She got a dog! | ↑ | ↓ |
| 5. | You have a new house, aren't you? | ↑ | ↓ |
| 6. | How old are you? | ↑ | ↓ |
| 7. | The weather is nice today, isn't it? | ↑ | ↓ |

II. Underline the stressed syllables of the following words:

1. De—ter---mine
2. Ho---ne----st
3. Att----em----pt
4. Ato ---mes---phere
5. A---bou----t
6. De---ci---de
7. Pro---je---ct



Historical Fiction and Hilary Mantel

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“I only became a novelist because I thought I had missed my chance to become a historian.”

Hilary Mantel

Abstract— *The novel has been a great form of literature and was officially brought into existence and development during the 18th century. Unlike other forms of literature (Drama, and Poetry), the novel has sustained a long time and grew drastically by bringing in several other disciplines into it. The major factors which led to the rise of the novel include the decline of Drama, the rise of middle-class people, leisure among women, modern libraries, and also the industrial revolution. In regard to the development of novels, there has been an emergence of types depending upon the creation, setting, story, and also narration. One among them is the “Historical Novel” which is recognised to be one of the major types of the novel, where the history along with its characters has become alive and revaluated in the present perspectives. “Historical fiction is a literary genre where the story takes place in the past. Historical novels capture the details of the time period as accurately as possible for authenticity, including social norms, manners, customs, and traditions. Many novels in this genre tell fictional stories that involve actual historical figures or historical events.”(masterclass.com). As the definition suggests, historical fiction mostly has the characters and the period from the history, and the story is made by the novelist in reference to the history and brought to us in a novel and unseen perspective. In this present article, we focus on the origin and rise of the historical novel and how the British author, Hilary Mantel has used the form widely in her Thomas Cromwell trilogy.*

Keywords— *Novel, History, Historical Fiction, Perspective, Hilary Mantel, Trilogy, Rise, Character, Setting, period.*

The historical novel existed and marked its roots in literature as early as the seventeenth and eighteenth centuries but the historical novel is known to have come to light in the nineteenth century after the fall of Napoleon. In the seventeenth and the eighteenth centuries, the historical novels carried the names of the historians and settings but the psychology and inner struggle remained to be contemporary as novels gained their popularity for such realistic and adventurous characters. After the French revolution, Napoleon’s rule has brought out a sense of nationalism among the people of France, which further transferred to many other countries like Germany, Poland,

Spain, etc. This progressed after Napoleon’s fall and the people were interested to know about their past rulers, cultures, languages, and histories which gave an opportunity for novelists to include not just those characters, but the struggles they had gone through. These experiences of history gave rise to social transformations and their problems; people also knew about the history around the world, not just their respective places. There was also a sense of renewing the whole old laws and times but the history in itself had been of great interest to people and also, the history is better understood through the characters in the stories than to know about it plainly. The progress in human

minds, Enlightenment, and awareness have been a result of knowing their own history, working on their inner struggle and bringing them to light, and changing it for the better. George Lucaks in his book, *'The Historical Novel'* notes that,

“Progress is no longer seen as an essentially unhistorical struggle between humanist reason and feudal-absolutist unreason. According to the new interpretation the reasonableness of human progress develops ever increasingly out of the inner conflict of social forces in history itself; according to this interpretation history itself is the bearer and realizer of human progress.” (27)

So, the first historians were from the French and they clearly exhibited the class struggle, also as they sought man's internal progress, they understood that man had those similar struggles internally and history had been a basis to expose them. George Lukacs notes,

“Thus, any change in the course of history had meant, in extreme cases, merely a change of costume and, in general, merely the moral ups and down of the same man.” (28)

Historical novels have found their place in the path of historicism. Although it started blooming in the nineteenth century, the novelists go back to history to bring out those original characters, settings, culture, language, and even stories. The historical novel is not easy to define as it holds a reputation in all ages, of all ages. Unlike other forms of novels, it doesn't take its characters from the neighbourhood, but from the neighbourhood of the past centuries. Thus, it poses a challenge for the writer to bring out those known characters to the present day, that too from today's perspectives. The Mimesis has played a role in bringing out history, as imitative characters are from the past but they are fictional in nature and the novelist made sure the story and the history are not missed. Yet it delivers a unique representation of characters, which are purely fictional in nature. Barbara Foley in her book *'Telling the Truth'* Expresses that,

“The historical novel thus participates in a broader transformation of historical consciousness. Its emergence as an unabashedly fictional kind of writing signals not its abandonment of the claim to represent historical actuality but its reformulation of this claim in accordance

with a changing conception of that actuality” (144)

The author needs to create the characters in a way that they are real yet fictional as the story happened in history or the person's inner struggles of that time can only be imagined as they were never recorded and can't prove to be accurate even if they did. The same applies to plot as well because if the novelists had said a plain literal story, it would be nothing but repetition, so they need to work on not missing the historical events happening and the story appearing to be of that period, and the content and happenings being relatable to those times but fictional as they don't present history but a novel based on history. The data, references, and outline stories, the author produces from the period should be true and they should be able to take us to the past with interest and curiosity to know about the real history of the period. As time passed, there is a lot of multidimensional analysis, points of view, gender equality, and the world has changed for the better and taught them to look different than before and this is what the authors of historical fiction show to society and readers. The reader lives in the period of the novel, experiences it, learns from it, understands it but the characters are easily presumed to be relevant even today.

The first novelist to combine real-life situations with an old romance and use the setting and characters of the past history which also included his national patriarchy was Sir Walter Scott. Sir Walter Scott was born in Edinburgh in 1771 into an upper-middle-class family. He has favoured Scottish tradition, later studied Scottish law, and was interested in relations between England and Scotland, which in turn grew in him a national spirit reflected in his novels. His first novel *Waverly* has a lot of Scottish features which portrayed the Scottish people of all classes, cultures, and also national identities. This has marked the origin of the historical Novels as a separate genre has emerged with Walter Scott. He has been the pioneer and was considered to be the father of Historic Novels. Even though he has considered to be the main person in bringing out a new genre, his novels carry history only to a part where he doesn't bring the other day struggles but includes the present-day struggles and connects them to history, but he gained attention and popularity as the characters from the past has impacted and influenced many from the contemporary society and also he helped people to know about the history and culture, their relationships over the generations, which has given a lively view about the nation and the world. In his other novels, he has dealt with the struggles of Anglo Saxon and Norman people, the defeat of the society and its clans of the times, the ethnic and moral conflicts which also include class conflicts. The novels of Walter Scott have laid a foundation for the use of historical events and settings, which later brought into them the

characters, struggles, and the whole history which made the genre into a wider form of literature. The immediate influence of this genre is seen in some of his contemporaries like Goethe, Balzac, Pushkin, and also the European and American writers. Other important historical novelists around the time are Aleksey Nikolayevich Tolstoy, Charles Dickens, Victor Hugo, Leo Tolstoy, Robert Graves, William Golding, and many more.

In the twentieth century, women have been avid readers of historical fiction and there were plenty of women writers who considered historical fiction along with romance and escapism. Diana Wallace in her book, *'Woman's Historical Novel'* notes that,

“The sheer number of historical novels published by women writers over the twentieth century is a testament to the importance of the form. The sales and public library borrowing figures indicate the wide readership for many of the popular historical novelists.” (17)

Women have received citizenship and also many other comforts after the first world war, which helped them to utilise their leisure time in book-reading; and it also made many of them, writers. Not just in this profession, but women were given freedom and liberty which helped them to take up various jobs for the first time. Again, this was class-based as the high and low class remained steady, but the middle-class has thrived to become equals in the society and mostly, in their workplaces. All of this has led to a greater movement among women, where they were interested to read about their past women who encountered many challenges and were inside the homes for centuries; and wanted to fight for their freedom, rights, and equality in society. The historical novels by women rose in number mostly during the 1930s, and they started to pen down the different struggles women in history faced and how they balanced them all along the time. Women also gave their own perspectives to the characters of the past centuries and made it wholly a new form with the same existential and psychological struggles, to which, women have been the victims regardless of the situation and period, which almost continued even to the present day. Diana Wallace expresses,

“Women's historical novels in the 1930s often show a young woman similarly caught between opposing historical forces but rather than demonstrating the inevitability of progress, they frequently depict her being destroyed by the conflict. Women are revealed as the victims, the defeated, in any kind of historical conflict.” (57)

This has made women become writers to express their viewpoints, struggles, and fight for their rights. Whereas historical novelists exposed the past women, feminist writers have started to make their future better with their writings in different forms of genres. Some writers of the period are Phyllis Bentley, Sylvia Townsend Warner, Daphne du Maurier, Mary Renault, and many more. The Historical novel has been prevalent even more in the contemporary period and there are many historical novelists, and there are many women who brought the past centuries before us in fictional form. One outstanding historical novelist of the contemporary time is Hilary Mantel, who has written a trilogy on Thomas Cromwell, The minister of Henry VIII dating back to the 16th century. Others include Isabel Allende, Philippa Gregory, Bernard Cornwell, Sarah Waters, Ken Follett, Graham Greene, George Saunders, Shirley Hazzard, and Julie Orringer. Standing out among many, Hilary Mantel has left everyone in the amusement for fictionalising her novels embedded in history and she expresses that,

“Different types of historical novels require different kinds of preparatory work, all of the intensive. Even if you simply use the past as a backdrop, you need to be grounded in the culture; you need to know about everyday life, how people think, what is the story they tell about themselves and their world.” (historyextra.com)

Hilary Mantel was born in Derbyshire, England on 6th July 1952. She was born in a working-class, Roman-Catholic family to Margeret nee Foster and Henry Thompson, she studied at St. Charles Roman Catholic primary school. She studied law at the London School of Economics and later studied at the University of Sheffield. She worked as a social worker, and also as a store assistant and after that, she continued her career in writing. She got married to a geologist named Gerald McEwen in 1973 and she has been through many illnesses which made her suffer both physically and mentally but none of them have stopped her from becoming a great novelist of the time. She was awarded primarily for her articles and later she began to write novels and memoirs. Her works include *Eight Months on Ghazzah Street*, *Fludd*, *A Place of Greater Safety*, *A Change of Climate*, *An Experiment in Love*, *The Giant O' Brien*, *Giving up the Ghost*, *The Thomas Cromwell Trilogy* namely, *Wolf Hall*, *Bring up the Bodies*, and *Mirror and the Light*, and some short stories. She was awarded the Man Booker Prize twice in 2009 and 2012 for her novels, *Wolf Hall* and *Bring up the Bodies* respectively, and won many other prizes. She has spent almost 15 years writing historical fiction which turned out to be a great success in the present

day among many. Her Characters, setting, problems, and inner and political struggle seem to be very authentic where one can easily mistake it for a real history but she herself considers it to be an invention as it holds and exposes the created thoughts of people who were long dead and were just remained in the history outwardly. Historical Fiction is never an easy task because one cannot create the plot and characters outside the period and one cannot write history for that matter, it needs a lot of creativity, understanding the psychology of humans around the periods, use of the culture and language and bring out finally as a fiction which is equally known and unknown. It has been the same to Hilary Mantel and she has mastered it and almost shed a part of her life studying about the Tudors and marking everything at its right place.

Hilary Mantel in her Trilogy shifts back to the 16th century where Henry VIII was the ruler and Thomas Cromwell was his minister. The whole Trilogy was written from Thomas Cromwell's perspective, made the world understand his childhood to his last days along with many other ideologies, which mostly appears to be the reversal of the original history as Thomas Cromwell expresses his points and defends himself yet exposes his weaknesses and wrongdoings as a person. Even though this is fiction, Hilary Mantel has written this in an authentic historical form under consecutive historical events.

In the first novel, *Wolf Hall*, Hilary Mantel begins with the childhood of the central character named Thomas Cromwell, which was introduced to the readers with a bloody scene that clearly makes us remember the history of the time. But the image portrayed by the author in this is remarkable and it is only possible with a great study of history and a deep understanding of human nature, and its sufferings as a whole. She brings out how Thomas Cromwell as a person overcame the violence in his childhood from his own father and has been a person of intellect and wisdom who has studied law and been a trusted advisor under Cardinal Wolsey, one of the important members of the kingdom. The Story Continues with his growth and also takes us into his personal life, marriage, and children, and also it reveals to us his beliefs. As the story continues it shifts its importance to the other characters but with Thomas Cromwell's perception. It discusses the events of the kingdom, like the King's annulment with his first wife Katherine and marriage to another lady named Anne Boleyn and the novel ends with the marriage where Thomas Cromwell comments his own understanding of the events around him.

The next novel, *Bring up the Bodies* is a sequel to *Wolf Hall* and the story continues in the same perspective. The second novel turns mostly around King Henry VIII and his

second wife, Anne Boleyn. In this novel, Hilary Mantel brings out another problem of the same kind from the King, where the King is now unhappy with his second marriage and wants to end it for the same reason, as he did the earlier one. Thomas Cromwell as his minister plays a vital part in the king's decision and helps him to make his will true. He uses and manipulates everything politically, using religion, and makes everything suitable for the king to divorce his second wife. As a result, Thomas Cromwell tries to spoil her reputation in the kingdom which will take her out of the throne and lose her status as the King's wife. The Character of Anne Boleyn is expanded in this novel and she tries her best to stay in her position which she ultimately fails to accomplish, through which Hilary Mantel clearly points us to the women victims in history. Hilary Mantel even delivers the story from Thomas Cromwell's perspective, he was portrayed as an evil person who goes to any extent to make anything possible. The novel ends with another wedding of the king with Jane Seymour, for which Thomas Cromwell collects his position as the King's chief adviser.

The Last book, *Mirror and the Light* is again a sequel to the other two, and the story begins where it ends as Hilary Mantel takes Thomas Cromwell to the ends of height, and then the downfall clearly follows. Thomas Cromwell's trust in the King and his thoughts about the king protecting him have all been in vain and Hilary Mantel keeps this to the end. Meanwhile, the king wants to divorce his third wife, Jane Seymour for the same reason, and Thomas Cromwell again comes to the rescue for this. Even being warned by the Archbishop of Canterbury, Thomas Cranmer, to not enter into the issue of king's marriage, Thomas Cromwell was involved in this and thinks he was the nearest person to the king and that alone would save him from any obstacles he might face but that trust alone has brought him the downfall. King did not save Thomas Cromwell, from being executed, when he was trapped by his enemies who are expecting his place for a long time, at last, he was beheaded at Tower Hill.

The three novels stand as a whole piece of fiction in reality and are an example of Hilary Mantel's intellect and abilities of expression. The historical novelist first becomes a historian to rewrite history more creatively and interestingly, than anyone would be able to believe if it is presented as real history. Hilary Mantel's depiction has been wide and deep in her novels and these novels clearly give her the credit as a great historical novelist of the time. Historical Fiction as a genre has been true and clearly presented by Hilary Mantel as she covered every single character of the period and gave them a role of their potentiality as inventing or imagining the thoughts of many characters is not considered an easy job. This piece of work

alone brings Hilary Mantel the glory of the time and further as a remarkable historical novelist.

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Analysis of the Novel *Si Anak Pelangi* by Tere Liye in the Study of Social Conflict

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Abstract— *This study discusses the study of social conflict in the novel entitled Si Anak Pelangi by Tere Liye. In this study that each study of social conflict consists of social classes conflict, intergroup conflict, interpersonal conflict intergenerational conflict, social status and roles conflict. The purpose of this study was to determine the social conflict contained in the novel Si Anak Pelangi by Tere Liye. The research method used is a qualitative descriptive method. This research uses a sociology of literature approach. Data were collected by reading, recording, and analyzing the documents contained in the novel Si Anak Pelangi by Tere Liye. The results of this study indicate that in the study of social conflict there are social conflict consisting of social classes conflict, intergroup conflict, interpersonal conflict intergenerational conflict, social status and roles conflict*

Keywords— *Social Conflicts, Literature, Novel, Si Anak Pelangi.*

I. INTRODUCTION

In social conflict, human beings often interact - interactions carried out by people or someone with other people and society. Conflict that can change and develop human life for the better or worse. Social conflict does not just happen, because there are complex factors ranging from ethnic strength, social classes, and inequality. (Soekanto, 2015, p. 91) states that the causes of social conflict in society include individual differences, interests, social and culture.

The existence of conflict in society by the authors used as an idea in making interesting literary works for readers. The combination of the author's imagination with close conflict in society will create literary works that are easily understood by literary connoisseurs. Literature is a work in the form of a written or spoken that expresses the thoughts or life of the author.

(Minnery, 1985, p. 35) states conflict as an interaction between two or more parties who are mutually dependent but separated by different goals where at least one of the parties is aware of these differences and acts against each other. According to (Soekanto, 2015, p. 99),

social conflict is a phase in the social process that makes individuals/groups try to achieve their respective goals by opposing the opposing party accompanied by violence or threats. From the opinion above, it can be synthesized that social conflict is a dispute, difference of opinion, conflict that occurs between one or more individuals in society due to the influence of certain differences that cause reactions in the form of different actions from each individual or group.

(Abidin, 2014, p. 279) state that there are five types of social conflict, namely (a) social classes conflict; (b) intergroup conflict; (c) interpersonal conflict; (d) intergenerational conflict; (e) social status and roles conflict. The following is an explanation of the forms of social conflict as follows:

a) Social Classes Conflict

According to Mark in (Abidin, 2014, pp. 386-387) social class consists of free people and slaves, aristocrats and commoners, masters and servants, oppressors and the oppressed are always in conflict with each other which goes on and on in one fight, which is sometimes hidden, and exposed. This conflict occurs because of the differences in each level of social classes. This conflict usually occurs

between two different social classes, such as between the rich class and the poor class, between the government (ruler) and the citizen (Ahmadi, 2009, p. 295).

b) Intergroups Conflict

Intergroup conflict is a conflict that occurs between two social groups caused by different interests or because of the same conflict of interest, competition arises. This intergroup conflict can involve race, ethnicity, religion, or certain sects or groups. This type of conflict can occur due to the struggle for opportunities for social mobility, for example the opportunity to obtain economic resources (land disputes between entrepreneurs and local residents), the opportunity to gain political power, or community recognition (Abidin, 2014, p. 279).

c) Interpersonal Conflict

Interpersonal conflict is a conflict that occurs between two individuals because of differences in interests or it could be due to the entry of individuals into groups that are not accepted by other group members. Interpersonal conflict can also occur between a person and one or more other people, the nature of that is sometimes the substance involves differences in ideas, opinions, interests, or is emotional in nature regarding differences in tastes, feelings of likes, dislikes.

d) Intergenerational Conflict

Intergenerational conflict is a conflict that occurs between two generations, namely the younger generation and the older generation due to differences in value orientations in society. This conflict can occur because on the one hand, the older generation still adheres to the old values so that they view what the younger generation is doing as a deviation of values. The younger generation as the other party uses a new value orientation, they look at the older generation as old-fashioned (Soetomo, 2013, p. 107).

e) Social Status and Role Conflict

Paul B. Horton in (Dhohiri, 2007, p. 16), defines status or position as a person's position in a social group. Every individual who occupies a certain status or position in society and carries out a role, is sometimes faced with conflict related to his status and role.

(Nurgiyantoro, 2013, p. 12) novel is a work of prose fiction that has sufficient length, not too long, but also not too short. Novel is part of a literary work. (Altenbernd, 1996, p. 14) define the novel as a narrative prose that is imaginative, but makes sense and contains the truth. In line with the above opinion in the journal (Angi Saputri, 2016) a novel is defined as a long prose essay, containing a series of stories from a person's life with the people around her by highlighting the character and actors. The novel also depicts some of the main characters' lives which are important,

interesting, and contain conflict. Based on the description above, it can be concluded that the novel is a literary work which is often also referred to as fiction which describes a reality of life and behavior, which contains values written in good and imaginative language.

II. METHOD

This research method uses descriptive qualitative research. According to (Sugiyono., 2013, p. 1) states that qualitative research is research that is used to examine objects naturally. This research uses a sociology of literature approach. (Moleong, 2014, p. 6) states qualitative research as research that aims to understand what events/phenomenons are faced by research subjects such as behavior, motivation and so on which holistically uses a special natural context and utilizes natural methods. This research uses a sociology of literature approach. (Ratna, 2013, p. 1) states that the sociology of literature is a science that studies human relations in society, which are general, rational, and empirical. Therefore, through the sociology of literature approach, it is used to explain/describe the forms of social conflict in the novel *Si Anak Pelangi*. The data collection technique applied in this research is document review (content analysis). (Sukmadinata, 2012, p. 220) document review is a technique by collecting and analysing important documents to support research.

In this study, the validity of the data was tested using triangulation techniques. (Moleong, 2014, p. 330) states that the most widely used triangulation technique is examination through other sources. In this study, the researchers used data source triangulation techniques and theoretical triangulation. Different data collection methods, namely the reading, recording and analysis of documents.

III. RESULT AND DISCUSSION

Social conflict is one of the causes of community disputes and opposing each other in opinion or behavior. Humans or society will not be able to live alone and even have to ask for help from others but must interact with fellow humans in order to fulfill their needs. In social conflict, human beings often interact - interactions carried out by people or someone with other people and society. Conflict that can change and develop human life for the better or worse. Social conflict do not just happen, because there are complex factors ranging from ethnic strength, social class, and inequality. (Soekanto, 2015, p. 91) causes social conflict in society, among others, are individual differences, interests, social and culture.

The results of this study will first explain the social classes conflict, intergroup conflict, interpersonal conflict

intergenerational conflict, social status and roles conflict that occur in the novel *Si Anak Pelangi* by Tere Liye:

1) Social Classes Conflict

Social classes conflict are usually in the form of vertical conflict or people and rulers, namely conflict between the upper social class that has higher power and the lower social class. Social classes conflicts are on page 161.

“Starting tomorrow you can no longer sell here! Pak Kiman threatened. If you still dare to sell, we will destroy your stall! Pak Kiman’s supporters are no less fierce. Just try it if you dare! Egg sellers are challenging. You fight, huh? Now both groups are equally advanced. At first they pushed each other, then hit each other”.

In the novel excerpt above, there is an social class conflict in which Pak Kiman’s threats and acts of violence destroy the selling stalls and end up hitting each other.

2) Intergroups Conflict

Intergroups conflict occur between two social groups caused by different interests or because of the same conflict of interest, so there are efforts from each group to get what they want, so that sometimes groups use actions that are detrimental to other groups. Social classes conflicts are on page 288.

“the letter contains harsh sentences. Swearing at Koko. Badmouthing this place. The language in the anonymous letter was very harsh. There is a sentence that ordered Koko to return to the land of his ancestors. Otherwise, this place will be destroyed”.

There is a difference of interest that causes conflict between them. Sends a letter containing harsh sentences telling Koko to move or return to her home country. Threats like this make Koko scared because in the letter Koko’s sales will be destroyed if she does not move or does not leave.

3) Interpersonal Conflict

This conflict can occur between two individuals since they met. Usually this happens if there is no sympathy between them from the start and they do not like each other. Interpersonal conflict is found on page 148.

“don’t fight like children. This problem will not be solved with violence, instead you are staining this environment with commotion. The owner of the rice stall glared at the four youths. You and the others are still alert. We don’t want to fight. This mother broke the deal. It’s normal that we confiscate the refrigerator!”

The quarrel between the youth and the owner of the rice stall. The youth did not like Mother because she had violated the agreement that had been made, where the agreement was that the refrigerator was on credit, it should not be paid late at a specified time. It seems that what we know is that if the credit is not paid, it will be confiscated again.

4) Intergenerational Conflict

Intergenerational conflict is a conflict that occurs between two generations, namely the younger generation and the older generation due to differences in value orientations in society. Intergenerational conflict is on page 68.

“at one time, when the Popo family was considered a descendant, hated by some groups of people, this hotel became a target for that hatred. They hate us for the assumption that if a Popo ethnic group behaves badly, then everyone is evil. They argue that if a Popo ethnic group becomes a traitor, then everyone is a traitor. If Popo is a bandit, then Popo’s entire family is a bandit.”

The intergenerational conflict in this novel is the Popo family who is considered as a descendant who is hated by several groups of people who eat the hotel as a target because they carry their descendants. They think that Popo’s descendants or ethnicity behave evil and traitors.

5) Social Roles and Status Conflict

Every individual who occupies a certain status or position in society and carries out a role, is sometimes faced with conflict related to his status and role. Conflict of social status and role can be found on pages 178-179.

“You know today is Yose’s turn to picket class, Pak Cip explained. He came early in the morning, as usual accompanied by his mother. After leaving, as Yose prepared to pass through the gate, several young men approached him. At first they shrug, and Yose hands over all his pocket money. Next the men threatened, telling Yose that he couldn’t go to school here. Black kids like Yose can’t go to school here.”

Status and social role, Yose had no choice because some young men bullied him at the school gate. Yose chose to give all his pocket money to the young man because he was threatened that Yose could not go to school here.

Discussion

In social conflict, human beings often interact - interactions carried out by people or someone with other people and society. Conflict that can change and develop human life for the better or for the worse. Social conflict do

not just happen, because there are complex factors ranging from ethnic strength, social class, and inequality. Conflict is one of the core of human life and development which has various characteristics. Social conflict is often one of the causes of community disputes and opposing each other. Basically, humans cannot live alone and must interact with the community in order to fulfill their needs. Social conflict arises along with the interactions carried out by a person or person with other people and society.

Conflict can be categorized into social problems, which come from differences to conflict of interpersonal and groups. Conflict can also have an impact on violence if individuals or groups cannot contain their emotions. Conflict can be avoided if we respect each other. Therefore, if humans do not immediately find a way out, it can lead to conflict. Conflict arise from individual attitudes towards the social environment regarding various issues, such as ideological conflict, rape of rights and others. Social conflict are caused by social contact between humans, or problems that arise due to conflict between one character and another. In this study, each study of social conflict consists of social classes conflict, intergroup conflict, interpersonal conflict intergenerational conflict, social status and roles conflict.

In this research study, there are five different forms of social conflict, namely (a) social classes conflict; (b) intergroup conflict; (c) interpersonal conflict; (d) intergenerational conflict; (e) social status and roles conflict. The following is an explanation of the forms of social conflict as follows:

a) Social Classes Conflict

Social conflict are usually in the form of vertical conflict or people and rulers, namely conflict between the upper social class that has higher power and the lower social class. In line with Mark in (Abidin, 2014, pp. 386-387) social class consists of free people and slaves, aristocrats and commoners, masters and servants, oppressors and the oppressed are always in conflict with each other which continues uninterruptedly in a fight that is sometimes hidden, and open.

In the excerpt of the novel on page 161 there is an inter-social class conflict in which Pak Kiman's threats and acts of violence destroy the selling stalls and end up hitting each other. The existence of blackmail on chicken sellers which resulted in a commotion in the market. The security money collector asked the chicken seller to give double the money and according to him it was unfair because the other sellers were not asked double and threatened him not to sell in the market and his stall was threatened to be closed. However, other sellers forbade the chicken seller to pay for

it and the atmosphere at that time was getting worse and ended in a physical fight.

b) Intergroups Conflict

Conflict between groups occur between two social groups caused by different interests or because of the same conflict of interest, so there are efforts from each group to get what they want, so that sometimes groups use actions that are detrimental to other groups. This is in line with (Abidin, 2014, p. 279) stating that this type of conflict can occur due to the struggle for social mobility opportunities, for example the opportunity to obtain economic resources (land disputes between entrepreneurs and local residents), opportunities to gain political power, or community recognition.

In the excerpt of the novel on page 288 there are conflict between groups, differences in interests that lead to conflict between them. Sends a letter containing harsh sentences telling Koko to move or return to her home country. Threats like this scare Koko because in the letter Koko's sales will be destroyed if he does not move or does not leave. Koko did not want anyone to know about the letter. Om Tinap knows because the letter was sent to this post. It happened a long time ago but it happened again, during the riots in the city center, several people came to threaten and luckily Om and Pram stopped them.

c) Interpersonal Conflict

This conflict can occur between two individuals since they met. Usually this happens if there is no sympathy between them from the start and they do not like each other. Interpersonal conflict is a conflict that occurs between two individuals because of differences in interests or it could be due to the entry of individuals into groups that are not accepted by other group members.

Interpersonal conflict can be found on page 148, there is a fight between the youth and the owner of the rice stall. The youth did not like Mother because she had violated the agreement that had been made, where the agreement was that the refrigerator was on credit, it should not be paid late at a specified time. It seems that what we know is that if the credit is not paid, it will be confiscated again. There was a fight between *Tante* Sona and the four youths which resulted in a commotion and pushing each other. Residents asked to be resolved properly but the young man did not want to and said that the young man was only carrying out their duties because of an agreement that was broken. The agreement is that whoever credits an item must pay the installments until the time that has been promised by both parties previously, and *Tante* Sona does not pay the installments always in arrears and pretends to forget.

d) Intergenerational Conflict

Intergenerational conflict is a conflict that occurs between two generations, namely the younger generation and the older generation due to differences in value orientations in society. In line with opinion (Soetomo, 2013, p. 107) states that intergenerational conflict is a conflict that occurs between two generations, namely the younger generation and the older generation because of differences in value orientations in society. The younger generation, on the other hand, uses a new value orientation, they view the older generation as old-fashioned.

The intergenerational conflict is on page 68. The intergenerational conflict in this novel is the Popo family, who is considered a descendant that is hated by several groups of people who eat at the hotel. They are targeted because they carry their descendants. They think that Popo's descendants or ethnicity are evil and traitorous. With that understanding, Popo has no right to be here. That night, a group of people surrounded the hotel and shouted to chase the Popo family away. But Liem, Koko's father chose to stay. That night Popo had no fear even though the windows were shattered by stones. The flames from the Molotov cocktails began to burn as well as screams filled with hate speech from outside. The group of people managed to force open the door but suddenly someone was protecting Popo's family, they were Liem's friends, they formed a line and blocked the group that forced their way in.

e) Social Status and Roles Conflict

Every individual who occupies a certain status or position in society and carries out a role, is sometimes faced with conflict related to his status and role. In line with the opinion of Paul B. Horton in (Dhohiri, 2007, p. 16), defines status or position as a person's position in a social group.

Conflict of social status and roles are found on pages 178-179 of social status and roles, Yose had no choice because some youths bullied him at the school gate. Yose chose to give all his pocket money to the young man because he was threatened that Yose could not go to school here. Yose's friends asked Yose because during recess Yose was not family from class and not like others. Yose chose to study, opened and took out a book from his bag. Friends also asked what was wrong with Yose and suggested Yose permission from school but Yose chose to stay in class. His friends agreed not to take Yose out or to the canteen and leave studying in class. And it turns out that Yose got a threat when he entered the school gate and his pocket money was asked by a group of people he did not know.

IV. CONCLUSION

The forms of social conflict are clearly seen in the novel *Si Anak Pelangi* by Tere Liye. There are five social conflict, including social classes conflict, intergroup

conflict, interpersonal conflict intergenerational conflict, social status and roles conflict in the novel. Literary works, including novels, will incise conflict in their work, both their own experiences and those of others in order to attract the attention of readers and of course can be enjoyed by the audience. With a conflict made in a novel or a story that occurs within the scope of society or it can also be called a social conflict, it will be able to break other people or be curious about an interesting storyline.

The conflicts that exist in a story or novel will affect the number or interest of readers towards the novel. Often writers are not so indifferent to the existence of conflict in a novel because it will carry a negative theme or topic. Conflict is not always about negative things, there are also positive ones, for example in the novel *Si Anak Pelangi*. It is well known that conflict is able to make the readers curious. Conflict is very suitable to be written or inscribed on a work to make it interesting and not monotonous.

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Re-thinking of Queer Voices in the New South Africa: Nadine Gordimer's *None to Accompany Me*

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Abstract— In the midst of the ongoing changes, a complex social and economic life, contemporary South African society is characterised by exceptional complexity. The new South Africa following democratic rule and accompanying urbanisation had brought about drastic changes in the primary form and institutions in society. Post-apartheid literature foregrounds the themes of poverty, assault, rape, bloodshed, xenophobia, gay life and the AIDS epidemic amongst others. *None to Accompany Me* presents incidents of life experiences of young adolescents dealing with issues of sexuality, violence and social struggle. This study focuses on Nadine Gordimer rethinking her former conception of same-gender love and sexuality. A literary work exploring the contemporary social issues faced by many young people in modern society and investigates what the researcher see as a significant shift in her most recent work after independence. The paper is informed by an old-fashioned liberal humanist vision and clearly interprets escalated gay existence in post-apartheid South Africa not as a strange phenomenon but a logical maturation of the pressures of long years of racial segregation and oppression as well as the precipitated expectations of the post – apartheid era. The findings are that by asserting the queer subject and their place in post-apartheid South Africa, *None to Accompany Me* offers vital counter narrative to widespread homophobia. It sustains on the premise that for social justice and harmony to reign, there should be the political will of state leadership to shun cultural exclusionism and articulate policies that will reconcile and accommodate cultural, racial and sexual differences.

Keywords— *Re-thinking, Apartheid, Family, Queer Voices, South Africa.*

INTRODUCTION

What distinguishes post-apartheid literature from apartheid literature is primarily its thematic focus. Post-apartheid literature is a genre of literature that has evolved concurrently with post-apartheid South Africa, as this field of literature presents the problems of a more modern South African life. In every human society, there is the tendency and temptation for one group to think that it is superior and more important than the others. In fact, this tendency is very visible in racialised and ethnocentric societies where one culture, race or individual predilection tends to dominate the others. The former U.N Secretary-General,

Kofi A. Annan in his 2001 Nobel Lecture, condemned this cultural chauvinism in the contemporary society avowing that: “We recognize that we are the products of many cultures, traditions, and memories; that mutual respect allows us to study and learn from other cultures; and that we gain strength by combining the foreign with the familiar” (162). By this declaration, Kofi Annan shows that the world would be a better place when people embrace cultural tolerance since no culture is perfect and self-sufficient. In societies where cultural chauvinism exists, there is bound to be racial or ethnic antagonism which, if not nib in the bud, could result to full-blown

conflict. As Kofi Annan further opines, although one has the natural right to take pride in one's cultural heritage, "the notion that what is "ours" is necessarily in conflict with what is "theirs" is both false and dangerous. It has resulted in endless enmity and conflict, leading men to commit the greatest of crimes in the name of a higher power"(162). Nevertheless, this problem could be averted in societies with tough legal dispositions against cultural assimilation. Consequently in the midst of its socio-historical, cultural and racial backgrounds and in order to forestall the trauma of the past, the post-apartheid South African leadership is making conscious effort to enact laws that will reconcile cultural differences among its citizens. It follows, therefore, that for social and political harmony to exist in this society cultural diversity and dialogue must be encouraged. The new Constitution of the Republic of South Africa (1996) is one of the very few Constitutions that refer to sexual orientation as something that should not be discriminated against. It declares that "equality includes the full and equal enjoyment of all rights and freedom," and "no person may unfairly discriminate directly or indirectly against anyone on one or more grounds," including "sexual orientation" as well as "race, gender, sex, pregnancy, marital status, ethnic or social origin, conscience, belief, culture, language and birth" (Chapter 2). In response to the socio-political changes writers have logically shifted their focus from apartheid political issues to a wider dimension of other issues faced by South Africans in this era of democracy. This paper expounds on the interconnections between literary discourse and ideological perception by showing that writers are ideological beings who do not only say what society is but also what society should be. As the case maybe, most writers use literature as an aperture to propagate their ideological visions of life; so literature becomes grossly political and presents itself as an arena for ideological contestation and projection. Louis Althusser expressively spells out that artistic texts cannot be devoid of authorial ideology and the society from which they emanate. Althusser, further, contends that "When we speak of ideology, we should know that ideology slides into all human activity, that it is identical with the "lived" experience of human existence itself..." (1481), consequently, it follows from a syllogistic perspective that art being a creative human activity cannot be dissociated from ideology. Althusser iteratively says:

I believe that the peculiarity of art is to 'make us see', 'make us perceive', and 'make us feel' something which alludes to reality ... What art makes us see, and therefore gives us in the form of 'seeing', 'perceiving', and 'feeling', is the ideology from which it is born, in which it bathes,

from which it detaches itself as art and to which it alludes (1480).

As a matter of fact, the analysis of *None to Accompany Me* ascertains that for social justice, peace and harmony to reign in multicultural and multiethnic societies like South Africa, there should be conscious effort from the political leadership to shun cultural exclusionism and legislate laws encouraging unity in diversity. Whereas, formerly, the family constituted the basic unit of society, the modern urbanised family according to Pretorius, "has changed to a group of people having fleeting contact, people who live a complicated life-in-multiplicity and who are characterised by impoverished communication between its members" (102). Pre-independent South Africa was stable albeit the Apartheid constructions, simple and undifferentiated. The extended family was the most significant form of society as the basic economic unit, within which the various family functions were actualised. Same-sex desires and queer realities were consequently almost never represented in published literature during apartheid, even when a Nigerian Bisi Alimi says otherwise when he claims that, "in digging up facts, I found that, while many Africans say that homosexuality is un-African, African culture is no stranger to homosexuals behaviours and acts" (313). While these voices have found expression in post-apartheid South Africa, there are still notable racial divides, and very few queer characters and authors are included in discussions of recognised post-apartheid literature.

None to Accompany Me, the offspring of today's complex urban realities world-wide, represents one of our global family's most serious, urgent and rapidly growing Socio-educational challenges. The contemporary family is influenced by a complex social, economic and cultural environment which has a dynamic influence on its members. Amidst such a complex and dynamic society with constantly changing norms and values, it has become increasingly difficult to equip children adequately. Harmful and inhibiting social influences inundate and overpower the family situation, to such an extent opines Le Roux "that parent and child have become engaged in a struggle between familial and social influences" (83). The end of apartheid in the world of the novels then appears as an era of some kind of sexual "libertinage" where sex has no limits just like in the animal world. *The Prohibition of Mixed Marriages Act* of 1949 and the *Immorality Act* of 1950 made sexual relations and marriage between persons of different races a criminal offence. With the abolition of apartheid, these laws were also abolished. One is forced to wonder whether the abolition of sex prohibition laws have something to do with escalated cases of rape, uncontrolled sexual behaviour and the spread of HIV/AIDS that have seemingly enveloped the post-apartheid South African

society. A rural community life style has become an urbanised, impersonal, formal, businesslike way of life more so, family structure in particular.

Gay Writings and Voicing Silences

Scholars like Cheryl Stobie and Brenna M. Munro have done detailed, extensive studies of many South African texts representing queer realities, this paper will build on their work to investigate representations of queer characters in novels and how these texts function within and respond to historical context in recent years. The role of queer rights and queer visibility had always been contentious during apartheid. Sheila Croucher explains that “policing of sexual minorities was consistent with repressive apartheid ideology” (317) and opposition to repressive legal frameworks was scattered since the gay organisations within the country were divided, and “a staunchly apolitical stance continued to characterise white gay South Africa” (317). Although various queer groups existed, they were still racially divided, which resulted especially in the silencing of most queer voices. Alimi contends that the assertion that gay life is un-African is,

used in South Africa to rape lesbians. It is used to pass laws and to jail, threaten or kill gay rights activists. It is used to dehumanise LGBT people across Africa and legitimise the hate that we face. It is the reason I receive death threats, which ultimately drove me into exile from my home in Nigeria (314).

Additionally, these gay organisations were mostly unwilling to outright oppose apartheid. The Delmas Treason Trial in 1985 saw one of the most important conflicts within the liberation movement with regard to gay rights, as Simon Tseko Nkoli, a gay man and United Democratic Front activist, was among the twenty-two people charged with treason. Thoreson explains that “Nkoli publicly insisted upon the inseparability of the struggles against apartheid and homophobia, challenging his comrades in both movements to fight together” (680). One of the few gay organisations in the country at the time, the mostly white Gay Association of South Africa (GASA), decided not to support Nkoli, himself a member of GASA, during the treason trial. GASA received local and international scorn for the stance of trying to remain ‘apolitical’ in the face of the injustices of apartheid.

Another form of silencing was found in the paternalistic censorship during apartheid. Queer fiction under apartheid faced severe censorship, and likewise queer visibilities were socially shunned, to the point where representations of queer lives were almost nonexistent in the country. For example, Michael Power’s 1972 novel *Shadow Game*, about an interracial love affair between two men, was

banned despite positive international reception. Furthermore, even though it was not banned, J.M. Coetzee’s novel *In the Heart of the Country* (1977) depicting same-sex desire between the white character Magda and the black farm worker Klein-Anna, emerged as one of Coetzee’s least-discussed novels, and the queer elements in the text were according to Chiara Briganti, “almost completely ignored by critics at the time” (42). This again indicates a type of silencing and the obscuring of a text that depicts queer themes. It was only after the unbanning of the ANC and other political parties, a moment which signalled the fall of formal apartheid, were queer voices given more space to find expression. Due to legal and social changes during the 1990s, these previously marginalised realities were finally given the chance to reach mainstream audiences. Transgressive and diverse voices were celebrated, and queer literatures were being released by major publishers. What emerged was literature that gave nuanced, sensitive portrayals of queer identities and experiences within South Africa. In post-apartheid South Africa, even though the majority of South Africans still seem to be vehemently homophobic, given the stance of the Starks, a space was created for queer voices to find large-scale expression and for queer realities to be a part of the “Rainbow Nation,” a phrase which Munro notes “encodes the intersection of multiculturalism and gay rights” (vii). Munro explains that public opinion in the early 1990s saw the acceptance of gay people as symbolic of a discourse of freedom which had swept the country, and that representations of queer lives were in some ways embraced because “the idea of gay rights made South Africans feel modern and magnanimous as they watched, or took part in, multiple dramas of acceptance” (xxiv).

This paper is therefore not comprehensive, and does not explore every instance of queer literary representation; instead, the text has been selected to demonstrate some of the dynamics of cultural and sexual identities in South African fiction. These representations in novels can provide an intimate look at how these characters understand their identities and their sense of belonging within contemporary South Africa. When read within the context of the ‘silencing’ inherent in apartheid structures and rigid traditionalist cultural mores, they offer the opportunity for voicing realities which are often suppressed and not entirely new.

A Society at Pains to Reconcile Itself after Decades of Racial Animosity

Gordimer was born in South Africa in 1923 and her parents were Jewish émigrés - her mother from England and her father from Latvia. She has remained in South Africa, having lived in Johannesburg since 1948 until the

5th of December, 2015 when she died. She was educated in an all-white covenant school and spent a year at Witwatersrand University after which her life has been dominated by writing which won her the Nobel Prize for Literature in 1994. Prior to 1990, Gordimer's prominent anti-apartheid views in her fiction earned her a reputation as a public intellectual. However, since the coming to power of the ANC, she has ceased to challenge key national issues. She then had to tailor her thematic preoccupations to suit the new socio-political context. Ulrike Auga explains that:

With the negotiated settlement heralding a nation-state democracy and market economy and later neoliberalism, notable shifts occurred in ANC policy. In line with these shifts, Gordimer became the house critic of post-apartheid South Africa. Such a stance entails the legitimization and stabilization of the system. Gordimer became the legitimizing intellectual, a role that has been part of the institution of national unity, democracy, and the market economy ever since the French Revolution (209).

In this decade of transition to Democracy, this South Africa's most celebrated writer published a novel that tells the story of white, middle class, middle-aged Anglo- South Africans whose struggle to adjust to the new era includes dealing with the revelation that their children are not heterosexual. The depiction of legibly gay characters is something of a departure for this straight-identified writer and the fact that she took on this theme indicates its salience at the time; her subsequent works has not included queer characters in form and manner of the kind of representation as in the novel under the present study. This novel of South African political life explores relations between politics and the way people conduct their personal lives. It parallels two families, the Starks and the Maqomas. Vera Stark, the novel's central character, is a lawyer for the Legal Foundation, and her success in settling black Africans' land claims leads to a seat on the important Technical Committee on Constitutional Issues. For her, politics is like art—transcendent—leading to estrangement from her husband, Ben; her lesbian daughter, Annie; and her son, Ivan. Sibongile Maqoma's rise to political prominence is even more spectacular than Vera's, but she remains with her husband, Didymus, in spite of the strains caused by his political eclipse and her rise. . The great impact those years of transition had on the private lives of South Africans is shown by the example of these two couples, a white and a black one, whose personal fates are, interweaved with events and atmosphere. In the novel, the white couple, Vera and Bennet Stark, organise a party to celebrate their wedding anniversary in "... the year the

prisons opened" (5). The party at the Starks is also attended by members and colleagues of the Legal Foundation as well as people from different activist groups. As the omniscient narrator underscores that,

white men and women who had been active in campaigns against detention without trial, forced removal of communities, franchise that excluded blacks: students leaders, ganged up under a tree in the garden drinking beer from cans, who had supported striking workers: a couple of black militant clergymen and an Afrikaner dominee excommunicated for his heresy in condemning segregation : a black actor who hid and treated young militants injured in street battles with the police and army: black community leaders who had led boycott; one or two of the white eternal from the street meetings of the old Communist Party who had survived many guises (5-6).

The celebration of their wedding anniversary in this year when "the prisons opened", after many uncelebrated ones, has a political undertone; it is more of celebrating the official end of apartheid, racial segregation and all silenced voices since this white couple were uncompromising activists against the apartheid system. In the context of social semiotics, the party signifies the celebration of the end of apartheid and the introduction of socio-cultural pluralism and freedom for the oppressed in South Africa with the release of prisoners from jail, which shows the triumph of the new South Africa over exclusionism and cultural hegemony in South African society. This year can be situated within the context of 1990 when Nelson Mandela and other apartheid activists were released from jail thereby bringing the apartheid saga to an end. Before now, the third-person omniscient narrator argues that this couple,

have been married so long they didn't usually make an occasion of the recurrent day; but sometimes it suggested an opportunity to repay invitations, discharged all we owe in one go, as Vera says, and on this year of all years it seemed a good excuse to go further than that: to let themselves and their friends indulge a little in the euphoria they knew couldn't last, but that they were entitled to enjoy now when, after decades when they had worked towards it without success, change suddenly emerged, alive from entombment (5).

The dignitaries to this party are from all races and classes of people. The party, metaphorically, represents a prototype of the envisaged new South Africa which will accommodate people from different races, classes and

cultures in the spirit of cultural and racial tolerance. Furthermore, the party provides an occasion for South Africans to express their desire to be liberated from the claws of apartheid. In a vivid description, the narrator says, “music began to shake the walls and billow out into the garden; political argument, drinking and dancing went on until three in the morning” (6). The people now are free to express their views and ideas on issues which concern their country without any fear of spies or police brutality. This explains why Vera’s divorced husband can visit her at ten o’clock at night with “no fear of muggings back in those days in the Forties” (7). This contrast between the present and the past has been drawn to vindicate the idea that there is relative freedom and security in present South Africa because of the optimistic vision of the anti-apartheid white regime. The anti-apartheid white regime in *None to Accompany Me* further shows its predilection for tolerance when it grants general armistice to all exiles to return to South Africa. They are given a rapturous welcome by the crowd which had been waiting in the airport. The omniscient narrator captures this scenario using vivid description thus:

The plane-load of returning exiles who were arriving every few days were awaited at the airport by chanting and dancing crowd; when they came through the automatic doors that closed behind them on the old longing for home, when they emerged pushing squeaking chariots charged with the evidence of far places carrying airport store giant teddy bears, blind with excitement in the glare of recognition – not at once, of who they were individually but of what they stood for, the victory of return – a swell of women’s ululating voices buffeted them into the wrestle of joyous arm. Children seen for the first time were tossed from hands to shoulders, welcome banners were trampled waved, bull-horns sounded the hugging capering procession of transit to repossessing life regained, there outside the airport terminal was a carnival beyond belief it would ever be possible to celebrate. Home: that quiet word: a spectacle, a theatre, a pyrotechnic display of emotion for those who come from wars, banishment, exile, who have forgotten what home was or suffered not being able to forget (43-4).

Cross-cultural interaction is also found in the comportment of the characters. In *None to Accompany Me*, the post-apartheid white regime comes to self-realisation that blacks are also capable of doing things that whites can benefit from. In the text, the Starks and other whites attend the opening ceremony “of an exhibition of painting and wood carving by black artists”. In cultural studies, it is said

that art, in general, is not only an expression of beauty but also the reflection or carrier of the culture of a people. This exhibition of African art truly symbolises the beauty of the African culture and also shows that creativity is not the monopoly of the white race; that blacks are also very creative. The narrator further remarks that the artefacts and craftsmanship of these black artists “had become fashionable” because “city corporations and white collectors had seen such acquisitions as the painless way to prove absence of racial prejudice” (73). These African artefacts are, therefore, semiotic resources and the interest shown by whites in them shows that they acknowledge African culture in its essence and existence and communicate the truth that something good can also come from Africa. Around these parallel stories, Gordimer weaves the complex, shifting, volatile political fabric of South Africa’s perilous state: terrorist violence by both whites and blacks, crime, competing land claims and the dangers they entail, and the country’s pervasive racial tensions. The most compelling of these are the pictures of the country’s acute housing shortage—the ramshackle villages, overcrowded apartments, and suburban neighbourhoods shifting from white to black ownership. Gordimer harbours no illusions about the political and social differences facing the new government. If anything, the personal stories emphasize how complex these problems are, how difficult it is and will be for the new government to keep peace and pursue justice.

Narrativity: Unpacking of Private Selves

In all its experimental delineations, *None to Accompany Me* explores sexuality in terms of the transformation of private selves. Gordimer introduces a lesbian theme for the first time in this novel and envisages new types of daughters in her delineating of lesbian sexual identity. In her earlier novels, she complies with the stereotypical constructions of homosexuality and lesbianism as related to freak sexuality, personality disorder or emotional disturbance in her unconscious representations of sexual identity. A deviant daughter, Maxine, in her short story, ‘Siblings’, in *A Soldier’s Embrace* (1980), uses lesbianism as a pretext for enigmatising herself in order to distance her from her white middle-class family. Maxine is described as a self-outcast who “could find no place for her” (39) and cuts off her ties both with her family and the world. After victimising her family through many suicide attempts and arrests on drug charges, she afflicts them by boasting that she now lives a lesbian. Another example of homosexual identity in Gordimer’s work is Terry in *The Conservationist* (1974), the farm owner Mehring’s homosexual son. Homosexuality in this novel is a metaphor for the sterility of the white man’s line in Africa, which contrasts significantly with the black’s resilience in

their land. Mehring's line becomes extinct when Terry leaves South Africa to live with his divorced mother in New York and never returns to his country. His sexual orientation can be read as symbol for the heirless white civilisation in Africa as represented by Mehring's leftist mistress: "And if I had children, I don't believe in inheritance of property, unearned possessions, the perpetuation of privilege" (77). Gordimer grants no tenure of African land to the white landowner, Mehring, who in the end gives up both his family and his farmland. Both Terry and Maxine exemplify social deviance, both could find no place in their society and have very weak ties with their family. Gordimer's earlier work thus reproduces the traditional marginalisation of homosexual and lesbian children as alienated and demonic Others.

While Gordimer's earlier treatment of homosexuals stereotypes them as marginal Others, bereft of home and family ties, the lesbian daughter in *None to Accompany Me* are afforded the potentials of creating a new kind of home. Annick and her girlfriend, Lou, are well-integrated members of the new South African society. Within the transitional context of the emergent country, it is even possible for the couple to openly declare themselves as lesbians. They become new parents by adopting a formerly unloved and abandoned black female baby. They are depicted as an unconventional but ideal couple. Lesbianism in the novel is a new lifestyle rather than a pathological manifestation of sexuality. Here, Gordimer renders the lesbian couple into a constructive family unit. The picture of the white mother raising a black daughter and dreaming of a rainbow family is carried over from *A Sport of Nature* and it now projects a new concept of parenthood and family structures beyond according to Celia Kitzinger, "the differences of race, gender and sexuality" (44). It is paradoxical that while the white heterosexual mother, Vera, leaves her nuclear family to live as a tenant, her lesbian daughter and her lover are making a new kind of home on their own terms. The narrative suggests that Annick is another new being who "grew and changed and moved into another self" (157). The creation of this new being as lesbian parent for the first time in her work clearly indicates the authors changing and growing awareness of sexuality and her new perception of lesbianism. The new daughters represent the author's re-definition of lesbianism as "sexual freedom" (273) and an alternative lifestyle, which opens up the possibility of a new home.

Gordimer's renewed sexual awareness, however, does not involve a full appreciation of sexual diversity. What is still problematic about her treatment of the lesbian theme is that Annick's sexuality is attributed to her fear of men because her mother was "taken away", the nest of home

broken into by a man" (273). Vera blames herself for her daughter's sexual identity: "what did I do to put you off men?" (159). Although Gordimer offers the lesbian daughter the "free choice" (273) of love and the opportunity of creating new family ties, the novel still closets lesbianism as an abnormality for which a cause is sought and for which the mother is blamed within the heterosexual framework of taboos.

As we have seen earlier, Vera later revises her initial view of the sexual act as the exchange of the burdens of self and comes to recognise that "the various aspects of self cannot be placed all upon one person" (276). Likewise, the various aspects of female sexuality cannot be defined only in terms hetero-sexual norms. The fact that the novel projects the lesbian couple as new parents, who are making new kind of home, suggests that Gordimer is just beginning to revise her perceptiveness on homosexual love and sexual behaviour as a new form of freedom and new possibility in South Africa.

The lesbian theme in *None to Accompany Me* reflects a new release of creative thinking on all the transformations possible in the order of the new South Africa Constitution (1996). She suggests that sexual choices can be made part of the definition of freedom and that it is just as much a political subject as the official constitution that would legitimate a non-racial order. Her re-thinking of sexuality, gender and politics in *None to Accompany Me* leads inevitably to new conceptualisation of home in South Africa. The new concept of home is explored for each character both in their personal life and in the altering state. The female characters in particular emerge as new subjects through their commitments to creating a new home.

CONCLUSION

Gordimer's novel provided a powerful template of queer voice wrestling with identity in the democratic South Africa, and many of the later texts echo the tensions which the daughters raised. However, the changing representations of queer characters show a sense of a more accepting social climate, even when there are recurring moments of homophobia and unease around same-sex sexualities. The exploration of new concepts of home and the alternative sexuality as personal freedom have become possible in *None to Accompany Me* by the very potential unleashed by national liberation. The way that characters wrestle with the assumed conflict between their society and their same-sex desires in this text is important, as it shows recognition of the previously ignored and suppressed queer identities and also demonstrates how significant the recent representations are in confronting

social values and reflecting on social change. The possibility of freedom is real and palpable and the narrative explores its true meaning. This possibility, with all its tension, betrayals and tragedies, is explored and delineated particularly in terms of new concepts of home on both political and personal levels because, in South Africa, where the public and the private are intricately interlinked, “perhaps the passing away of the old regime makes the abandonment of an old personal life also possible” (315). Annick and Lou signal a very decisive shift in queer representations, in that their sexuality is shown to be significant in the text, but causes much less conflict for them than demonstrated in earlier texts. Yet, even though they are less conflicted, face less public resistance, and are therefore less afraid of expressing themselves and demonstrating their affection, the future of queer representation need further acknowledgement of changing attitudes in South Africa. There is still much space for representations which assert the voices of queer individuals, be they authors or characters in texts.

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Multicultural and Multilingual Aspects in Amitav Ghosh's *Sea of Poppies*

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Abstract— *Sea of Poppies* is the novel by Amitav Ghosh which was shortlisted for the Man Booker Prize in 2008. It is the first part of his *Ibis* trilogy, a saga set just before the Opium Wars. All the characters in this novel blend with the people of all races and languages run through the stories, supplying the novel with a plenty of words and terms from East-Asian, Pacific and pidgin languages that turn the trilogy into a unique cocktail of multicultural and multilingual *écriture*. Through this reaserch paper , I aim to highlight the cultural and linguistic diversity and present how Ghosh is able to create a cultural and linguistic hybrid space.

Keywords— *Language, culture, multilingual, multicultural, hybridity, pidgin.*

This paper aims to present the cultural and linguistic diversity which is displayed by Amitav Ghosh in the first novel of his *Ibis* Trilogy. I focus on the elements of multicultural and multilingual “hybrid space” of communication, as Homi Bhabha named it, and on the way the language mix embedded in the narrative turns the reader into a multicultural researcher and establish the author as a significant representative of the category of “hybrid writers” (Bhabha 55).

Amitav Ghosh is an eminent Indian writer in the postmodern era whose work reflects a postcolonial consciousness. His work has been informed by his early childhood memories heard from his parents from Calcutta who lived during the final period of the colonial rule and during Ghandhi’s nonviolent movement towards achieving independence for the Nation. His fiction highlights colonial and postcolonial aspects of identity, rootlessness and multiculturalism. The *Ibis* trilogy is an intertextual saga where dissimilar characters, of different social background, of different ethnic origin end up in a combination setting and as a varied crew on a slave ship.

In the Novel, “*Sea of Poppies*” the reader is taken back in time to the South Indian opium trade period, where, after advancing on the social scale, all the

characters smash together and begin to see each other as comrades, developing an unlikely coalition that goes beyond the conventional bonds of family and nation. The triple intertextual description begins with the story of Deeti, a young widow of an opium dealer from a distant village in northern Bihar. In fact, she is saved from her husband’s funeral pyre by Kalua, an extra-large low-caste person who falls in love with her. The second story is that of Paulette, an orphaned daughter of a French botanist, who arrives on board the ship with a purpose to delete her contentious past and meets Jodu, the son of her nurse, the only connection to her past. The other tale is that of a bankrupt *Raja*, who is chased from his estates which fall into the custody of a gluttonous opium dealer.

It is the Destiny that connects these characters and many others on *Ibis*, an old slaving ship which sails across the Indian Ocean towards the Mauritius (“Mareech”) Islands. This ship is depicted by Amitav Ghosh as a symbol for a huge womb where all these characters are socially reborn. While on land, all these characters behaved in a different manner, each of them belonging to a particular community, religion or caste and were bound to orthodox conventions. The new setting, however, gradually smears the thick borderline between

them. Just like the characters from Ondaatje's *The English Patient* find the new settings, the desert and the Italian villa, as common spaces of communion, accordingly all the entire disparate protagonists in the *Sea of Poppies* with the schooner Ibis, the mobile setting they land on. Most of those on board are going to the island of Mauritius as indentured labourers, the differences between them as regards caste or culture being suspended by their predicament. Their simply way out of it is the only option to cross their own ethnic, religious, cultural and linguistic borders and to communicate to their own good. Deeti, the female protagonist seals their fate from the very beginning of the journey when she dooms:"...from now on there are no differences between us, we are *jahaz-bhai*¹ (...) to each other; all of us children of the ship". (SOP,p. 120)

Even if significant reviewers turn on the postmodern aspect of the storyline (see Sreelatha M. *Reconstructing Identities in Amitav Ghosh's Sea of Poppies: A Postmodernist Perspective and Fictionalization of History in Sea of Poppies* by S. K. Singh), I firmly believe that the most outstanding aspect of the novel is its multilingualism. What surprises the unwarned reader is the multilingual and multicultural blend which, in spite of the limits of the period of the events, how Amitav Ghosh manages to build. William Rycroft, one of the reviewers, opines that the language style of the novel has at the commencement a disorienting consequence on the reader alike the *nadsat* language introduced by A. Burgess in *A Clockwork Orange* which gradually turns into a rich and exciting mix of languages. (Rycroft, *Just William's*) By mixing so many languages and dialects, Amitav Ghosh is capable to paint the complete range of diversity on board with differences in class, caste, nationality or religion designated by the words, dialect or language used to communicate. From the first few pages of the novel, we are showered with a large quantity of words and terms from East-Asian, Pacific and pidgin languages which vividly turn the text into an unreadable *Finnegan's Wake*-like description. The author himself states that in his acknowledgements page that "the cultural and linguistic blend from his book owes a lot to the 19th century scholars and many reference books, dictionaries as well as to modern sources". (SOP, p.531)

Deeti comes from a far-flung village in Eastern India. Beginning with Deeti's "vision of a tall-masted ship", (SP 1) the story unfolds to describe her predicament. Her village is near to the town of Ghazipur. It is winter and like everybody else in the village she is

worried about "the lateness of her poppy crop" (SP 1). A straightforward lady and a caring mother, Deeti is married to Hukam Singh, a handicapped worker in the Ghazipur Opium Factory. On her wedding night she is offered drug with opium by her mother-in-law and Kabutri, Deeti's daughter, is "fathered not by the husband, but by Chandan Singh, her leering, slack-jawed brother-in-law".(SP 39) She became doubtful when her husband showed no attention in her afterwards and who "usually remained in a state of torpid, opium-induced somnolence by the time he fell on his bed". (SP 36) The use of opium had left him for nonentity. After the demise of Hukam Singh, Deeti is about to meet her doom when she decides to go through with the sati ritual, but then Kalua, the ox man from the adjacent village, comes to her release and the both flow "away from the flaming pyre, into the dark of the night" (SP 178) to become indentured servants on the Ibis. These indentured labourers with dissimilar religions, castes, customs and beliefs form their own multicultural society. They come across other people who are also drifting as indentured labourers as well as lascars and sailors. As the novel steps forward, characters like Jadu, Paulette, Deeti, Kalua along with some others get together and plan to get away from the ship in which they thrive.

Even though the characters are placed in fresh environment which is complex for modification, they settle down in the foreign culture and attempt to take on new culture either by assimilation or by culturalism. Out of struggles and hardships, the people cope up with new surroundings in an effort to settle in the unfamiliar environment. The alien integrate with natives as a result of which the existing differences are reduced and gaps are successfully filled to extract lasting benefits for both. In this novel, Zachary's character is redesigned to suit to the new conditions in association with new relationships.

The lascar Serang ali's influence on Zachary Reid is immense and deep. The reason for Serang's enthusiasm to transform Zachary into a gentleman, a pukka sahib is not only out of paternal feeling but also the lascar's feeling to perceive him as one among their group of seamen. Zachary finds himself not just adapting to their speech with ease: "as if his oddly patterned speech had unloosed his own tongue" (16) but also begins to relish their flavor and changes his food habits "to a Laskari fare of karibat and kedgeree- spicy skillygales of rice, lentils and pickles, mixed on occasion with little bits of fish, fresh or dry....he soon grew to like the unfamiliar flavours"(23). Zachary's reconstruction of identity in integration with laskari group is as similar as Paulette's assimilation to Indian culture.

As the story progresses, we also come across a section of Europeans who have been living or

¹ Online Hindi-English Dictionary . Hn. *Jahaz-bhai*-Engl. *cabin-boy* see <http://hindi-english.org/index.php?input=jahaz-bhai+%&trans=Translate&direction=AU>

trading in India for many decades, and who now speak a highly diluted form of English which is imbued with Hindi or Bengali words. Amitav Ghosh simply presents their speech as it is, without italicizing the Indian bits or providing a glossary at the end (something that is frequently done-and over done-in Indian novels written in English). Further, he spells the local words not like an Indian reader would recognize them but to reflect the European accents with which they are spoken. The outcome is that even for a reader who knows the words and their meanings, some of these passages demand constant interpretation or extrapolation.

For the illustration, here's a brief list of some of these words and phrases in the form that they emerge in the book. In parentheses, we have included the spellings that an Indian reader would be more familiar with.- Zubben (zubaan),- Chawbuck (chabuk),- Pollock - sawg (paalak-saag) for spinach dishes,- Chitty and-dawk (for chithi and daak, or letter and post box), - Shish mull (sheesh mahal, mirror palace), - Dufter (daftar,office),- Balty (baalti,bucket),- Hurremzads(haraamzadas, bastards), - Jildee (jaladi, quick), - Chupowing (from chupna or hide), - Gantas (bells) in a clock-tower,- Tuncaw (tankha, salary),-Tumasher (tamasha, fuss, used here to mean a large celebration), - Oolter-poolter (ulta-pultaor upside-down), Quoddie (qaidi, prisoner), Bawhawdery (bahaduri,courage),- Coorsy (kursi, chair) and - kubber (khabbar, news), later-kibber is used instead of - kubber.

The Novel has its own lexicon, an *addendum* that Amitav Ghosh entitled "The Ibis Chrestomathy". The author makes use of this lexicon to present complicated amplifications of his favorite turns of phrase and to connect those words with the characters that occupy them. Of all the sources he mentions, the most significant are, in my view, T. Roebuck's *An English and Hindostanee Naval Dictionary* and *Hobson-Jobson-a Glossary of Colloquial Anglo-Indian Words and Phrases* written by Henry Hule and A.C. Burnell. Moreover, he yet confessed, in the aftermath of the publication of the novel, how some personal experiences helped to contribute to the usage of such a vast variety of words and phrases from different languages. Here are some instances: "One of first recurring words which shock the reader is the words "lascar" and "malum." We read in the novel that "lascar" as a sailor who "came from places that were far apart and had nothing in common, except the Indian Ocean; among them were Chinese and East Africans, Arabs and Malays, Bengalis and Goans, Tamils and Arakanese" (Ghosh *Sea* 12). Ghosh goes on and clarifies this in his comment published in *Hindustani Times*:

"I came to be astonished by the number of Asian sailors who figured on the crew-lists of 19th century sailing vessels. These 'lascars' as they were called, came from every part of the Indian Ocean and the more I read about them, the more I was intrigued by their lives. What drew them to the sea? How did they communicate, among themselves and with their officers? One day, in a library I chanced upon an early 19th century dictionary of the 'Laskari' language. Leafing through its pages, I began to wonder what it would be like for a new recruit to learn those words, to discover the nautical world — and so was born Jodu, one of the central characters in the novel". (Ghosh, *Confessions*)

"Malum", Ghosh confirms in his article on the language in *Ibis* from 2012, comes from 'Arabic' and it means "mate" (Ghosh, *Of Fanas and Forecastes*, p.34). A repeated word used by the lascars is "hokum." According to Roebuck's dictionary, "hookum" means in Laskari, the lascar language, "command" (Roebuck in Ghosh, *Of Fanas*). We may suppose that the relation between *lascars* and their *malums* was one of subordination, a colonial master-slave relationship, in Hegelian terms.

Then, we come across a mixture of sea slang and words and phrases of so many different origins, from English Creole to South Asian languages and dialects that roughly dizzy the reader. As far as the usage of Laskari language in sailing context is concerned, Ghosh explains:

"Laksari (...) was really just a language of command. For the rest, the lascars probably used, amongst themselves, a series of contact languages and pidgins, made up of elements of Swahili, Malay, and Hindusthani. To communicate with officers and white passengers (...) they probably used variants of the Sino-Portuguese-English pidgin that came to be associated with the South China Coast". (Ghosh, *Of Fanas and Forcastles*, p.56)

In the words of Townson N., "pidgins are simplified languages which are developed in contact situations between people with no common language and are used for restricted, functional purposes". (Townson, p.93) Similarly, Romaine notes that "pidgins are the simplified languages characterized by a minimal lexicon, little or no morphology, and limited syntax" (Romaine qtd.

in Townson, p.94). Here is a first example of this sort: "Serang Ali wife-o hab makee die. Go topside, to hebbin. By'mby, Serang Ali catches another piece wife." (17) Or, in another sample which resembles a pidgin language: "Must too muchi shout: you go barn shoot sister. I on epiece pukka-sahib, no can catch. You take pistol in pocket, if bugger try shangai, shoot in the face" (21).

Besides that, the Laskari dialect contained many swear words which come out frequently in the novel. Many of these can be found in Roebuck dictionary without translation though. Amitav Ghosh notes that "this is excusable since his dictionary was mainly a technical one" (Ghosh, *Of Fanas and Forecastle*, p.60). In turn, *Hobson-Jobson* includes such words explaining that they are "terms of abuse which we should hesitate to print if their odious meaning were not obscure to the general. If it were known to the Englishmen who sometimes use the words, we believe there are few who would not shrink from such brutality". (Hule H. and Burnell A. C. in Ghosh *Of Fanas*) Roebuck presents a list of words from Laskari dialect along with their etymology, which proves the diverse as well as a result of hybrid nature of this language. Here are some of these words which appear in the novel explained by the author as:

"Serang," the senior most- derived from Malay; "sukkânî," (rendered in English as 'seacunny') comes from the Arabic for *rudder* (sukkân); "ishtor," the word for *steward*, of Arabic origin; "jamnâ burdu," *starboard and larboard*, in Laskari; "fo'c'sle," coming from the English "fore-castle" – a ship part, a shallow, curved space between the bows; "Balti," derived from the Portuguese "balde", it probably referred originally to ship's buckets; "karma," came from the Portuguese "camara", itself a derivative of the Latin 'camera' (room, vault). In the novel it is used to mean the ship's cabin.

(Roebuck

in Ghosh, *The Ibis Chrestomathy*)

Another type of words and phrases which appear nearly illegible are those employed by the Europeans who lived and did trade in South –Asia for many decades during the colonial period. Their language diversity is a fusion of English spiced up with many Hindi, Bengali and Gujarati terms. In the novel, Amitav Ghosh does not italicize or explain the words as they emerge in the text as do most Indian writers in English, a thing that makes reading quite complicated unless a reference book or dictionary is consulted. More than that, these words are

spelled so that the European accent of the speaker is highlighted. Singh, a recent reviewer of Ghosh 's work, who is a speaker of both Hindi and Bengali, states in this respect that " for a reader who knows the words and their meanings, some of these passages require constant interpretation or extrapolation"(Singh *Language*).

One of the protagonists, Paulette, a French merchant's daughter, speaks such a variety with Mrs Burnham, her *ayah*(au pair) the wife of a shipping merchant, who took care of her in a mansion in Calcutta: "Mrs Burnham: "Where have you been *chupowing*(italics mine) yourself? I've been looking everywhere for you"(203). "Chupowing" derives from the Hindi verb "chupna" and it means "to hide"(Singh *Language*) Singh also provides a list of words of this kind and their original meaning in Hindi or Bengali. Here are some of them: "Pollock-sawg" (paalak-saag) for a spinach dish, "chitty" and "dawk" (for chithi and daak, or letter and postbox), "dufter" (daftar, office), "hurremzads" (haraamzadas, bastards), "oolter-poolter" (upside-down) (Singh *Language*). The last one appears in the following: "He turned a ship oolter-poolter in the Spratllys, which is considered a great piece of silliness amongst sailing men". (SOP, p.102)

To conclude with, in "Sea of Poppies", Amitav Ghosh creates a distinctive lexicon of the early 19th-century cultural references where its multicultural aspect is in the limelight. By doing this, he may rightly be equated with other postcolonial writers such as Salman Rushdie or Derek Walcott, whose lifetime pursuit has been that of cultural border crossing and multicultural communion. This hybrid mixture of Amitav Ghosh's constructs in this novel has both an enlightening and a dizzying effect on the readers which turns them into intra-textual and inter-textual researchers.

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A Symbolic Study of the Poem on Killing a Tree

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Abstract— *The killing of a tree symbolizes deforestation. The perishing of trees is a threat to our environment. A tree has grown to this extent taking a lot of time to grow by absorbing air, water, sunlight and minerals from the earth soil. The roots give energy to the trees. But people kill the trees without any mercy for their instant interests not considering the long-term impacts and as a result, the environment, as well as mankind, suffers. Therefore, we must be mind and soul towards trees and killing of trees must be stopped. If we consider the symbolic meaning of the poem, we will definitely stop thinking at last and finally say that Tree means Social Evils or Socially worst practices. Can we compare Tree to a social Evil? When we want to remove one long practiced custom in the society it will be like well grown up tree, to stop it immediately is impossible, it's not possible to stop after a bit of warning or precautionary measures (A simple jab or knife) Like this a whole poem consists of images and symbols.*

Keywords— *Tree, human body, social evils. cutting a tree, killing a tree, branches, evil practices, relation corruption, terrorism, social fallacy.*

I. INTRODUCTION

We must have observed people cutting down trees. But can anyone kill a tree? Is it easy to do so? The Poem is written by Gieve Patel. He was born in 1940 in Mumbai. He was educated at St Xavier's High School and Grant Medical College. He lives in Mumbai where he is a general practitioner.

In this poem, instead of 'cutting' a tree the word "killing" is used, which indicates the length and breadth of the destruction and the obstinance of the tragic act. For this, the killer needs to follow a meticulous process. No amount of "hacking and chopping" will be enough as a tree will heal its wound soon. Small twigs will sprout again and will grow slowly to regain its former structure thereby resisting the destruction of a tree.

To stop this, the tree should be uprooted entirely. When the poet says this, he may mean that the social evil practices like inequality to women, corruption, caste system, dowry system, etc are need to be removed from the society entirely but it's not such easy, because as the poet says in the next line that, "As the earth has been acting as its anchor for ages," here earth means the system which

posters the worst practices like this. The poet proceeds further with the action need to be taken he says, "It should be separated from the earth. A strong rope must be tied around it, and with its help it should be snapped out from the ground" We may symbolically interpret that the kind of evil practices must be abolished from the interior crust of the society.

II. THE MAIN BODY

Literally when we read the poem the great hazard to cut a tree appears simply on the first level reading. It will be quite difficult to cut a tree which has grown fully for the years consuming the water, minerals, air and energy from the surrounded environment. The branches even we cut but grow again. To stop them grow one has to go for the rigorous and vigorous actions.

A tree is man's greatest friend as it helps the latter to sustain, primarily by providing food and oxygen. But man treats it like a foe and kills it ruthlessly to meet their selfish interests. Man does not realize that by killing trees they cause harm to themselves in the long run as it de-

stroys the ecological balance. The poet builds up the irony by presenting the act of cutting down a tree in the form of an explicit account of killing the same. The mindless act of deforestation is no less than a heinous crime, committed by the greedy and inconsiderate section of mankind. That is why the poet in this poem has made the tree itself receive punishment in the hands of its murderers. This is the irony behind the meticulous act of killing a tree as depicted in the poem.

In the poem 'On Killing a Tree' certain human attributes have been given to the tree. Here the tree has been depicted as a child who after birth, gradually strengthens its position and finds nourishment from nature for itself. The tree takes years to grow slowly consuming the earth, rising out of it and drawing nourishment from it. It spreads its roots and absorbs sunlight, air and water which help it to mature and sprout leaves. The tree is also described as someone who can feel pain and who bleeds when gets a wound. So, the expression, 'bleeding bark' is used to emphasize the human attribute. Again, the roots of the tree are called 'sensitive' that is a typical human quality and if they are snapped out completely, it kills the tree. Moreover, the word "killing" is mostly used in association with a human being. Here, this exceptional use of the word 'killing' makes it evident that the poet has brilliantly given human attributes to the tree that adds to the much valuable impact of the poem.

The relationship of a tree with the earth is almost like a mother-child relationship, which is brought out by Patel in a poetic way in this poem. When a tree is a small sapling the earth gives it shelter. It allows that sapling to spread its roots into the earth and the earth acts as an anchor, thereby securing the tree. Then it nourishes the tree by feeding it with sunlight, air and water. The tree grows up consuming the earth. When it becomes a full-grown tree it tries to look after the world in return. It gives shelter to many birds, it helps human beings as well as other creatures to live by offering a suitable environment, absorbing carbon dioxide, releasing oxygen and also by providing food. Every part of a tree tries to repay the world in every possible way. Thus, an eternal bond exists between the two.

The poet talks about one of the major concerns of modern-day life, which is the destruction of the environment. The poet is sympathetic towards the trees and treats them as living organisms which feel pain and pleasure like human beings. So, the trees should not be deprived of their right to live. Trees help people in a number of ways but people destroy the trees indiscriminately, disregarding the benefits that they get from them. Thus, he uses the images of violence like cutting, jabbing, bleeding to show man's

ruthlessness. On the other hand, the poet uses contrasting images of spreading of leaves and boughs to show the endless life of a tree. Thus, the poet describes the killing of a tree in such graphic detail to evoke sympathy towards trees. He wants to convey to his readers that to hurt a tree is similar to hurt a human being as trees are also living organisms who can feel.

III. CONCLUSION

After the reading of the poem with different perspectives we find the various symbolic meaning of the poem. The Social Evils are grown with such strength of a huge tree. To kill a tree also symbolizes the human beings ruthless attack on the nature as well. Through many images and symbols one can find the different layers of meaning.

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In the New Normal: Students' Perception and Experiences on the Shift to Flexible Learning System During the Covid-19 Pandemic

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Abstract— This study aims to identify the way La Salle University managed in providing quality education during the Coronavirus Pandemic when Universities had little to almost no time to adapt to the abrupt changes in the educational processes from traditional face-to-face set-up to flexible online learning. Using a semi-structured questionnaire through a Google Form Survey, the researchers look into the students of La Salle University particularly on their perception, and their lived experiences regarding the flexible online distance learning, highlighting their ability to retain information, and lesson content, and their effectivity of the utilization of online platform as a tool to achieve quality education. Data collected provide an undeniable challenge that the learners experience in the course of a year in the flexible online distance learning set-up. Such challenges include but are not limited to technical issues in their access to online platforms, technical skills of teachers and instructors alike, the communication between students and teachers, and the inappropriate teaching methods used in a flexible online distance setup. Biggest emphasis on the challenges lies on the poor communication between the instructors and the learners. Based on these data, implications for the use of the universities doing flexible online learning setup, and others, are presented.

Keywords— Tertiary Education, Flexible Online learning, Covid-19 Pandemic, Students' lived experiences.

I. BACKGROUND

Since the start of the Covid pandemic, several developments in the factors of society have been observed. One sector which felt the biggest blow made by the pandemic is educational institution. The pandemic since has forced shifts in the educational process, especially in tertiary education which challenged the relationship and the communication between the learner and teacher. As an ongoing result of the pandemic, higher education institutions were forced to shift its old ways of providing quality education from face to face traditional set-up to a

distanced flexible learning method [1]. This, coupled with the government agencies' efforts of containing the spread of the virus, assures the continued access to quality education, as universities and colleges, here and abroad, have shift to a flexible learning system [2].

Extensive literatures show that online learning provides benefits for students such as providing a student-centered education, flexibility to the hours of the students, and that online flexible learning develops interaction with the students by doing both synchronous and asynchronous tools such as e-mail, chats, video call and conferences [3].

In addition, technological developments that can facilitate learning provides the necessity of distributing content simultaneously to large number of students and participants. Online learning platforms also ensures that content production and distribution are easily controlled, and is easily flexible to fit to the learners' capacity, needs, paces, and the general objective of learning [4]. All these lead to better ways of communicating to students despite the disparity of internet stability, and the inherent challenges brought by the pandemic in general. In many ways, these advantages prove that flexible distanced learning can better the learning process and experience of both the students and the teachers.

However, considering the advantages that the flexible online learning brings, one cannot deny the several disadvantages that the method also creates. Flexible online learning brings elements that may challenge the learning process of the students [5]. These challenges include but are not limited to the decreased focus and motivation of the students in learning, delayed teachers' feedbacking and assistance to the students' learning, the isolated feelings of the students due to not being physically present to their classmates, and the undeniable fact that teachers may not be available and accessible whenever in need by the learners [6]. Fortunately, these challenges can be resolved with the teachers' capability to adapt to the different needs of the students [7].

To do this, it is necessary for teachers to have adept capacity ranging from the prerequisite knowledge in content and in tools, and the equivalent experience to teach in an online educational environment [8]. Hence, in an all online flexible set-up where learning takes place in an online environment, these disadvantages and disparities can be most observed. In a research published by School Education Gateway, almost 70% of the research participants who were all teachers revealed that they're all first – timers in using online platforms in providing quality education. The study then concluded a least percentage of learning by students. The study even inferred that the result can be attributed to the fact that teachers and students alike are not at all equipped in an online flexible education [9].

In an online set-up, both the academic faculty members and administrators, teachers, and students are all challenged across many reasons in an online educational environment. The United State of America's Organization for Economic Co-operation and Development states that universities are challenged in maintaining the balance between the online courses, which could highly affect the students' physical and mental health, and monitoring and managing the students' access to digital tools for learning

and stable internet connectivity which may also positively or negatively their level of educational participation and learning [10]. Another challenge that universities may face takes toll on the delivery and quality of the content provided for the students. Universities are struggling to maintain the relevance and consistence of the course content, in communicating with the stakeholders of the community, and on marketing [11].

Taking into consideration the arguments mentioned above, the shift from a traditional face to face set-up in providing quality education towards a flexible online learning can have a massive influence on the students' learning process and their perception on the utilization of an online environment in the learning and teaching process. These arguments are the core of this study. The researcher considers the importance, relevance, and the necessity to analyze the students' level of adaptability to flexible online learning and their degree of satisfaction in the course of their learning in an flexible online setup.

The aim of the study:

This study aims to establish the perception of the students of La Salle University – Ozamiz in an online learning set-up, especially their experiences, during the Coronavirus pandemic. This study further examines the process of learning and how it has been influenced by the pandemic and highlight the students' perception of their utilization of online platforms and how these platforms aided in their learning process. Finally, this study also identifies the issues that students experience though the course of their online learning setup, and in which better way these online learning platforms can be utilized by university administrators in providing quality education.

This study can be significant in contributing to the development and better utilization of online learning platforms in assisting learners in their learning process. This study provides information covering the useful methods of using online learning tools in delivering course content, the duration of time students need to complete their projects, and assessments as perceived by the students.

II. MATERIALS AND METHODS

The majority of the examinations recently referenced feature various perspectives identified with the experience of understudies and instructors in the setting in which flexible online learning and certainly, E-learning stages were utilized as correlative apparatuses to the conventional learning measure. Notwithstanding, there are a couple of studies that notice the selective utilization of E-learning stages, as it occurred during the pandemic when colleges

had to utilize it and carry out it as a fundamental apparatus in the instructive cycle. This examination expects to outline understudies' discernments in regards to only flexible online learning through the E-learning stages, in one of the nations that had little involvement with this cycle before the pandemic.

Past to the pandemic, in La Salle University's education framework, the utilization of E-learning stages was scant. This is due to many factors such as that not many instructors were utilizing the stage, and they were chiefly utilizing its essential capacities like transferring course material. The pandemic astonished a large portion of the instructors yet additionally understudies, who were exceptionally new to internet learning stages, by compelling them to move, in an extremely brief time frame, from customary figuring out how to solely flexible online learning. In this way, the researcher led an online survey to inspect understudies' discernments in regards to the capacity of colleges to give information with regards to solely web-based learning and to analyze their disposition towards flexible online learning. In this study, the following research questions were addressed:

1. What is the perception of students about the way La Salle University managed to provide knowledge in the context of flexible online learning?
2. What are the experiences of the students about their ability to learn and assimilate information in the context of flexible online learning?
3. What are the interventions and actions made by the University Administrators to help the students with their experiences?

The population for the study was selected in a non-probabilistic way and was comprised of 42 students and 9 Administrators of La Salle University - Ozamiz. The majority of respondents are female, mostly up to 21 years old (Table 1). However, 6 (22.6%) of the students were male and 19 female (77.4%).

Table 1. Sociodemographic characteristic of respondents.

Variables	Category	Count	Percentage
Gender	Female	39	77.4%
	Male	12	22.6%
Degree	Bachelor	42	82.2%
	Master	9	17.8%
Age	18–21 years	42	82.2%
	25 - above years	9	17.8%
University	La Salle University -	51	100%

Data was collected online. The questionnaire was sent as a link on the Facebook pages of the two universities through the free application Google Forms, during the second semester of the 2020–2021 academic year. The participants in the study received information at the beginning of the questionnaire about the purpose of the survey and the informed consent. Checking a specific box, they approved the participation to the study. The e-mail addresses were not collected in order to respect anonymity and confidentiality. The average time needed to answer the questionnaire was 15 min.

III. RESULTS

1. What Is the Perception of Students about the Way Universities Managed to Provide Knowledge in the Context of Exclusively Online Learning?

Teachers lacked the essential technological abilities and were unable to adjust their teaching style or appropriately connect with students in an online setting in a timely manner in order to maintain strong teaching standards. Teachers' technical skills are demonstrated by their ability to use various functions provided by the E-learning platform in order to adapt their teaching style to the online environment, such as using the video conference function, in which students can actively participate because teachers can make them moderators.

These technical skills also include the ability to present topics via screen sharing, to use synchronous chat during presentations, to allow students to work in groups during seminars, to post various links on the platform with references to various sources of information, and to create and post short videos for specific laboratories/seminars. As a result, some teachers were able to find solutions, while others were unwilling to put in the effort to learn how to teach online. As a result, 86.4 percent of students said that professors only used a small number of the E-learning platform's tools: they used only the basic tools which were almost mandatory for conducting the courses, and 30.6% of students declared they have used such instruments (Table 2).

Furthermore, 15% of students said that teachers lacked the requisite abilities and that they were not motivated to enhance their teaching skills in an online setting in response to the open question. Furthermore, 22.5 percent of students stated that the biggest challenge they faced was a lack of adaptation of the teaching style to the online environment, which hampered their ability to integrate and comprehend the contents covered in the courses. In terms of the courses, 32.8 percent of respondents stated that the timetable was not adhered to: professors did not provide

breaks, and sessions did not begin or conclude at the scheduled times.

It is crucial to strike a balance between theory and practical work, as well as allocating activities according to the amount of time available to students, in order for the teaching process to go smoothly online. As a result, 71.4 percent of students stated the courses had too much theory

or too many practical activities, and 74.6 percent said they didn't have as much free time as they had when instruction was done the old manner. Because professors assigned them more chores than normal, most students stated that they have less free time than they had prior to online learning.

Table 2. Frequency distribution of indicators related to students' perception of the use of the E-learning platform.

Variables	Category	Percentage
Previous experience	Previous use of the E-learning platform	66.1%
The degree of use of the E-learning platform	Frequently and very frequently use of at least 7 of the 11 tools evaluated	86.4%
The usefulness of the E-learning platform	People who considered useful and very useful at least 7 out of the 11 instruments evaluated	68.9%
	Use of tools that involve collaborative learning	30.6%
Intention to use	Preference for the E-learning platform	28.6%

On the other hand, pupils who claim they have a lot more time than they used to since their professors don't ask for their attention or engage with them as much as they used to say they do. This is supported by the responses to the open-ended question, in which 8.8% of students stated that the biggest issue was a lack of balance between prescribed activities and the time teachers offered to complete them.

2. What Is the Perception of Students about their Ability to Learn and Assimilate Information in the Context of flexible Online Learning?

Despite the fact that the majority of students (66.1%) had utilized the E-learning platform before to the pandemic, their views on using the online environment for learning are mixed. Some of them (37.4 %) believe it is an adequate learning environment, while others (32 %) believe it is not. A third is uncertain (30.6 %). When it comes to their

degree of satisfaction with their online learning experience, the same thing happens: 39.1% are extremely happy or pleased with the E-learning process, 31.9 percent are indecisive, and 29 percent are displeased (Table 4).

From the students' perspective, processing information is more difficult in the E-learning system (60.5%), while one third of them consider that even presenting seminar projects online is more difficult in the online environment (32.9%). However, if the courses were to be held in a videoconferencing system, this would increase the degree of understanding and information processing (73%). In this regard, it is interesting that during the courses/seminars, the vast majority of students prefer to interact more with teachers in writing, on chat/forum (52.4%), and prefer to use the microphone less.

Table 3. Frequency distribution of indicators related to student's ability to assimilate and learn while learning online

Variables	Category	Percentage
Interaction with teachers	Live answer in a video conference	43.2%
	Offering an answer on chat/forum	52.4%
	NR/NA (no answer)	4.5%
Presentation of seminar projects/exercises online	It is harder	32.9%
	It is easier	33.3%
	It is the same	33.7%
Processing information is easier when	The course is carried out audio	19.9%
	The course is carried out audio and video	73%
	The course is carried out on the chat/forum	7.1%

Compared to offline teaching, online information processing is	Easier	11.9%
	Harder	60.5%
	The same	27.6%
General opinion towards learning in the online environment	Dissatisfied	29%
	Neither satisfied nor dissatisfied	31.9%
	Very satisfied + satisfied	39.1%
The online environment is appropriate for learning	Very little extent + little extent	32%
	Neither little nor great measure	30.6%
	Very great extent + great extent	37.4%
Preference for online learning	Would choose the unfolding online courses	10.6%
	Would choose the unfolding of face to face courses	48.1%
	Would choose a combination between the online and offline courses	41.3%

3. Students' Perception of the Use of E-Learning Platform

According to the Technology Acceptance Model (TAM), the perceived ease of use of the platform's instruments, as well as the perceived utility of those instruments, impact real platform utilization. In this regard, it's worth noting that no student remarked that the platform was difficult to use in response to an open question concerning challenges faced when using it. As a result, 66.1 percent of students have used the platform before and had no trouble utilizing or manipulating the instruments it offers.

Teachers were required to utilize only the university's E-learning platform in the wake of the Coronavirus epidemic. Alternative platforms were only allowed to be used to quickly resolve technical difficulties that developed as a result of the servers hosting the E-learning platform. The majority of teachers used a considerable number of E-learning technologies (above 7) on a regular basis (86.4 percent of students mentioned this aspect). However, a lesser majority of students (68.9%) thought at least seven of the eleven tools were beneficial.

Despite the fact that the E-learning platform passes the fundamental criteria for students to choose it (easy of use, utility), students still prefer alternative platforms due to the limited number of technical difficulties they encountered while using them. Unfortunately, students equated technical concerns with the platform's capacity, ignoring the distinction between the platform's use/utility and the capacity of the servers hosting it at the moment. As a result, only 28.6 percent of respondents would use an E-learning platform to complete course-related tasks, with the majority of these students enrolling in Bachelor's degree programs ($t(760) = 4.13$, $p = 0.04$). (Table 6). Furthermore, while usage of the platform's instruments

was lower in secondary education programs (Master programs) ($t(760) = 2.29$, $p = 0.02$), impression of the platform's utility was consistent regardless of study program level (Bachelor or Master programs) ($t(760) = 0.33$, $p = 0.74$).

IV. DISCUSSION

This study highlights two important changes in La Salle University's higher education system during the crisis caused by the Coronavirus pandemic: digitalization and the shift to a student-centered E-learning process, both of which took place in a very short period of time. Professors were pushed to move to a more student-centered sort of teaching as a result of digitalization, as E-learning platforms encourage this sort of teaching/learning [25]. Previous research has shown that when utilized as a supplement to the traditional educational process, online learning platforms help pupils [7]. Furthermore, the majority of the research cited suggest that students have generally good attitudes regarding online learning [33–35], despite the fact that they occasionally face technological difficulties and believe that they process knowledge better in traditional courses [36]. Other studies have found that online learning has a number of advantages, including improved information assimilation [49,50], adapting courses to students' needs [22], flexibility [50], student centeredness [55], and removing the barriers of space and time, all of which encourage students to participate in discussions and exchange opinions [52].

The quality of the educational process in the online environment depends on multiple factors, among which are: the level of training that teachers have in using technology, their teaching style, interaction with students,

strategies used to capture students' attention, encouraging contact between students and faculty, collaborative learning, quick feedback, active learning, task time—encouraging students to allocate more time for completing tasks, high expectations—the teacher should communicate their expectations in order to encourage and motivate students, diversified learning, and technology application [26,27,48]. The research looked into how professors from La Salle University higher education institutions managed to offer information throughout the Coronavirus epidemic, taking these factors into account. Simultaneously, this study puts its focus on examining students' perceptions of their experiences during solely online learning, as well as the effects this style of learning had on their capacity to acquire and absorb information.

The current study reveals that when learning solely online, several of the previously described benefits and advantages become less valuable, while negatives become more obvious. Students who answered to our survey feel that only online learning has no favorable impacts on integrating and processing knowledge, that studying and staying focused online is more difficult, and that teaching is similarly more challenging. Furthermore, students believe that presenting seminar work online is more difficult, and that they lack the bravery to speak up for fear of being criticized or ridiculed. It's also noteworthy to note that, despite the fact that students used to actively participate in offline seminar activities, very few have the bravery to express their ideas or write on the forum since they feel more exposed online.

In terms of the drawbacks of online learning, our findings are consistent with those of earlier research [54,56,57]. Students often become distracted and lose attention as a result of teachers' lack of well-implemented tactics to keep students engaged, as well as their lack of expertise with this sort of learning. In addition to these factors, environmental disruptors such as noise from family or neighbors, as well as a lack of suitable working space, have an impact on the length of time pupils can focus when studying online. Isolation is another drawback identified by our research. Students feel isolated as a result of a lack of engagement, particularly with professors, as well as the fact that they spend more time inside, in front of the internet, and as a result of the pandemic, which led individuals to socially remove themselves from others.

Other research [37,38] have found that students believe the online educational process is of lower value than the conventional method, and that they prefer to use E-learning platforms in conjunction with conventional, face-to-face teaching/learning. Furthermore, students perceive that the online setting makes learning and digesting

knowledge difficult, which might lead to lower learning results. Because respondents reported poor absorption of material, especially when taking more challenging courses with professors who were not well fitted, our study suggests that online learning can have an impact on students' performance. Furthermore, our findings reveal that universities are not yet ready to deploy only online teaching and learning, which is similar with the findings of previous studies [61], with inadequate interaction with instructors being one of the primary difficulties raised by students in prior studies [9,11].

The hierarchy of reasons why students are hesitant to learn online is altering in the light of the pandemic-induced catastrophe. The most commonly mentioned issues were technical issues, which played a significant influence in lowering students' motivation. Another key cause is teachers' lack of technical abilities, which reflects the findings of other research done during the crisis [7]. The second reason is a misalignment of the teaching style to the online environment, and students indicated inadequate communication and contact with professors as the last argument. These latter two causes arose from a lack of technological capabilities on the one hand, and the resilience to change and lack of flexibility of certain teachers to adapt in order to appropriately offer information in the online environment on the other side.

All of these factors were mirrored in students' perceptions of the online educational process' quality, with the overall score scale indicating modest results: an average level of satisfaction. Although some studies show that students have a good attitude about entirely online learning during the crisis [58], the findings of our study are in accord with recent studies on students in Eastern Europe [64], which show that students have a negative attitude toward online learning. However, despite all of the issues, the overall score scale's medium levels for satisfaction with entirely online learning suggest that students, despite all of the issues, are satisfied. When both instructors and students were forced to cope with a circumstance they had never experienced before, especially Master students, they were able to tie these challenges to the setting of the epidemic. Thus, despite the technological issues, some professors attempted to learn, discover answers, provide assistance for students, and adjust their teaching style to the new circumstances, which some students liked.

Given the limited time frame in which instructors had to adjust to new teaching settings, the majority of them were able to meet the obstacles successfully, but there is still space for growth. Our findings suggest that the educational process was teacher-centered rather than student-centered, and that when an attempt was made to adopt a more

student-centered procedure, pupils felt too much pressure owing to the daunting quantity of activities they were needed to complete. Students are given more duties and duties in a student-centered educational process, but since they are not used to this form of learning, they feel pressurized, and are more likely to acquire unfavorable attitudes toward online teaching and learning. Professors employed a variety of methods to make online courses more appealing, but feedback from students was occasionally delayed, tasks were not succinct, and teachers sometimes failed to convey clearly their expectations. The conventional approach in which professors used to offer the practical component of the course was no longer fit for the online setting, which is why the online educational process experienced so many challenges. Teachers produced confusion and doubt among pupils because they were unable to quickly react and come up with answers.

The relationship between students and teachers is another significant topic that should be covered. Students were affected by a lack of engagement with both instructors and classmates, according to our results. Except on rare occasions, in small groups, and during times when the server was not overburdened, E-learning systems were unable to enable video-conferences. Students, on the other hand, valued video conferences because they allowed them to avoid having to connect physically with their instructors and peers. By assigning team assignments and even using collaborative teaching technologies, some teachers were able to substitute face-to-face engagement.

When it comes to students' perceptions of the E-learning platform, most students regard it as a valuable tool for online teaching and learning. Students would prefer to utilize alternative platforms because of technical challenges caused not by the platform but by the servers of the universities that hosted it. Students prefer systems that allow numerous users to video converse for longer periods of time and that do not have as many technical issues, allowing them to engage with their professors more easily.

The desire to utilize E-learning platforms is impacted by the perceived simplicity of use and utility of the tools supplied by the platforms, according to the Technology Acceptance Model (TAM) [28]. In this context, our findings show that students had no problems using the tools provided by the E-learning platform, since they were intuitive and simple to use. Despite the fact that the evaluated instruments had a high overall score on a scale of usefulness in the learning process, only 28% of students would prefer to use these platforms because of the technical issues they caused (issues such as signal loss, unclear sound, delayed viewing of the messages, that appeared because of the servers that were hosting it,

because of the large number of students that were connected). In this regard, it is suggested that colleges adopt solutions to address these concerns, because if these challenges remain, students may lose interest in participating in the educational process.

As a result, our findings demonstrated that, contrary to what previous studies claim [28–30], perceived ease of use and perceived utility alone are insufficient to motivate students to adopt E-learning platforms. Our findings imply that the Technology Acceptance Model (TAM) may be enhanced by factoring in various external elements such as university technical circumstances, students' technical circumstances, teachers' teaching style, teachers' technical capabilities, and student-teacher interaction via the platform. If the TAM model can explain the intention to use E-learning platforms in the context in which the platform is used as a complementary tool for the traditional educational process, an improved version of the model could explain the intention to use it in the context of exclusively online learning.

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V. CONCLUSIONS

The findings and conclusions of this study result in two types of ramifications: practical and theoretical ramifications. On a more practical level, a set of helpful advice for instructors may be presented in order for them to be successful in improving the quality of the educational process in the online environment. The study provides insight into how the educational process unfolded at a period of rapid and numerous changes in La Salle University's higher education system. Thus, it is possible that the quality of the educational process will improve after a longer period of adaptation and familiarization of students and teachers with the online educational set-up, and that students' perceptions of online learning will be more positive, in line with other studies mentioned earlier in this paper.

However, in order for La Salle University's education system to properly and successfully adapt to online teaching and learning, a number of steps must be performed to promote and assist this new style of teaching. In this context, colleges might create training sessions for teachers or programs whose purpose is to improve instructors' performance and the educational process' quality. Due to the size of the aspects held by universities, technical difficulties are still the most difficult to resolve. Universities have undoubtedly made attempts to address these issues and improve the functionality of E-learning systems. Poor internet connections, signal loss, and a lack of sufficient digital equipment continue to be issues for students, particularly those who live in rural regions or come from low-income households. Universities might develop programs to fulfill these demands, making the learning process easier for students who find themselves in these circumstances.

There is a need for concrete actions in the Lasallian higher education system, as well as in other systems [61], to improve and optimize the process of online teaching and learning, such as improving teachers' technical skills, developing training programs to help teachers remodel and adapt their teaching style and the way they interact with students to the online environment, and so on. The literature [64] offers some recommendations for adapting

the educational process to the online environment, but the adaptations should be done according to the macro setting at the national level, as well as the student profile and study field.

Based on the findings of this study, the researcher argues that the biggest obstacles that La Salle University's higher education system faces today are instructors' adaptability to change and alter students' attitudes toward online learning. Teachers' training programs must be developed to help them adapt to the changes, to help them understand that the future of education in higher education systems is in the online environment, that the system is unlikely to return to its pre-pandemic state, and that online teaching is a new way to interact with students.

Teachers that are open-minded, flexible, and eager to learn became self-taught and attempted to enhance their teaching abilities. However, some teachers are still resistant to learning how to utilize new technologies, and they simply employ the fundamental functionalities of the E-learning platform during their classes. It's also worth noting that in higher education, it's more difficult for professors to admit that they don't know how to utilize specific platform tools, which is why they don't ask for help. However, technological abilities alone are insufficient; teachers must also adapt their teaching approaches to the online environment.

In terms of information processing while online learning, the findings show that it is necessary to use the videoconference function during classes, to balance the number of theory and practical tasks, and to assign students a sufficient number of practical tasks in order for them to avoid spending too many hours in front of the computer for better assimilation of information. To compensate for the absence of connection in the online environment, it is recommended that the assignments require collaboration. As a result, this necessitates not just creativity in conceptualizing and developing projects that encourage collaborative learning, but also technological capabilities in order to construct and deploy systems that increase student engagement. Furthermore, teachers must quickly provide feedback on students' completed tasks, provide support, diversify the tasks assigned to them, use a variety of teaching tools, provide information in multiple formats such as audio, video, text, and devise strategies to pique students' interest and keep them focused during classes.

Another issue would be to change the way teachers connect with students and communicate with them. Students' lack of active learning, critical thinking abilities, and the capacity to argue and voice their opinions, all of which were not fostered or developed by the educational

system, are now becoming prominent in the higher education system as part of the online learning process. If professors might create ways to encourage students to gain such abilities in face-to-face classes, it appears that finding new approaches in the online setting is far more challenging. Students have tactics for avoiding tasks that involve critical thinking, discussion, or just expressing a viewpoint, and teachers have little influence over them. Such student excuses include microphone not working, or that the connection is bad, or because there are other people in the room. The researcher does not argue that such situations never exist, but rather that these are the reality that students are frequently using as an excuse to avoid active participation in classes.

Teachers must be present and responsive to students' needs in order to improve their engagement and participation in the educational process which arguably is lower in the online environment. The research also recommends that teachers should come up with solutions so that students can access the information provided during courses such as recording and posting the course on the platform, offering supplementary materials, and if solutions cannot be found, the least teachers can do is be understanding and not sanction students due to such issues. Answers like "there is nothing I can do for you" or "it's your issue" simply serve to demotivate students, raise their dissatisfaction, and raise their chance of dropping out.

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CONFLICTS OF INTERESTS

The authors declare that there is no conflict of interests

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Feminism in Alice Walker's *The Color Purple*

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Abstract—This study under the title “Feminism in Alice Walker’s *The Color Purple*” studies different aspects of feminism highlighted in *The Color Purple* and tries to understand the status of black women in patriarchal American society. This study is guided by two questions which ask whether black women are victims of sexism in American society and how women can free themselves from man’s domination. Besides, key concepts such as feminism, feminist theory, sexism and sisterhood are defined. Two types of feminism, namely liberal feminism and radical feminism are discussed in this study. Since this research is qualitative, data and data sources are also qualitative and they are collected and analysed qualitatively using psychological, historical and feminist approaches. After a thorough analysis of the novel, it is concluded that black women are victims of sexism in American society and that through sisterhood women can free themselves from man’s domination.

Keywords— *Feminism, feminist theory, patriarchy, sexism, sisterhood.*

I. INTRODUCTION

The Color Purple is a novel written by Alice Malsenior Walker. She was born to Willie Lee Walker and Minnie Tallulah Grant Walker in the rural community of Eatonton, Georgia on February 9, 1944. She was the youngest of eight children, five boys and three girls. When she was eight years old, Walker was blinded in one eye when her brother accidentally shot her with a BB gun. The incident was traumatic and Alice Walker changed into a shy, solemn and solitary girl. After high school, Walker went to Spelman College in Atlanta on a full scholarship in 1961 and transferred to Sarah Lawrence College near New York City in 1963. After graduating in 1965, Walker became interested in United States civil rights movement in part due to the influence of activist Howard Zinn, who was one of her professors at Spelman College.

As far as her writing career is concerned, Walker has written poetry, short stories novels, essays and anthologies. In 1983, Walker became the first African American woman to win the Pulitzer Prize for Fiction for her novel *The Color Purple*. She also won the National Book Award

for Fiction for *The Color Purple* in 1983, Honorary Degree from the California Institute of the Arts in 1995, Domestic Human Rights Award from Global Exchange in 2007, and more others.

However, my research paper under the title “*Feminism in Alice Walker’s The Color Purple*” explores the rights of black women in American society before and at the time of its publication. This is highlighted through black female characters such as Celie, Nettie, Sofia and Shug Avery. Celie, being raped by his stepfather and then being sent to be married to a harsh husband against her will illustrates the ill-treatment of women and that they were in one way or another, the male’s objects of pleasure.

1. Statement of the problem.

Many writers have produced works that explored the conditions of women under patriarchal societies. The image of women in literary works has been portrayed in terms of their relationship with man in a world obviously dominated by men. In this context, Beauvoir (1949) said:

La femme a toujours été, sinon l’esclave de l’homme, du moins sa vassale; les deux sexes ne

se sont jamais partagé le monde à égalité; et aujourd'hui encore, bien que sa condition soit évoluée, la femme est lourdement handicapée. En presque aucun pays son statut légal n'est identique à celui de l'homme et souvent il la désavantage considérablement (p. 20).

Woman has always been either the slave of the man or his vassal. These two sexes did not share the world equally, and even today, although her condition is developing, woman is highly handicapped. In almost all countries her legal status is not the same as that of man and she is considerably disadvantaged. [Translation is mine].

Hook (1994, as cited in Torfs, 2008) asserts that patriarchy, the institutionalized structure of male dominance, encourages males of all races and classes to define their masculinity by acts of physical aggression and coercion toward others, women and children.

However, Alice Walker in her "The Color Purple" portrayed the condition of black women in American society. She highlighted that women were dominated and ill-treated by men and that they didn't have any right. "A girl is nothing to herself; only to her husband can she become something" (Walker 1982, p. 144).

Finally, this study seeks to explore the way women are victims of the society dominated by the men and what women should do to get rid of their everyday ill-treatment.

2. Research objectives

This study seeks to explore the way women are victims of the society dominated by the men and what they should do to get rid of their everyday ill-treatment. To attain this aim, two questions were asked:

1. Are black women victims of sexism in American society?
2. How did black women free themselves from man's domination?

3. Purpose of the study

In this study I will go through the content of Alice Walker's *The Color Purple*. In this regard, I will consider the message conveyed by characters especially Celie, the central character. The latter being a black woman, will be of much importance in highlighting the way black women are victims of sexism in American society. Besides, the interaction and relationship between female characters and male characters will help me to demonstrate the conditions in which black American women lived, and the way they have fought for their freedom.

4. Justification and significance of the study

This research is directed to Alice Walker's "The Color Purple" because of different reasons. The first reason is that I am interested so much in American literature, especially African American literature. The second reason is that Alice Walker is easy to read, and the third reason is that this writer is, in one way or another, linked to African past and history.

In addition, the fact that feminism is flourishing nowadays in Africa in general and in Rwanda in particular, pushes me to direct my research in feminism so that Rwandans would get some information about the way women of the other side of the world lived. This is why I have decided to consider Alice Walker's "The Color Purple" my case study.

Finally, I was convinced that researching on feminism would help today's people to have a good view of the world as far as women's issue is concerned. So, this is helpful since the information about the past is necessary and important to prepare a good future.

II. LITERATURE REVIEW

Historically, the term feminism, was first used by the French dramatist Alexandre Dumas the Younger, in 1782 in a pamphlet, *L'Homme-femme*, to designate the then emerging movement for women's rights (Encyclopedia Americana, 1960).

Different writers have also tried to define the term in different ways: Feminism is the belief in social, economic, and political equality of the sexes (Brunell & Burkett, 2021). It is a political label showing support for the aims of the new women's movement which emerged in the early 1960's. Throughout its long history, feminism has sought to disturb the patriarchal culture and to assert a belief in sexual equality as well as to eradicate sexist domination in transforming society. Emphasis was on women gaining greater individual freedom (Masuku, 2005). Feminism refers to political, social, and intellectual movements working towards the goal of equality for individuals of all genders (Eidinger, 2020). It can also mean black women's movement committed to securing and defending rights and opportunities for women that are equal to those of men (Woodford, Jackson & Gillard, 2003).

Feminism related terms have also been discussed by different authors as follows: Feminist theory is a major branch within sociology that shifts its assumptions, analytic lens, and topical focus away from the male viewpoint and experience toward that of women. In doing so, feminist theory shines a light on social problems, trends, and issues that are otherwise overlooked or

misidentified by the historically dominant male perspective within social theory (Crossman, 2020). Sexism is the belief that the members of one sex are less intelligent, able, skilful, etc. than the members of the other sex, especially that women are less able than men (Woodford, Jackson, & Gillard 2003). Historically, sexism has been male-driven and accompanied by a belief in the inferiority of women. Sexism as a social system gives all powers to men and makes women their subordinate. It undermines women values and practices and encourages male dominance and control of economic, political and social institutions. Sexism functions through individual beliefs and practices, institutions, images, and ideas, and is enforced by economic structures, violence, and homophobia (Redmond, 2008)

Sisterhood is a strong feeling of companionship and support among women who are involved in action to improve women's rights. (Woodford, Jackson & Gillard, 2003). Feminist scholars and activists frequently used the term "sisterhood" invoking powerful notions of female solidarity and interconnections across cultures and nations albeit through the creation and representation of unequal feminists and female subjects. Implicit and explicit divisions are implied in the discourse of "global sisterhood" between "feminists" and "other women" - where the assumption seems to be that feminists inhabit one world (the Western one) whereas other women live elsewhere and are *not* feminists or unequally feminists. (Chowdhury, 2006)

Feminism has different types. Liberal feminists argue that women as individuals are equal to men, and should therefore be given equal opportunities as men to pursue their own interests, that the state should limit its interference in society, that society's structure around the nuclear family is ideal, and should not be altered by the state, that women should maintain their roles as wives and mothers, and attain equality within this structure. They believe that this can be achieved by allowing women to gain an education, and giving them equal opportunities to pursue their career Bryson (2003 as cited in Awad, Eldon & Pace, n.d). Liberal feminism is for gradual reforms through advocacy for equal rights for all, and laws and policies that promote equality. (Samkange, 2015).

On the other side, Radical feminism is a perspective within feminism that calls for a radical re-ordering of society in which male supremacy is eliminated in all social and economic contexts, while recognizing that women's experiences are also affected by other social divisions such as in race, class, and sexual orientation (Wikipedia). Radical feminism grew out of the recognition that society had been structured to the disadvantage of women, for

their subjugation and the related empowerment of men, all the while working for the eradication of domination and elitism in all human relationships (Egan, 1999). It views patriarchy as dividing societal rights, privileges, and power primarily along the lines of sex, and as a result, oppressing women and privileging men (Lewis, 2020).

In fact, different researchers and critics have conducted research on *The Color Purple* and have drawn different conclusions. *The Color Purple* depicts the life of a black girl, Celie who despite poverty, illiteracy, physical and mental exploitation transcends her plight through self-awareness to gain respectable place in the American society (Radjuru, 2014). *The Color Purple* is a novel that wonderfully portrays the gradual forming of a new black woman, Celie, who evolves from patriarchal oppression to awakening and independence. Celie a black poor and uneducated African American girl is able to change her situation. She is a symbol of hope that impresses the readers by her strength, faith and courage (Baga, 2010).

Walker portrays women characters who crave the freedom from brutality and complex systems of oppression. The complete perfection in the novel is that it does not provide an imaginary world; rather it brings out the real colour of the black women and their life style in the oppressed community, which further oppresses them! Walker brings out the voice of the voiceless through the protagonist Celie within the Black society (Dhivya, 2016). *The Color Purple* records important hallmarks in feminist literary criticism. Walker not only attacks patriarchal oppression and claims the submerged voice of women. One important thing that she also calls into question is the polarity between femininity and masculinity. Walker expresses her concern about gender roles and gender dynamics in her characterization and plot development (Hsiao, 2008).

However, this paper highlights how black women were victims of sexism in American society and that the oppressed female overcame their frustration and got empowered through their sisterhood.

III. METHODOLOGY

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (De Vaus, 2001). This research is designed as a qualitative research and the main source of data is a novel entitled *The Color Purple* by Walker, published in 1982. The secondary data sources are to be taken from books, article and information either written or electronic and the

other related sources to support the analysis of the main data source.

Data analysis is, simply put, the process of discovering useful information by evaluating data (Stevens, 2021). It is a method in which data is collected and organized so that one can derive helpful information from it. In other words, the main purpose of data analysis is to look at what the data is trying to tell us (Whiting, 2021). However, since this study was based on a text analysis, some techniques of literary analysis were selected and chosen to be used in the data analysis.

The researcher used three data analysis approaches. The first was psychological approach. This approach analyses the author of the work or a character in his work. It helps the readers understand the motivations of the writer as well as the characters (Hasa, 2016). The second was feminist approach. This approach examines the ways in which literature reinforces or undermines the economic, political, social, and psychological oppression of women (Tyson, 2006). It recognizes that literature both reflects and shapes stereotypes and other cultural assumptions (Napikoski, 2020). The third and last was historical approach. This approach involves looking beyond the literature at the broader historical and cultural events occurring during the time the piece was written. An understanding of the world the author lived in (events, ideologies, culture, lifestyle etc.) allows for a more comprehensive understanding of the work (Goodwin University, 2022)

IV. DISCUSSION

Female characters in *The Color Purple* have been sexually abused by different men at different times. The first woman to be sexually abused is Celie's mother. Fonso didn't consider her feelings, even when she was very sick and half dead, he wanted to have sexual intercourse with her instead of nursing her. Celie highlights it in her first letter to God. The letter says:

Dear God, ... Last spring after little Lucious come I heard them fussing. He was pulling on her arm. She say It too soon, Fonso, I ain't well. Finally he leave her alone. A week go by, he pulling on her arm again. She say Naw, I ain't gonna. Can't you see I'm already half dead, an all of these children (Walker, 1982, p. 11).

Celie, the main character of the novel underwent sexual abuse too. When Fonso failed to have sexual intercourse with her wife, she abused her stepdaughter. Her mother was not home. This is really unbelievable since the role of a father would be protecting all the members of the family instead of abusing them. In a letter written to God, Celie highlights that she was raped by her stepfather. She says:

She went to visit her sister doctor over Macon. Left me to see after the others. He never had a kine word to say to me. Just say You gonna do what your mammy wouldn't. First he put his thing up gainst my hip and sort of wiggle it around. Then he grab hold my titties. Then he push his thing inside my pussy. When that hurt, I cry. He start to choke me, saying You better shut up and git used to it. But I don't never git used to it (Walker, 1982, p. 11).

Celie was not only raped by her stepfather but also by her husband: "Mr. _____ come git me to take care his rotten children. He never ast me nothing bout myself. He clam on top of me and fuck and fuck, even when my head bandaged. Nobody ever love me, I say" (Walker, 1982, p. 109).

Another female character to be sexually abused is Mary Agnes popularly known as Squeak. She was raped by her uncle when trying to free Sofia from jail:

He took my hat off, say Squeak. Told me to undo my dress. My God, say Odessa, and he your uncle. He say if he was my uncle he wouldn't do it to me. That be a sin. But this just little fornication. Everybody guilty of that (Walker, 1982, p. 95).

In the *Color Purple* Fonso abused Celie physically. In a letter written to God, Celie explained the issue:

Dear God, He beat me today cause he say I winked at a boy in church. I may have got somethin in my eye but I didn't wink. I don't even look at mens. That's the truth. I look at women, tho, cause I'm not scared of them. (Walker, 1982, p. 15).

Fonso didn't beat Celie only once. He used to beat her whenever he wished. But even though he beat her he couldn't stop himself from having sex with her. The following quote explains fully Celie's misfortune:

I ast him to take me instead of Nettie while our new mammy sick. But he just ast me what I'm talking bout. I tell him I can fix myself up for him. I duck into my room and come out wearing horsehair, feathers, and a pair of our new mammy high heel shoes. He beat me for dressing trampy but he do it to me anyway (Walker, 1982, p. 17).

Celie's abuse didn't stop. After her marriage they continued abusing her. In a letter addressed to God she wrote:

Dear God, I spend my wedding day running from the oldest boy. He twelve. His mama died in his arms and he don't want to hear nothing bout no

new one. He pick up a rock and laid my head open. The blood run all down tween my breasts. His daddy say Don't do that! But that's all he say (Walker, 1982, p. 21).

Celie being beaten by her husband is another element illustrating negative impact of sexism. This confirms the idea that women had no rights and that men had the right to ill-treat their wives: "Dear God, Harpo ast his daddy why he beat me. Mr. _____ say, Cause she my wife. Plus, she stubborn. All women good for — he don't finish" (Walker, 1982, p. 30).

Celie is not the only female character of the novel to be physically abused. Sofia, Harpo's wife underwent this kind of abuse. And this is highlighted in the following letter that Celie wrote to God:

Dear God, Harpo want to know what to do to make Sofia mind. He sit out on the porch with Mr. _____. He say, I tell her one thing, she do another. Never do what I say. Always backtalk.You have to let 'em know who got the upper hand. Nothing can do that better than a good sound beating (Walker, 1982, p. 42).

Fonso has abused Celie not only sexually but also morally and verbally. This form of abuse is expressed in the following part of a letter that Celie wrote to God:

Dear God, He act like he can't stand me no more. Say I'm evil an always up to no good. He took my other little baby, a boy this time. But I don't think he kilt it. I think he sold it to a man an his wife over Monticello. I got breasts full of milk running down myself. He say Why don't you look decent? Put on something. But what I'm sposed to put on? I don't have nothing (Walker, 1982, p. 13).

Celie was also verbally abused by her husband. When Celie discovered that he has been hiding her sister's letters and decided to leave him in order to live with Shug Avery, he insulted her: "You'll be back, he say. Nothing up North for nobody like you.You ugly. You skinny. You shape funny" (Walker, 1982, p. 186). Mr. _____ went on cursing his wife: "Who you think you is? he say. You can't curse nobody. Look at you. You black, you pore, you ugly, you a woman. Goddam, he say, you nothing at all" (Walker, 1982, p. 187).

Alice Walker explains to the readers that women don't have the same rights as men and men deprive women their rights. This is highlighted through Fonso, who refused Celie her right to go to school. "The first time I got big Pa took me out of school. He never care that I love it" (Walker, 1982, p. 19). Another fact that unveils women's oppression is that men could divorce them anytime, especially when they got older to replace them by younger

ladies. There was no law to protect them: "She up and left me, you know. Went back to her folks. Yeah, he say, you would remember May Ellen. Why she leave? I ast. He laugh some more. Got too old for me, I reckon" (Walker, 1982, p. 166).

Women in *The Color Purple* were not allowed to choose their partners. As indicated in a letter Celie wrote to God, Nettie was refused the right to marry Mr. _____. "Dear God, Mr. _____ finally come right out an ast for Nettie hand in marriage. But He won't let her go" (Walker, 1982, p. 16).

Even though Mr. _____ wanted Nettie's hand, her father insisted that Nettie was too young and that he would offer him Celie instead. Fonso had raped Celie so many times, had impregnated her two times and took away her two children, a boy and a girl. Then he wanted Mr. _____ to marry her because he knew she was spoiled and that he was no longer in need of her. So he told Mr. _____. "She the oldest anyway. She ought to marry first. She ain't fresh tho, but I spect you know that. She spoiled. Twice. But you don't need a fresh woman no how" (Walker, 1982, p. 17).

Sofia was also in love with Harpo, but Mr. _____, Harpo's father's interference troubled the couple: "Young womens no good these days, he say. Got they legs open to every Tom, Dick and Harry. ... No need to think I'm gon let my boy marry you just cause you in the family way" (Walker, 1982, p. 38).

Shug Avery was also denied her right to marry a man of her choice. This is what she told Celie:

His daddy told him I'm trash, my mama trash before me. His brother say the same. Albert try to stand up for us, git knock down. One reason they give him for not marrying me is cause I have children. But they his, I told old Mr. _____ (Walker, 1982, p.117).

However, these kinds of marriage arrangements which prevented women from choosing their partners affected both women and their families negatively. This is because women and their husbands were not linked by love, but by their fathers' interests. For instance, Mr. _____ loved Shug Avery and wanted her to be his wife. But after his father's refusal, he married Annie Julia. This marriage was a failure because neither Mr. _____ nor Annie Julia loved his / her partner. After the death of Annie Julia, Mr. _____ felt in love with Nettie and Nettie loved him too. This time Nettie's father interfered and prevented them to get married. Then Mr. _____ was married to Celie. This marriage was also a failure because Celie was not loved and was considered as an object of pleasure.

Another case that justifies the negative side of women's imposed marriages is that of Sofia. Harpo loved Sofia and Sofia loved him. However, Sofia's abuse from her father in

law kept growing since he knew they were in love. After a long struggle they were married but Mr. ____ used all his power to cause their divorce. After they had divorced, Harpo was married to Squeak, a girl who obeyed him blindly. This is what his father wanted Harpo to do, but again the marriage became a failure because of the lack of love. Harpo still loved Sofia instead of Squeak even though they were divorced.

Woodford, Jackson & Gillard (2003) define sisterhood as a strong feeling of companionship and support among women who are involved in action to improve women's rights. In the color Purple, sisterhood between Celie and Nettie is expressed through their companionship. The problem of one of them was automatically the concern for another. When Celie's mother died, Celie was not at ease. She was afraid that Fonso, her stepfather, could rape her little sister, Nettie. In a letter written to God, she said: "I keep hoping he fine somebody to marry. I see him looking at my little sister. She scared. But I say I'll take care of you. With God help" (Walker, 1982, p. 13).

Celie being concerned about Nettie's security is clear in the novel. Celie did whatever she could to protect Nettie against Fonso, who would rape her anytime he got the opportunity: "Sometime he still be looking at Nettie, but I always git in his light. Now I tell her to marry Mr. _____. I don't tell her why. I say Marry him, Nettie, an try to have one good year out your life. After that, I know she be big" (Walker, 1982, p. 15).

Sisterhood between Celie and Nettie was so strong that Celie decided to offer herself to Fonso to protect her. This is explained in a letter Celie wrote to God. It read: "Dear God, I ast him to take me instead of Nettie while our new mammy sick. I tell him I can fix myself up for him. He beat me for dressing trampy but he do it to me anyway" (Walker, 1982, p. 17).

However, Nettie was not lucky to have Celie beside her. Celie was forced to marry Mr. _____. Nettie stayed home with Fonso which made Celie uncomfortable. Celie told God her concern about Nettie as follows: "Dear God, ... But I don't cry. I lay there thinking bout Nettie while he on top of me, wonder if she safe" (Walker, 1982, p. 21).

Another fact that expresses the strong sisterhood between Celie and Nettie is that when Nettie was no more secured she fled to Celie. This also expresses their mutual assistance: "Dear God, Nettie here with us. She run way from home. She say she hate to leave our stepma, but she had to git out, maybe fine help for the other little ones. The boys be alright, she say (Walker, 1982, p. 25).

Celie was happy to live with Nettie. She was lucky to get another chance to protect her. But Mr. ____, Celie's husband wanted to make love with her. Nettie refused.

Then Mr. ____ ordered his wife that Nettie had to leave their home. Celie didn't let her go anyhow. She told her where to go because she thought she would be safe there. Nettie had left. But she was not peaceful since she knew Mr. ____ was ill-treating Celie, her sister. So after finding shelter at Samuel's, she asked him to try to save Celie. This can be read in a letter she wrote to Celie. It said: "I asked Samuel if he would visit you and Mr. ____, just to see how you are. But he says he can't risk putting himself between man and wife, especially when he don't know them" (Walker, 1982, p. 121).

Celie and Shug didn't know each other before. They met for the first time at Mr. ____, when Shug was sick. However, Shug and Mr. ____ had been in love for a long time before Celie was married to Mr. _____. They had decided to get married but because of sexist culture which made men control every body's life, especially women, Shug was denied her right to marry Mr. _____. She was accused of being a trash like her mother.

Shug was really a friend of Mr. ____, not a friend of Celie. Their only link was that of sisterhood. Celie had in mind that all women didn't have the same rights as men and that the common enemy for women was a man. So she didn't consider Shug her enemy. Then she started nursing her as indicated in the following part of letter she wrote to God: "I wash her body, it feel like I'm praying. My hands tremble and my breath short" (Walker, 1982, p. 53).

Celie felt a strong sisterhood in herself. This is explained through everything she did for Shug. It is very clear that she didn't nurse Shug only on her husband's order. But she nursed her willingly and healthfully. In a letter she wrote to God she explained that she considered Shug as her children or her mother. She said: "I work on her like she a doll or like she Olivia—or like she mama. I comb and pat, comb and pat" (Walker, 1982, p. 57).

Celie and Shug ties were very strong that Shug dropped the idea of leaving before she made sure that Mr. ____ would never thing of beating her. Celie expressed that in a letter she wrote to God. She said: "I won't leave, she say, until I know Albert won't even think about beating you (Walker, 1982, p. 77).

As days went on Shug and Celie's relationship hit the pick. Their sisterhood reached a maximum level and slept together as lovers, and made love! Celie noted it as follows:

She say, I love you, Miss Celie. And then she haul off and kiss me on the mouth. *Um*, she say, like she surprise. I kiss her back, say, *um*, too. Us kiss and kiss till us can't hardly kiss no more. Then us touch each other. I don't know nothing bout it, I say to Shug. I don't know much, she say.

Then I feels something real soft and wet on my breast, feel like one of my little lost babies mouth. Way after while, I act like a little lost baby too (Walker, 1982, p. 109).

It was by the help of Shug that Celie discovered hidden letters that Nettie had been sending her: "Saturday morning Shug put Nettie letter in my lap. Little fat queen of England stamps on it, plus stamps that got peanuts, coconuts, rubber trees and say Africa. ... He been keeping your letters, say Shug" (Walker, 1982, p. 114).

Women in *The Color Purple* knew that they were oppressed by men. Some were ready to fight to get their rights while others were passive. However due to their sisterhood they helped each other and came up with one and only one solution to sexism which was fighting men who oppressed them.

At the beginning of the novel Celie was raped by her stepfather and she didn't fight. She was very passive and didn't tell it to anybody. What she did was simply wring letters to God. She believed that only God would help her end her problems. However, Nettie told her that she had to fight. Celie talked about this in a letter she wrote to God. She said: "Don't let them run over you, Nettie say. You got to let them know who got the upper hand. They got it, I say. But she keep on, Yougot to fight. You got to fight" (Walker, 1982, pp. 25-26).

Another person who asked Celie to fight sexism is Kate, Mr. _____'s sister. When she visited them, she realised that Celie had no right and that she was dominated by both his husband and his son, simply because she was a woman. So she invited her to fight for her rights. She said: "You got to fight them, Celie, she say. I can't do it for you. You got to fight them for yourself" (Walker, 1982, p. 29).

The first woman to fight sexism is Sofia, Harpo's wife. Celie had advised Harpo to beat Sofia so that she could respect men as Celie did. But when Harpo tried to beat her Sofia defended herself and beat Harpo as a little kid. In the novel it is said: "... Harpo his face a mess of bruises. His lip cut. One of his eyes shut like a fist. He walk stiff and say his teef ache. I say, What happen to you, Harpo? He say, Oh, me and that mule." (Walker, 1982, p. 43).

Another time Harpo wanted to show Sofia that she had to surrender and obey his orders as Celie did for her husband. But Sofia couldn't accept it. So they fought: "I open the door cautious, thinking bout robbers and murderers. Horsethieves and hants. But it Harpo and Sofia. They fighting like two mens" (Walker, 1982, p. 44).

Harpo didn't give up. He always thought of making Sofia surrender. He wanted a wife who would obey him as Celie obeyed his father. But this was very dangerous for him

since Sofia was not a woman who could accept this kind of treatment. She wanted only a husband who could respect her. Not a husband who would oppress her. So, when Harpo tried to beat her again, she taught him a lesson. The lesson was the following: "I give him a hansker. He blow his nose, look up at me out of two eyes close like fists. What happen to your eyes? I ast. ... Sofia, he say" (Walker, 1982, p. 65).

Sofia was really a freedom fighter. She could not accept anyone humiliate her. She reacted on all attacks wherever they came from. One day she sassed Miss Millie and knocked down the Mayor, her husband, when they provoked her. The novel described the event as follows: "Mayor look at Sofia, push his wife out the way. Stick out his chest. Girl, what you say to Miss Millie? Sofia say, I say, Hell no. He slap her..... Sofia knock the man down" (Walker, 1982, p. 86).

Nettie was also a freedom fighter. She could not behave like Celie, her sister. She had resisted against Mr. _____'s need to sleep with her. When he ordered her out of his home, Nettie left. But Mr. _____ followed her and tried to rape her. So Nettie fought and defeated the aggressor. Nettie told this in a letter she wrote to Cellie. She said: "Well, I started to fight him, and with God's help, I hurt him bad enough to make him let me alone. But he was some mad" (Walker, 1982, p. 119).

Finally, Celie changed her mind and decided to fight for her freedom like others. She changed her mind after discovering that Mr. _____ had hidden letters that Nettie had been sending her. She had even thought of killing him but Shug opposed the idea. Yet, they decided to leave him and go to Memphis. Mr. _____ could not understand why Celie had decided to go and how she had changed her mind so suddenly. But Celie was determined to end her oppression. She told him: "You a lowdown dog is what's wrong, I say. It's time to leave you and enter into the Creation. And your dead body just the welcome mat I need" (Walker, 1982, p. 181).

Influenced by Celie's leave, Squeak, Harpo's wife decided to free herself from her husband's domination. She was married to Harpo after Sofia left him. Sofia had refused to be oppressed by Harpo and left him. Then, Harpo married Squeak who obeyed him blindly and who could not fight for her rights. As his father, Harpo was also surprised to hear that Squeak was leaving: "Finally, Squeak look at everybody from under her bangs. Me, she say. I'm going North" (Walker, 1982, p. 100).

V. CONCLUSION

After a thorough analysis of *The Color Purple*, we learnt, through female characters, that black women were victims of sexism in American society. First, women were victims of sexual abuse. This is the case of Celie's mother whose husband pulled her to bed for sex when she was half dead; Celie, the main character, who was raped twice by her father and Mary Agnes popularly known as Squeak who was raped by her uncle when she tried to free Sofia from jail.

Apart from sexual abuse, women underwent physical abuse. Celie was beaten by her father after false accusation of winking at a boy in the church. Her husband beat her because she was not Shug Avery, the wife of his choice. Celie was also attacked by her stepson and injured on the head, but her husband didn't punish his son. Besides, Celie was not the only female character of the novel to be physically abused. Sofia was first beaten by her husband who wanted her to obey his orders blindly as Celie obeyed her husband. Second she was beaten by the mayor and his police officers and then put in jail.

Furthermore, women were not allowed to love and choose their partners. However, these kinds of marriage arrangements which prevented women from choosing their partners affected both women and their families negatively. This is because women and their husbands were not linked by love, but by their fathers' interests. The end results was that most of the time women were considered as objects of pleasure.

The analysis of the color purple revealed that women overcame their oppression through sisterhood, a strong feeling of friendship and support among women who are involved in action to improve their rights. We learnt that the strong sisterhood between Celie, Nettie, Sofia and Shug Avery played a great role for their socio-economic freedom.

However, this research revealed the oppression that women underwent in American society of 1980s. This should serve as lesson so that today people should know that men and women must have the same rights and that everybody should bring their stone to build the society which is free from sexism.

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Traumatic History and Transcultural Memory: A Reading of Numair Atif Choudhury's *Babu Bangladesh* in the context of Nation formation

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Abstract— *In the age of interdisciplinary studies Literary and Memory Studies is an emerging field of interest to young scholars and researchers. The manner in which Memory Studies interlink across various disciplines as history, geography, literature, psychology is worthy of exploring. Cultural memory entails convergence of fields such as cultural history, social psychology, media archaeology, political philosophy, comparative literature and relate past to the present. It is bifocal in nature since it leads to both remembering and forgetting. There are diverse ways in which Memory studies can be located in literary and media studies. My focus is to highlight how an exploration of memory studies further leads to a study of psychological trauma buried deep in the memory of an individual as well as its culture. The experience of undergoing the two World Wars, Holocaust, 9/11 episode, 1971 Bangladesh Liberation War, political strife in Afghanistan are major areas that can be studied with the aid of memory studies. I shall highlight on this specific area of memory studies by contextualizing how memory operates by its twin process of remembering and forgetting to bring out the trauma of the civilians of East Pakistan who had witnessed the 1971 Bangladesh Liberation War. For this purpose Numair Atif Choudhary's Babu Bangladesh (2019) is chosen to elucidate how the process of nation building is intrinsically connected to the present and past lives of its citizens. The narrative of formation of a new nation is continually questioned and reframed by the oral narratives of the generations of people who have witnessed its creation.*

Keywords— *Fiction, history, memory, intergenerational trauma, transcultural memory.*

Historical narratives that preside over archives, official histories and museums remind us of what has passed or, in other words, what is no longer present amongst us. However, they do not reveal an absolute truth. Instead they lead us to the process of constructing truths based on conflicting interests. However, memory operates as a selective process and often becomes a political weapon in case of the victims of war and genocide when forgetting has been deliberately emphasized by hegemonic forces of society. Maurice Halbwachs was the first sociologist to redeem the topic of memory for the field of social interaction. He rejected the idea that memory was the result of the impression of real events on the human mind. On the contrary he established the thesis that people

weave their memories together on the basis of the various forms of interaction they engage in with other individuals. Nevertheless, it is, in fact, collective since the individual, even if alone, is the product of social interactions and views the world through collective constructs as language. Memory in this case performs an important function as it allows us a possibility of looking at the alternative narratives that have been buried so far in order to maintain social stability both by individuals and by hegemonic power structures of society.

The French philosopher Paul Ricoeur was able to contextualize memory, history and forgetting. In his view, memory is an ongoing task that is always able to superimpose itself on pre-established structural processes.

Throughout the 20th century, the major demand of the victims of totalitarian and repressive governments found expression in movements to reclaim memory. Archives, artifacts and accounts of the past have been used as proof of a past that was deliberately forgotten in official versions of history. Memory is therefore associated with those who wield power, since they decide which narratives should be remembered, preserved and disseminated. However, the memory of those who are powerless is intentionally pushed to the margins so as to not allow any ruptures in the socially fabricated narratives disseminated so far by the powerful.

Numair Choudhury's imaginative novel, *Babu Bangladesh!* is an attempt to recover those memories that were intricately associated with the painful past of Bangladesh. The novel is a fictional documentation of the life of Babu Abdul Majumdar, known later in his life simply as Babu or Babu Bangladesh. It also offers a vivid biography of a young country, born and raised in violence, fraying under the assault of corrupt governments, foreign intelligence agencies, religious fundamentalists and ruthless oligarchs. Recounted from the year 2028, the novel is narrated by an author who is fascinated to find who is Babu exactly. The narrator tries to examine the personal collection of Babu's diaries and essays, handed to him by a fishmonger, whom Babu had entrusted his belongings once upon a time. Since we get a glimpse of Babu's life and other significant details regarding the nation from the personal memoirs of Babu, therefore, memory functions an important aspect here. Everything the narrator conveys us is filtered through the memory lens of Babu, who decides upon what the readers shall know. Araújo and Santos in "History, Memory and Forgetting" (2009) argue that memory is not only a "knowledge of the past, but also only of that portion of it which has been already experienced by the subject" (399). Babu's memoirs not only allow us a glimpse of his life but also the condition East Pakistan before the 1971 Liberation War and of newly formed Bangladesh after the war.

In an article "Babu Bangladesh: A Literary agent remembers the making of a debut novel- and its author's death", Kanishka Choudhury explained that *Babu Bangladesh!* was conceived during his PhD thesis at the University of Texas in Dallas and publishing the novel was a big step for Numair. "He was a perfectionist," Gupta recalled. "If he was alive, I'm sure he would still be working on the manuscript". Choudhury, from the vantage point of the future, perhaps turns to alternative narratives, indigenous superstitions and enchanted and inexplicable byroads to right these wrongs. The novel comprises chapters named the "BUILDING", "TREE", "SNAKE", "ISLAND" and "BIRD" consequently. Initially when the

story begins, we the readers get a glimpse of Babu as someone who is reputed as a "spirited environmentalist" (5) advocating for development in poverty-stricken regions of newly formed nation, Bangladesh. Towards the end of the novel Babu goes missing in 2021 and the novel traces back the trajectory of how Babu became famous among the civilians of Bangladesh and what led to his sudden absence from the place he loved so deeply.

Intrigued by Babu's life and his passion for serving the common citizens, the narrator of the story embarks on the journey to capture the minute details of his life. The narrator defends his work saying, "My work for the past nine years has been to powder through rubble to retrieve fragments of what is Babu Bangladesh" (6). Through the novel Numair Asif Choudhury wanted to search for a "perfect gateway to the examination of obscure and alternative narratives pertaining to Bangladesh" (16) and Babu was somehow intricately connected to some "rare and institutionally unacknowledged accounts" (16). Babu is therefore a gateway to an understanding of innumerable unacknowledged narratives that lay buried under the grand narrative of nation formation. An examination of Babu's life allows us the possibility to understand other alternative narratives than found in officially sanctioned histories. Furthermore, as we go through Babu's problematic life, we come across larger issues as "deforestation, institutional corruption, food modification and human genomic violations to the eradication of sacred ecologies and ethnic narratives" that were matter of concern in post independent Bangladesh (18). The novelist explains his fascination with Babu's life saying that an examination of Babu's life allows "expounding on subaltern practices, in addition to permitting reflections on current world orders and disorders" (18).

The novel chronicles how Babu's birth year coincided with the birth of a new nation, i.e., Bangladesh. In the year 1971, East Pakistan got independence from West Pakistan and newly formed nation Bangladesh came into being. However, the novel successfully portrays the internal conflicts within East Pakistan much before the 1971 Liberation War and also traces various demonstrations of violence and strife post 1971 War in independent Bangladesh. It begins by describing the riots between the Bengali Hindus and Bengali Muslims in 1950 (40). Due to the riots, there were arson, loot, rape and murder of thousands of Hindus. Moreover, the proclamation of the Balfour Declaration almost three decades ago the War of independence resulted in "bloodshed" in the river port of Muladi in Barisal district (40). During this time, several of Hindus had sought shelter at the police station only to be killed within its

precincts. In the village of Madhabpasha, three hundred Hindus were rounded up by a Muslim mob and made to “squat in a row” after which their heads have been serially chopped off (40). Babu’s Hindu friend Jishnu recounted to him his memories of surviving such a time in Barisal. Jishnu’s memories were later found in Babu’s memoirs by the narrator and it recounted how Jishnu’s father had been beaten up in broad daylight at the marketplace by young Muslim boys. The memoir also expressed Jishnu’s trauma the day his uncle in Barisal had been killed because his uncle’s Hindu neighbours were incensed on learning that they had been sheltering a Christian in their homes. In an online article “Muslim Riots of East Bengal in 1950”, Arti Agarwal notes that 5.6 Million Hindus massacred, raped or forced to flee in the riots. The trauma of belonging and not belonging to a nation is brought through Jishnu’s narrative that highlights the pain that the Bengali Hindus had undergone in Bangladesh during the riots in 1950. Although they belonged to East Pakistan and considered themselves citizens, the Muslim population believed they were outsiders and tortured the Hindus without any significant reason.

There is also a mention of Santali population residing in Bangladesh in the novel through the character of Kanu, Babu’s caretaker. In 1980s the Santali population in Bangladesh was around “two hundred thousand” (45). These tribal people had to suffer at the “hands of invaders, non-tribal landlords, money lenders and colonial despots” (46). In the article, “The Santals of Bangladesh”, Francesco Cavallaro and Tania Rahman argue that the number of Santal people living in Bangladesh is still debatable. In a survey conducted in 1941, the Santal population was recorded as 829,025. In the censuses conducted after the Partition in 1947, the Santals were not distinguished from other minority groups. In 2001, according to one estimate, the Santal population in Bangladesh was numbered around 157,000 but the World Bank report (2008) has estimated the number around to be 300,000. Kanu spoke how his father, a Santal, assisted the Bengalis in their fight for independence yet he was not considered worthy of respect. Not only the Bengali Hindus but also the Santals were considered as outsider in East Pakistan by the Muslims. The unabated violence in independent Bangladesh is also portrayed in the section where Kanu has been attacked and murdered by the BNP (Bangladesh Nationalist Party) men, who had mistakenly assumed Kanu to be Hamza, a man of the Opposition party. There were several unnamed others as Kanu who had to face similar consequence in life for being a Santal or belonging to any other sect than Muslim.

Moreover, there were several independent parties that fought for attaining power position in post 1971

Bangladesh. Babu recounts in his memoir how the streets of Tangail were filled with troublemakers after Kanu was murdered. Babu saw how the policemen who came to investigate Kanu’s murder were reluctant to find the truth. Moreover, they seemed not bothered by the fact that an innocent man had been killed. Babu was traumatized wondering how could there be no justice. Due to such unabated violence, Babu’s father began staying indoors. This was a reason for Babu to be happy but he was traumatized wondering what made the officers not investigate Kanu’s murder. As Kanu was very close to Babu, he felt tormented as if he had lost some near kin.

The framing of the Constitution in 1972 is another significant development mentioned in the novel. The Four Founding Principles in the first Bangladeshi Constitution included secularism alongside nationalism, socialism and democracy. However, there were protests to insert Islam into the legislative codes. Sheikh Mujib, the founder-president of the country, boasted that Bangladesh as the “second most populous ‘Muslim state’ in the world” (59). Mujib revived and then elevated the Islamic Academy as a foundation to propagate Islamic ideals. The government at that point of time also buckled to “religious pressure” and tripled the “annual budgetary allocation for Islamic schools in 1973” (59). Therefore, Bangladesh was not shaping itself as a secular nation that it had initially declared itself to be but preferred Islam as a model to be followed universally.

Moreover, General Gia increased the prominence of Islam in Bangladesh and the “founding principle of ‘secularism’ was removed from the Constitution” in 1977 (60). In June 1988, when General Ershad mandated Islam as the “Bangladeshi state religion”, widespread discontentment was apparent among the Bengali speaking Muslims. Politicians, intellectuals and students rejected the governmental imposition. Even though the nation was 85 per cent Muslim at the time, protests broke out on many college campuses including the Dhaka University campus. People walked on the streets to protest. While the Supreme Court would restore secularism as one of the basic tenets of the Constitution in 2010, the decades of “religious conditioning” had undeniably changed the character of the nation (60). East Pakistan in the late 1960s comprised of 4 per cent Christian, 9 per cent Buddhist, 19 per cent Hindu and 68 per cent Muslim. An online article “Bangladeshis protest against ending Islam as State religion” published in New Indian Express mentions that more than 90 percent of Bangladesh’s 160 million people are Muslim, Hindus and Buddhists. Military dictator H.M. Ershad declared Islam the state religion in 1988 to win support during a campaign by major political parties but had to resign amid large protests in 1990. Prime Minister Sheikh Hasina brought

back secularism as a pillar of the constitution in 2011, but retained Islam as the state religion. Therefore, the people who were non-Muslims were relegated to the margins allowing further strife in the country which was already in trouble.

The internal disturbances slowly led to grievances among people of different religion than the Muslims. The Vested Property Act of 1974 legitimized the seizing of properties from Bangladeshi Hindus and encouraged their exodus, which had initially been spurred by Pakistan's mass exterminations. This exodus resulted in one of the largest displacements of a population based on "ethnic or religious identity" and nearly "ten million Bengali Hindus" fled from Bangladesh to India. Dhaka University in the mid-nineties displayed a series of agitations (83). The Bangladeshis wanted to tear down the dictatorship and set up a leftist government (83).

Students from the upper-middle and middle class backgrounds had become frantic to leave the motherland and resume their studies abroad. There was a common Bangladeshi hysteria to immigrate in the mid-nineties. The Dhaka University Central Students Union (DUCSU) that had concentrated on civil reformation had now become drug dens. The student politics in Bangladesh was infected with "violence and greed" (85). In a joint paper "Student Politics and Political Violence in Bangladesh" (2020), Kuttig, Suykens and Islam mention that the student politics plays a formidable role in Bangladeshi politics. Politically aligned students are inextricably connected to party politics, contributing significantly to political violence in the country and at the same time are often in training for future political positions, linking violence with politics in a self-reinforcing cycle.

Student political wings use strong incentives to encourage new students to join, and disincentives for non-participation. Incoming students are incentivized to join specific party wings through access to scarce on-campus accommodations and other student benefits which are denied to other students [. . .] Conversely, those who do not participate are often denied decent accommodations, access to on-campus resources, or protection from criminal activities of the dominating political student wing. (ix)

In 1994 the republic had an unofficial two-party system, with the Bangladeshi Nationalist Party (BNP) and the Awami League (AL) being the main contenders (85). The novelist summarizes the miserable state of Bangladesh

at that point saying, it would be a place of "transnational and multi-level deep state anarchy" (85). Controllers and implementers included foreign intelligence and security apparatuses, transnational cartels, political and fiduciary heavyweights, oligarchs and dynasts, military and civil bureaucrats, and the clergy were the key players who competed for leverage. There was anarchy all round and both BNP and JP (Jatiya Party) stressed the importance of democracy, transparency, nationalism, free market economics. Another part, WP (Workers Party) evolved that sought to implement socialist reforms through democratic means. However, in spite of ideological differences, most of the Bangladeshi leaders of the above mentioned parties operated with interest for "personal advancement and self-enrichment" (86). There were also frequent partisan formations to secure "short-term goals" (86). "Bribery, forgery, kidnapping and murder were standard protocol, and student recruits were organized into hit squads when needed. The entire political situation of the country worsened and people fought among themselves to occupy power. In this situation the students who studied but got engaged in active politics suffered the most not knowing which party to join. The innocent civilians had to bear the consequence of these conflicts and even after the independence of the country in 1971, they found no peace. Due to the strife in political level their lives were at stake. They lived in a state of perpetual trauma and the novel offers us a glimpse of the state of the civilians who did not know what to do.

In 1994, Babu joined a much smaller party, the Jatiyo Samajtantrik Dal (JSD) that had sparked off in 1972 when socialist activists, military officers and student leaders consolidated their organizations. They fought for democratic redistribution of wealth and governmental decentralization (86-87). They were staunch proponents for the mobilization of female workers, for regulation of big business, and for prosecuting war criminals. The JSD party manifesto also vowed to reinstate democracy, socialism, secularism and nationalism as the Four Founding Principles as per the 1972 Constitution (87). These people retained the spirit of 1971 and the hope, idealism and desire to craft a golden motherland. In the economic and executive chaos that was seeping into the country, Babu was enthused by the example set by the JSD leaders. Though the Constitution forbade any elections before 1996, yet the Awami Leaguers wanted the BNP appointees to step down and have early elections. In this situation the violence escalated nationwide. The innocent Bangladeshi citizens begged the BNP and the opposition to reconcile their grievances but situations worsened and many felt that the "country was facing an impending civil war" (88). The assembly chamber in the Sangsad Bhaban

would remain vacant as sessions were dissolved and “boycotts, protests and general strikes resumed” (89). According to the indexes prepared by Transparency International (TI), a Berlin-based organization, “Bangladesh was the world’s most corrupt nation in 1992 and in 1993” (89). Babu and his friends could no longer sit back and witness the devastation of motherland and Babu joined the JSD in a more active role, as the national youth advisor. *The New York Times* mentions in an article “Study rates Bangladesh most Corrupt country” that according to the Transparency International, Bangladesh was rated as the most corrupt nation, with a score of 1.2. Nigeria, Paraguay, Madagascar, Angola, Kenya and Indonesia, in order, were the next most corrupt.

There is also a reference of the trauma faced by the sex workers of Tanbazar and Nimtoli who were uprooted forcibly by the police under the instruction of a political leader. Awami League representative, Mr Aman sought to eliminate the two red light areas from his jurisdiction. For three decades the business of prostitution spawned the area and there were many women who refused to return to their families in the hope of having a better future. These women had access to the top government officers both in police force and public administration offices. Therefore, when they were suddenly asked to vacate their shelters, they felt helpless. In 1999 Only 400 women were held captive in the raids of 1999. Rest of the women proved to be more powerful than the constables and fled. The captive women were soon released and were given rupees 5000 in cash, three egg laying hens and one sewing machine. Moreover, the women wanted to return to their occupation that they were engaged in. An article “Rights-Bangladesh” (1999), Tabibul Islam examines how the sex workers of Tanbazar and Nimtoli were forcibly arrested and evicted from their homes by the police. The United Nations Development Programme (UNDP) has chalked out a 2-million dollar programme for the rehabilitation of sex workers in four brothels, including Nimtoli and Tanbazar, 25 kms from the Bangladesh capital city. The project titled, ‘Capacity building for poverty alleviation and sustainable livelihood of socially under privileged women’, sought to give medical treatment and vocational training. It would be implemented through the government’s Department of Social Welfare. Later in the novel, we the readers know that Babu’s mother had also worked for the rehabilitation of many women who were rescued from the army camp post 1971 war. As a result Babu always held such women in high regard.

The novel also highlights the series of protests held in the Dhaka University campus before the 1971 War. Due to the imposition of Urdu as the official language of

united Pakistan, the East Pakistanis felt neglected as they mainly spoke Bengali. On 21 February 1952 the Language Movement took place which gave prominence to Bengali than Urdu. Moreover, the devastating cyclone of November 1970 that hit the country left “three hundred thousand to one million Bengalis dead” and “millions without food and shelter” (142). These two episodes led to additional grievance among the East Pakistani civilians who found that West Pakistan was uninterested in their matters. There was no financial assistance from the West Pakistanis even after so much of loss. The East Pakistanis felt agitated and began demonstrations against the West Pakistani government. In order to curb the protest movements, on 25th March, 1971 the West Pakistani army attacked the East Pakistanis. The novel recounts the happenings post 25th March as:

By April, almost thirty million had walked to Indian borders. [. . .] The mass exterminations of 1971 vie with the annihilation of the Soviet POWs, Chairman Mao’s Cultural Revolution, the Jewish holocaust and the Rwandan genocide as the most concentrated act of civilian-murder. The Guinness Book of World Records lists the Bangladeshi genocide among the deadliest five of the twentieth century. (144)

India assisted the Bangladeshi freedom fighters to defeat the Pakistani forces. However, it is also said that the Bangladeshi factories were looted by the Indian forces and some of the agreements were also violated by India. The events of the 1971 war are so horrific that “no memorial service, no international conference, nor any number of commemorative statues, songs, books, paintings or movies have been able to undo what had been done” (145-146). Anam Zakaria in article 1971 India-Pakistan War: Memory as Peacemaker (2020) mentions that in official Pakistani memory, “1971 is selectively remembered”. “There isn’t a blanket denial of events. Instead, awkward pauses and silences mar the memory of the 24 years in which East and West Pakistan coexisted, with uncomfortable truths circumvented, if not distorted”. Events of the nine-month long war is also “selectively mined and presented”, creating a distinct national narrative on the birth of Bangladesh in the collective imagination of Pakistan.

The impact of fighting the 1971 War on such a large scale left its toll on the army that had gone to East Pakistan to fight. There were many officers who began questioning the feasibility of subduing the East Wing. The ‘non-martial’ Bengalis were proving themselves deadly in

jungle and forest combat. The condition of the West Pakistani soldiers is explained as:

Many Pakistani soldiers demonstrated symptoms of nyctophobia and experienced incapacitating night terrors. It was quietly admitted that their servicemen had been checked in the south by a contingent of female warriors from aboriginal tribes. Even more demoralizing for the foreign troops was the realization that the hill-dwelling women had stopped their jawans with bows and arrows. (191)

There were rumors that Major Saud, along with two others, had been hospitalized in a psychiatric ward in Western Wing. Moreover, the soldiers who had embarked on the task of tree felling were full of "dejection and paranoia" (191). On 16th December 1971, nine months after the commencement of the Operation Searchlight, Pakistani officials surrendered defeat to the Indian army. Though the army and its officers were deployed to fight War without emotions, the experience of fighting and killing had its effect on these men who felt lost towards the end of the War. They understood the futility of fighting and were traumatized by the experience of killing innocent civilians. They felt trapped in East Bengal and many of the men were admitted to hospitals after they returned home for psychiatric treatment.

After the Pakistani army surrendered, the Indian government compelled the government of Bangladesh to sign "uneven agreements that paved the way for decades of exploitation" (194). Pakistan, similarly, did not return the hundreds of millions of dollars it had hijacked from international donors, money that had been sent to help the Bangladeshi victims of 1970 cyclone. "The government of Pakistan has never apologized for or even acknowledged its actions in 1971. This denial continues to offend Bangladeshis" (194). The leaders in Islamabad refused to repatriate their own stranded 'Biharis' from Bangladesh, leaving them suspended for decades. After the war, the treacheries that followed were innumerable. Duplicity abounded within the Bengali files too. Testimonials followed that flooded with "torture and systematic murder" that the Bangladeshi collaborators had helped the enemy perpetrate. While the Biharis attested how they too had been slaughtered and abused by the Bengali freedom fighters; the Bangladeshi women pointed fingers at their own *Mukti Bahini*.

The problems concerning the *Bihari* community is one of the oldest long-standing issues between Bangladesh and Pakistan. They were never accepted as

citizens in the Bangladeshi society even after spending generations. Md Kamrul Hasan Arif in the article "Status of the Bihari Community in Bangladesh under Domestic and International Law" (2018) mentions that in 1971, after the independence of Bangladesh, the *Bihari* lost their citizenship. They were stateless and living in various camps in different parts of Bangladesh. The community wanted to be repatriated to their own country, Pakistan. They were denied Pakistani citizenship status, although a large number have been repatriated to Pakistan as their country of origin. In March 2015 the Supreme Court of Pakistan rejected the issue of stranded Pakistanis in Bangladesh regarding repatriation or taking these people back. The Bihari population of Bangladesh has been left stranded in between and they do not know which country to belong.

Moreover, with the breakdown of law and order during the War, the armed men of East Pakistan raped their own women. Reports described the targets as mainly Hindu women, but Bengali women, irrespective of religion, caste, or class, came under attack by the West Pakistani military backed by local collaborators, who were fighting guerrilla forces called the *Mukti Bahini*. Kajalie Shehreen Islam in "Breaking Down the Birangona" comments, "Women and girls from the ages of seven to seventy-five were raped, gang-raped, and either killed or taken away" by the military to become sex slaves to officers and soldiers for the duration of the war. Even as the Pakistani forces surrendered in December 1971, some reportedly claimed to be "leaving their 'seed' behind in the women they had impregnated in the mass rape" (2133). Moreover, over the next few years, freedom fighters found themselves marginalized by the Bangladeshi government that was vulnerable to "cronyism, and many war stories . . ." (195). There was utter confusion all around and Sheikh Mujib was assassinated in 1975 and some of his conspirators became national leaders. In Pakistan, similarly, there was anarchy all around. Prime Minister Bhutto was hanged in 1979 and General Yahya Khan was overthrown. General Niazi became a "scapegoat" for signing the capitulation (195). The major and other rank holders attempted to publish apologies for the atrocities they committed.

Another significant area that remained acknowledged was the rape of nearly "2,00,000 and 4,00,000 Bengali women over a period of nine months. The condition of these women was worse and they were not accepted back in their families or society. Many of them became mad or committed suicide. Though they have been elevated to the statues of war heroines after the war but the loss of honour that they faced could never be compensated. Around 25,000 women turned pregnant as a

result of the forced rape during and after the 1971 War. Soldiers demanded incentives from the government for taking these women as wives; these men requested gifts ranging from the latest model of Japanese motorbikes to housing materials, from new refrigerators to the publication of unpublished poems (198). In an online article "Bangladesh War Heroines Honored at Last" (2019), Stephan Uttom and Rock Ronald note how the military also raped and made "sex slaves of 200,000 to 300,000 women". It is believed that the "rape spree was a premeditated tool to terrorize and break up families of independence supporters as rape is considered a loss of honor and a cause of social ostracism in conservative Bangladeshi society". Although the country gained independence, the trauma and humiliation these raped women faced throughout their lives can never be estimated. They were considered as a shame upon their families and society and in no way were they integrated back in lives. In order to atone their suffering they were called *Birangonas* or war heroines by the government of Bangladesh after the War. However, the memories of the War and the experience of being ravished by the army men never left them.

The novel also chronicles how Babu left Dhaka in 1999 following the Sangsad Bhaban bombing debacle and how he immigrated to Dubai to work. The later development in the novel recounts how he returned to see the country in mid-2001. A sweeping reference is also made about the Bangladeshi Hindus in the novel and their condition post 1971 war. After 1971 war, whenever there was any discontent in the country, the "Hindus were commonly delegated as scapegoats and executed" (213). The condition of the Bangladeshi Hindus is described as:

Over the decades of persecution, millions of Hindus sought refuge in India. Those with deeper pockets and better luck left for Europe, Australia, Canada, the USA and Middle East, weeping as they departed. [. . .]. Former friends, neighbours, and lovers too, wept. They wept that brothers and sisters were being evicted in this most un-Bengali of ways, and they wept at their own negligence and fear (213)

The newly formed nation was under a lot of development projects and hence, forests were cut down regularly. By 2001, the forests of Madhupur and Tangail were done away with, for clearing grounds to be used as air force firing range, training centers and infrastructural enhancements. Bureaucrats turned a blind eye and filled their pockets as the medicinal plants were destroyed. There

was influx of new settlers who found work at the saw mills, brick kilns, furniture shops, pesticide and hormone factories. Other newcomers got employment in pottery productions and as tailors. Babu was deeply affected by the deforestation and wanted to save the forests. Due to this effort, Babu got marked as someone who resisted development in the country. However, Babu won the favour of the Manasa-revering matriarchs of Tangail and Madhupur. Babu's call to the downtrodden and the underprivileged would "infuriate brigadiers, captains, politicians and entrepreneurial highfliers" (228). Though the public eye was so fixed at him, very little could be done to silence him. He had the support of the masses. He wanted to build an ecological park that would be a merging ground of the biodiversity of Bangladesh. Babu also met the Jumma matriarchs and vowed them to remove the army from their 'tribal' lands (235). He argued how an eco-park who lead to employment for a number of Bengalis. Mohammad Shamsuddoha and Jasnuba Nasir in "Eco Tourism" (2011) argue how the first eco-park in Bangladesh, along with a botanical garden, was established in 2001. It was a development project on 1,996 acres of Chandranath Hills. The eco-park was established to facilitate biodiversity conservation, natural regeneration, new plantations and infrastructure development, as well as promoting nature-based tourism to generate income

On 29 April, the Madhupur National Park was proclaimed as protected area by the United Nations Environment Programme and World Conservation Monitoring Centre. Babu was entrusted the role to see that building of bridges, roads, telecom cables, research laboratories and hotels reach completion. Bengalis and Jummas moved from temporary camps to single-storeyed homes with running water and electric facility. Various kinds of developments began surrounding the eco-park. With this Babu became a sensation and left his Kalabari home to live in his rudimentary lifestyle once again. He won his Madhupur seat again in 2007 and was appointed Advisor of Environment and Forest. Babu's enemies escalated in numbers and there were several who wished "Babu deceased" (281). However, there were a large number of people could viewed him as a barrier. Babu's murder plan was done by a CIA agent, Manzoor Iqbal but had to be later dropped as his daughter, Minnie, fell in love with Babu. Later there were accusations against Babu that he had led to theft of "355 million takas" from the Bangladeshi ministry of culture in 2021 (379). After this incident, Babu has not been seen in public places anymore.

CONCLUSION

Towards the end of the novel, Numair Asif Choudhury puts certain unpredictabilities lying at the heart of Babu's life. Choudhury explains that "[t]o measure the past, even if it does not wholly belong to us, is a tedious thing. We inevitably find ourselves thrashing about it in the belly of intimate moments we thought long since disappeared" (400). The novel highlights the trauma of the civilians of East Pakistan before the 1971 War and also reveals how the suffering did not come to an end after the independence. It is the common citizens who have to pay for the happenings at the national level. The personal and the political is so deeply connected that one cannot hide from its effects. The recuperative function of memory is also explored in the novel. We the readers gain knowledge of everything through Babu's personal memoirs that offer us an understanding of the pain and trauma of the people of Bangladesh. Therefore, memory allows us to read beyond historical events and allows a humanistic reading that is not possible otherwise.

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19th century Britain, a time of reshaping women in the ideology of “separate spheres”

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Abstract— *The main issue of this article is to analyse the 19th century Britain, a time of great progress and reform in British society due to industrialisation and social upheaval. But one of the most controversial debates were the “gender inequality” in the then period. How in this era women were discriminated against by men. Throughout the 19th century a system existed which was entirely patriarchal. Britain was run by common law; a law which dictated that once a woman married, she ended up with no rights to anything. Patriarchal society did not allow women to have the same privileges as men. Consequently, women were ascribed the more feminine duties and pursuing the outlets of feminine creativity. The most ridiculous thing was that this era symbolised by the reign of a female monarch, Queen Victoria, still the women were subject to the voice of men. They were deprived of their own property, voting rights and even right over her own body. People believed in Tennyson’s words, “men for the field, women for the home”. So in a sense it can be rightly said that the age is the supreme example of the proverb “Darkness reigns at the foot of the light-house”.*

Keywords— *Suffrage Movement, Blue Stocking, Separate Sphere, Socio cultural study, Feminism.*

I. INTRODUCTION

The accession of Queen Victoria on the throne of England has a greatest inconsistency in terms of “gender ideology”. Since the time immemorial it has been engraved in the minds of the women that in all ways they are the subordinate to male authority. “According to Nina Auerbach the perfect woman in the Victorian society was “an angel, submerging herself in family, existing only as a daughter, wife and mother”. They have to be dependent on fathers, husbands, brothers even to their adult sons in different stages of their life. We can cite the quote for reference, “Of all creatures that can feel and think, we women are the worst treated things alive”. (Euripides, Medea) And in the Victorian England this idea reached its highest peak. But the greatest contradiction was that when Victoria as a monarch ascended on the throne in 1837, she was merely a girl of 18 and socially, politically superior to all the other citizens in Britain.

II. ANALYSIS

In Charles Petrie’s article, “Victorian Women Expected to be idle and ignorant”, he explains exactly what the Victorian man was looking for: “Innocence was what he demanded from the girls of his class, and they must not only be innocent but also give the outward impression of being innocent. White muslin, typical of virginal purity, clothes many a heroine, with delicate shades of blue and pink next in popularity. The stamp of masculine approval was placed upon ignorance of the world, meekness, lack of opinions, general helplessness and weakness; in short recognition of female inferiority to the male”. Apart from this the groom being 4 to 5 years older was a natural criteria for any marriage as it established the natural superiority between husband and wife. And the financial stability for men was highly demanded criteria for marriage so that the women do not need to earn for maintaining the livelihood.

The age witnessed such a polarised gender roles that it can also be analysed according to the different functions assigned to men and women more commonly known as the ideology of "separate spheres". It was in the Victorian period when the idea of "separate spheres" originated. The "separate spheres" framework held that "men possessed the capacity for reason, action, aggression, independence and self-interest when women inhabited a separate private sphere, one suitable for the so called inherent qualities of femininity: Emotion, passivity, submission, dependence and selflessness. For men it was public and for women it was private. The women were assigned to a specific duty where she had to look after the family members and to perform the domestic responsibilities. Men were considered to have much more knowledge and strength whereas Women were treated differently. She was portrayed as gentle, soft, pure, sacrificing.

Another development that took place in this era was the emergence of reason. Darwin's "Origin of Species" challenged the words of the Bible that shook the man's faith in God. He established with scientific proof that all species adapt and survive through the process of natural selection. Such as human being are evolved from an ape and not born from God. It led to a lot of susceptibilities. As the theory spread over, it provoked in Victorian letters a wave of pessimism and scepticism about the human condition. Therefore, it was a blow in the age old belief that human beings are the descendants of God. So suddenly the disappearance of God from the inward mindset makes people much more pessimistic and leads to a certain point of compromise. People suddenly started portraying women as angel, pure, gentle, meek, timid which substituted the disbelief of God by providing them mental peace and calmness. And the theological imagery shifted from the sacred onto the secular figure of women.

Women were not considered safe outside the home. So a general tendency to confine women inside the houses developed. Auerbach says that the depiction of women as angels was worked out from a tradition that went back at least as far as the German poet and novelist Goethe whose Faust in Faust (1808 /1832) is redeemed by the "eternal feminine" {das Ewigewebliche} which draws man's mind to higher things. He produces ample imageries from religion to portray the good mother as a kind of angel or Goddess. So gradually women became a symbol of purity, chastity, love and innocence. The majority was conscious of not being recognised as "blue -stocking", the term designated to those who represented themselves as modern and intellectual women and considered themselves accomplished and well versed in many fields – artistic, literary and political. The effect was thus that many parents were reluctant to let their studious daughters attend

the universities like Oxford and Cambridge just for mere rejecting as a product of marriage. This unfortunate stereotype was so firmly entrenched that it even made its way into an 1883 edition of the popular Encyclopedia, where in a blue stocking is defined as a "pedantic female who has sacrificed the "excellences of her sex "to education and learning. Maria Haweis, in her 1883 book *The Art of Beauty*, states, an excess of education had the all too frequent side-effect of turning attractive young ladies into unfashionable dowds. She urges her female readers not to succumb to this unhappy transformation, "Recollect that you have a body, although exceptionally gifted with a mind: a little attention to it will neither nip your mental powers nor impede you as you clamber up the tree of knowledge. Busy sisters, if you climb at all, climb gracefully, rather than bring the tree into disrepute".

The Victorian women were the victim of sexual abuse and spousal rape. The chief Justice in England Michael Hale, pointed out that the marriage contract was such which forced women to give up their right to their own body and no consent was required for men to satisfy their physical gratification. Women's life where devoid of any security and only bound to perform the conjugal duties. From William Acton's medical text, *The Functions and Disorders of the Reproductive Organs*, 1857 it is known that "The majority of women (happily for them) are not very much troubled by sexual feelings of any kind".

The most infamous rule existed in the Victorian society which deprived women from their property rights. After passing of the "Married Woman's Property Act" (1870-1908) women got their right to handle their own property not by depending on anyone else.

In the Victorian society there was an alarming growth of prostitution in the middle class women. The reason which pushed thousands of women into this profession was unemployment. They maintained the needs of the men of the houses. According to Doctor Acton who presented an alarming picture of the increasing rate of this problem of prostitution which led spread of sexual disease namely "Syphilis" amongst the male population. In 1860 Contagious Diseases Act were instituted which forced the medical examination of any woman who was suspected of being a sex worker. This immediately led to reform movement bringing together political and personal demands for equality, the slogan: "votes for women, chastity for men" was coined.

In the Victorian period the most significant incident started to be developed and that was the "Suffrage Movement". The word "suffrage" means the "right to vote." Women's struggle for the right to vote was named as the "Suffrage Movement". All over Europe and USA, Women and the

poor have had to fight for participation in the government. It resulted a passage of the 19th amendment to the US Constitution, which finally allowed women the right to vote. The woman "Suffrage Movement" has promoted human welfare in numerous ways. American women got the right to vote in 1920 while women in the U.K got it on the same terms as men some years later, in 1928. But the process was not so easy. As the campaign intensified, suffragettes endured imprisonment, hunger strikes and force-feeding. Many carried the scars, physical and mental for the rest of their lives, some died. But the result was positive because it ended with an unprecedented changes.

In 1832 and 1867 Reform Bills passed, a law which changed the British electoral system. It was known as the Great Reform Act. For many years people criticising the electoral system as unfair. For example there were constituencies with only handful of voters that elected two MPs to parliament. In the Reform Bill there was a series of proposals to reform electoral system in the British Parliament. It increased the number of voters belonging from all sections of society.

This was reflected in 1848, a new document "Declaration of Independence" with the statement that "All men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and pursuit of happiness". A journal "The Revolution" was published right away to spread the doctrine that it declared that all men and women were created equal.

During this period, Victorian literature grew up as world moving with many features. It was complicated and multidimensional, which consists of huge changes among romance and reality. This was also the era of the professional woman writer, a time in which more women were writing professionally and demanded a place alongside men in the literary world. The socio, cultural and literary condition of the 19th century was so poor that the women writers were measured against a "feminine", rather than a "literary ideal". Even the term "women writer", in its straightforward juxtaposition of a neutral feminine term with a neutral professional one, was a paradox for the Victorians; the associations of "women" and the associations of "writer" were too far apart to be connected without strain. So the Victorians frequently substituted other terms – "authoress", "female pen", "female writers" and most characteristically, the delicately chivalrous term, "lady novelist". Such terms served as constant reminders that women writers were a separate and inferior species of artist. One of the strategies the women writers turned to was the use of male pseudonyms. This name represented the male identity necessary to succeed during the time in

which they were actively writing. Charlotte Bronte originally published *Jane Eyre* and all her works under the name Currer Bell. Anne Bronte who was her sister published her novels with the pseudonym Acton Bell. Emily Bronte also published her only known novel, *Wuthering Heights*, under the male pen name Ellis Bell. Such is the case of Mary Ann Evans who was a prominent author and journalist during the Victorian period chose to write under her male pen name George Eliot. So there are plenty of proof as to why women had to use male pseudonym. Charlotte Bronte, Emily Bronte, George Eliot and many other female writers took the pens to speak for the oppressed women in society. Such novelists were the torch bearer of the feminist movement which flourished during the 19th Century. Today, *Jane Eyre* is considered one of the most important and influential English novels in history irrespective of gender and time.

In 1847 Charlotte Bronte put strong feelings about women's limited role into the mouth of her heroine *Jane Eyre* who is considered as the embodiment of an emancipated woman. She was aware of her repressed conditions due to the dominating patriarchal values and struggled to liberate herself from the domination and sought for justice. Through *Jane Eyre*, she consistently made the Victorian people believe that women could lead an interesting and important life. She tried to break away from the stereotypes of women laws. In chapter 3 *Jane* reacted to Rochester's callous and indirect proposal asked the following questions: "Do you think I am an automaton? A machine without feeling?.... You think wrong I have soul as you-and full as much heart....". Writers like Charlotte Bronte challenges her society and proved her feminine identity. On the basis of such equality *Jane* wants to have a lover. She refuses to marry Rochester as an unequal life mistress. She proclaims to Rochester that: "I am not talking to you now through the medium of custom, conventionalities nor even of mortal flesh – It is my spirit that addresses your spirit; just as it both had passed through the grave, we stood at God's feet, equal – as we are" *Jane Eyre*. *Jane Eyre's* story tells us that in a male dominated society, a woman should strive for the decency and dignity. "I don't think, sir, you have any right to command me, merely because you are older than I, or because you have seen more of the world than I have; your claim to superiority depends on the use you have made of your time and experience". In face of hardships in life, the courageous woman should be brave enough to battle against it. Self-esteem is the primary element to protect. She dares to fight against the conventional marriage ideas, which will reflect all feminists' voice and wish for a true love." I care for myself. The more solitary, the more

friends list, the more answer Stand I am, the more I will respect myself". Maybe Janes' choices are considered something shocking, but it really gets a blow to the Victorian society. However, the ahead of age female consciousness of Jane Eyre, the main character challenges men's authority. " I can live alone, if self-respect, and circumstances require me so to do. I need not sell my soul to buy bliss. I have an inward treasure born with me, which can keep me alive if all extraneous delights should be withheld, or offered only at a price I cannot afford to give". Jane Eyre is a coming of age novel that is a story of a girl's quest for equality and happiness. A common message that recurs throughout the novel is the importance of independence " I am no bird ;and no net ensnares me : I am a free human being with an independent will".

For the women writers it was extremely and insulting situation.: "Women are supposed to be very calm generally: but women feel just as men feel ; they need exercise for their faculties and a field for their efforts as much as their brothers do; they suffer from too rigid a restraint, too absolute stagnation, precisely as men would suffer ; and it is narrow-minded in their more privileged fellow creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags "(chapter 12). Once Margaret 2007 pointed out that Charlotte Bronte who was extremely eager to become a paid writer like the male writers. For this she sought advices to Robert Southey who was England's poet laureate (1774-1843). But he reacted to Charlotte Bronte in 1836 in reply to her petition for advice on being a writer . "Literature cannot be the business of woman's life and it ought not to be. The more she is engaged in her proper duties, the less leisure she will have for it, even as an accomplishment and a recreation. To those duties you have not yet been called, and when you are you will be less eager for celebrity". Regarding women's writing ,a lot of critics support Southey and agreed with him .One of them is George Lewes, Reef (2012) states that George Lewes asks : " Does it never strike this delightful creatures that their little fingers were meant to be kissed ,not to be inked ". She lost all her enthusiasm by this response and Charlotte defiantly declared that " I am neither a man ,nor a woman ,I am an author".Nevertheless ,as all social progress, It's an ongoing struggle and unfortunately, there are many places in the world where women are still struggling to be heard.

III. CONCLUSION

The social question being raised that for any refinement, for any progress of any society or community has to come through the evolutionary progress of civilisation and

culture. Civilisation refers to the general material progress of society but culture relates to the moral and spiritual side of that evolution. Science was progressing, industry was progressing but was the man in society improving, getting better in terms of moral values or spiritual outlook? Quite often it is the other way round. When science and industry were going forward .They were progressing by leaps and bounds but in the process the human factor ,the human subject got degenerated, deteriorated , degraded, losing its model fibre which got weekend by the time.Some gender ideologies are good some are bad – the society should not be biased for anything and must wake up from the patriarchal outlook to decide which is which. So the demand was people don't need a patriarchal society, people don't need a matriarchal society, people just need a human society. This article unfolds here from a different perspective concerning women's self-realisation, esteem and choices to society or marriage. It helps readers to realise the importance of independence and to be enough to fight for their basic rights as human beings. Furthermore, the paper makes it clear that women are equal as men no matter in personality, economy, or social status.

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‘Daughters of the East’ Encountering the World: A Reading of Bashabi Fraser’s Feminine Trans-self

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Abstract— *This paper situates Bashabi Fraser, a British South Asian poet, within the larger domain of “Women in Literature”. I would argue that Bashabi Fraser, who is of Indian origin and whose current location is in Edinburgh, Scotland, is not just a mere diasporic writer. Her poetic oeuvre offers a unique lebenswelt of the “globizen” (global citizen). Bashabi describes herself as the ‘daughter of the East’ who dis-homes her nationalist anchorage to encounter the larger world and her poetic universe unfolds through this complex encounter between her ‘two worlds’, her home and the larger world. As a woman writer, she upholds the ideology of transnationality or the feminine trans-self that deflates the patriarchal concepts of bordering, control, occupation and regimentation. Rather than being border-restrictive, the linkages, interdependencies, connections, contradictions, and discontinuities of gender experiences in multiple contexts are highlighted in Bashabi Fraser’s writings.*

Keywords— *bordering, interconnectedness, feminine, transnationality, trans-self.*

I. INTRODUCTION

South Asian feminist scholar Chandra Mohanty had recommended implementing a transnational solidarity approach to combat the patriarchal structures, an approach that does not presume the existence of identical priorities or common identity but focuses on concrete interconnected and interrelated issues that can lend themselves to productive activism and alliance-building across borders (Mohanty 2003, 109). Literary representations by new generation diasporic South Asian women writers like Attia Hosain, Kamala Markandaya, Ravinder Randhawa, Meera Syal, Monica Ali, Shelina Zahra Janmohamed and Rosie Dastgir highlight and complicate the issues of race, ethnicity and gender in relation to the rhetoric of multiculturalism. These women writers do not strengthen the duality of local and global but rather they present a tension between them based on urban imaginaries. British South Asian women poets like Debjani Chatterjee and Bashabi Fraser question ‘what is meant by home’ in a global imaginary that is characterized by hybridity, fluidity and movement in the emerging transnational character of

culture. Their works offer a nuanced picture of the cross national and cross civilization fusion and friction and help understand a world in which cultural boundaries are permeable. These British South Asian women writers, particularly Bashabi Fraser in this case, highlight the challenges to the project of “denationalizing” and asserts a different notion of the “regional/transnational” from the feminist perspective. Fraser represents a rhizomic imaginary of conflictual past, shared present and possible future of interconnectedness and use the trope of the feminine trans-self to suggest an alternative discourse to patriarchal closures and boundaries.

II. THE RIVERINE/ FEMININE FLOW OF LIFE

In her epic poem *From the Ganga to the Tay*, Bashabi ushers us into the credo of a shining, flowing liquid geography of the feminine, both rivers and the rain, which is very unlike the static geography of the land under the threat of colonial violence. The shine and light of mobility

forces the national to morph into the transnational and if the land typifies the nation, the feminine/riverine or the liquid geography of water posits the idea of the 'trans-national', of the beyond of the non-land-ic. In an article named *The Scottish Jutewallah*, Bashabi Fraser cites the example of the transnational Scot corresponding across national boundaries, while retaining fraternal links. As Stewart had remarked '[i]mperialism must be "deterritorialized"' (Stewart 1998, 194), the Scottish jutewallah re/-crossed boundaries of nation, stayed in touch with the 'homeland', benefited from the international network of trade in countries where fellow Scots had settled, and made the transition to a decolonized structure, while maintaining a regional identity in India through time. The association of the colonial encounter between the two countries had established a connection between the two rivers which lingered in the collective memory as social and cultural history of bygone days- memories of language, dress, cuisine and culture. The indigenous 'corchorus' (plant which is the source of jute) in the plains of the Ganga was 'gathered in bales/ of raw jute, heaping /ships waiting/ in your Bay/which would later/ weave their way from your port of Calcutta/ to the city /of Dundee/on my banks'(Fraser, 2009,32) to promote a thriving industry. The history of these two rivers therefore becomes the history in continuum- which embraces the past, flows into the present and leads into the future.

Tortured by the reminiscence of the Partition after Indian independence, the bracketed existence, where land was owned up and controlled-'that ruptured/ all vision/ of a continuous dream'(Fraser, 2009,38), the Ganga laments the line drawn up 'on the mind map of men, / though my waters / refused to be divided by them'(Fraser, 2009,38). In contrast to this constriction, the Tay and the Ganga bring up examples of associations- Bangladeshi cuisine in the Scottish highways, reference to the great architect, Patrick Geddes who preserved Varanasi's beauty, or the Scottish engineers in their bungalows along the Hugli river, all speak of the continuous dialectics between fluidity and anchorage – 'this curious blend / marks my land/ emblematic / of civilization itself. (Fraser, 2009, 42). The 'truncated entity/ in the identity/ of two nations... which cut up their land / and their people / in a wrench that tore/ minds, but / could not succeed / in ripping my waters/ or carving boundaries / on my fluid freedom-' (Fraser, 2009,56) is the victory of the trans -versal feminine flow that symbolize our liberation from the encircled regimentations and fixed identities of patriarchy. The Ganga and the Tay flows with that 'certainty of continuity'(Fraser, 2009,69) to let (our) water's sacred truth/ seep into human consciousness/ as the source of

life'(Fraser, 2009, 69). This 'sacred truth' of mobility and fluidity of the transnational feminine consciousness finds expression in the 'borderlands' that disseminates rhythms of harmony. Brubaker suggested that there were three core elements as constitutive of the diasporic phenomenon. The first is dispersal in space; the second, orientation to a 'homeland'; and the third, boundary maintenance (Bultmann, 2009, p. 3). Unlike this suggestion, a new narrative of the transnational identity is created in Bashabi Fraser's experiences as a woman writer, experiences that transcends the diasporic characteristics of the sense of loss and exile and finds a home in the world. Bashabi Fraser's *trans-versal* situatedness "between her two worlds" of India and Britain, reminds us what Seni Seneviratne, British Sri Lankan poet wrote:

People ask

Where do you come from?

I say:

From more places

Than you imagine ...

People ask

Which half of you is white?

I say:

There are no halves in me

Everything is whole

I am a myriad of mingling

Multicoloured stories

Whispering wisely down

Through centuries

People ask

Where do you belong?

I say:

In the World ...

("People Ask", Seni Seneviratne, *Masala*, 38)

III. THE NOMAD WOMAN

As a bi-national woman writer who divides her world between India and Scotland and carries both the world within her, Bashabi Fraser's poetry encompasses the experiences of a woman who live in cultural borderlands and spaces between cultures. Having spent her childhood in London, completing her secondary school education in the Himalayas and then coming to Edinburgh for research and ultimately homing in Edinburgh, she crosses and re-

crosses the borders between Britain and India with curiosity and interest. There is no sense of ever having left 'home', as there is a sense of homecoming in both journeys. Robert Alan Jamieson in his Introduction to *Tartan and Tartan* confirms that Fraser's poetry 'celebrate difference while finding commonality. It reminds us that the links between Scotland and India, particularly Bengal, are complex and old, and that although there are many differences, 'we look at the same moon.' And that it maps another kind of country too, that of woman, as daughter, bride, mother, outsider, victim and so on''. As a transnational women writer, she 'carries my(her) two worlds with me(her)' Bashabi Fraser's poetry portray an ability to transverse both cultures and to translate, negotiate and mediate affinity and difference within a dynamic of exchange and inclusion. Her poetry maintains a dual frame of reference, a feeling of both here and there, of double belonging, as described by Golbert (2001) as double-consciousness that develops in maintaining and participating in transnational social fields and having a transnational notion of the self. This is a refusal of fixity often serving as a valuable resource for resisting repressive local or global situations. In her own words, 'My two nations have lived with me whenever I have travelled between them, as my research and writing, both academic and creative, combine and cover the socio-cultural historical links in books whose titles reflect my diasporic interests' – the titles include- *A Meeting of Two Minds: the Geddes-Tagore Correspondence*, *Rainbow World: Poems from Several Cultures*, *Tartan & Turban*, *From the Ganga to the Tay*, *Scots Beneath the Banyan Tree: Stories from Bengal* and *The Broon Scots*. In all of these, she explores the intermeshing of culture and identity, dislocation and relocation, otherness and belonging, memory and nostalgia, conflicts and freedoms. Her writings through comparative and multicultural perspective enables readers to probe and provoke analyses of 'home', 'sisterhood', 'community'-experiences fundamental to lead the way towards a feminism without borders, a feminism fully engaged with the realities of the transnational world. Her situatedness within a transnational space gives her a sense of how national and transnational processes of the oppression of the feminine overlap.

According to the poet, 'I have a dual existence, where the 'here' and 'there' merge and converge; at its best, it can be a prismatic luminosity of rainbow inclusivity and at its worst, it can be bafflingly disorienting. However, it is where I belong, a no-man's interstitial space which I have chosen as my own, a mindscape of immense creative potential and possibility. My in-between positioning gives me a certain advantage, an objectivity and even a weapon with which I can question, challenge, reflect on issues in

both my countries, without feeling the need to conform to the 'norm.' Her poetry, therefore, becomes a concurrent study of two cultures, nostalgia, memories for a long desired 'home'/'space' bereft of dissension. This new trope of literary imagination cannot any longer be understood in terms of the existing centre-periphery models'. This 'symbolic economy of the new global culture' is based on reciprocal rather than hierarchical relationships. Fraser's poetry exhibit an example of border-crossing feminist discourse that has the power to offer transformative options for disrupting oppression and advancing liberation in global and diverse cultural contexts.

Silvia Pellicer-Ortín in *Transitional Women in the Transnational Era: Female Voices through Art* (European Review, 2017) has shown how transnational and global mechanisms have affected identity and memory formation processes in various ways in women.. Bashabi Fraser's poetry in a similar manner can be viewed as an empowering tool for these women to acquire a voice as well as promote empathy for the modern global subject. In the sub-section *Daughters of the East* of the anthology *Tartan and Turban*, Fraser explores the contradictions embodied in the complex female identity as well as the possibilities to challenge the assumed versions of femaleness. By creating spaces where the public and the private, the individual and the collective, the personal and the historical can establish an interactive dialogue, Fraser creates resisting narratives that call attention to the subtle chauvinist mechanisms that subjugate women on a daily basis –

My grandmother says

She will fast

And why? – I ask...

She fasts through many a weary day

And I have reasoned why

-Is it to chase the dark away

That rules her measured sky?

(Fraser, *On a Moonless Night*, *Daughters of the East*, Tartan and Turban, 2004, 19)

The patriarchal structures that have traditionally oppressed and subjugated women find yet another expression in the western world and find new form of resistance. It focuses on the diverse experiences of women who live within, between, and at the margins or boundaries of nation-states around the globe; they transcend nation-state boundaries and speak to a wide range of interacting forces that have an

impact on gendered relationships and experiences in a geopolitical context.

In my village, I am the widow

I went into mourning ten years ago,

Black is my colour, interrupted by the white...

...my daughter-in-law said

I should colour my world in dress, scarf and shoes,

...So I switched off my neighbours

And relations from my memory

And for the moment became one of them.

(Fraser, *The Village Widow, to Jane, Daughters of the East*, Tartan and Turban, 2004, 31)

In an attempt to encompass "border work" and communication across traditional global boundaries; which occur at global, regional, and local contexts; Bashabi's poems identify the feminine self as third-culture person who attempt to integrate multiple cultural identities (Horne & Arora 2013, 48) at the same time bear the 'strangeness' as a strength. Her poems communicate strangeness in the subtlest of ways -

For me it held no semblance of reality

Till a spurt of nationalism forced on me its entity...

Till marriage cut off all experiments

And limited me to that one unchanging flame...

- *For I disavowed it*

Consciously, deliberately, till one day

A friend said, wear it as a birth-right

And so I did, and do though the man's away.

(Fraser, *Bindi, Daughters of the East*, Tartan and Turban, 2004, 32)

Historians of women and of gender have long recognized that women are commonly represented as both the 'inviolable centre' (of the nation, the region, the community, the family) and as 'symbolic border guards', upholding and reaffirming the demarcation between that which they represent and the 'other'. But the crossing of the frontier holds out the promise of freedom and adventure, a chance to escape the constraints laid on one's identity and opportunities, thus creating a liberating 'trans' space for the woman. The molecules of the 'trans' generate a desiring field of unbracketing – of jubilant exodus, of a kinetic ontology of motion, of heaving with a

splurge of flux and a passionate desire for union. Fraser shares her legacy of the 'trans' identity with her daughter and continue to challenge how one thinks of identity. The new 'mestiza' consciousness, or a way of seeing the world grounded in existing at a crossroads and containing dualities, will pave the way for revolutionary change for coming generations.

The tunes that I cannot sing

I now sing through you.

(Fraser, *As I am Renewed Through You, Daughters of the East*, Tartan and Turban, 2004, 37)

And again,

Her small firm breasts

Nestling hopes and certainties

Of bridging the distance

Between the new roots

And old loves in

The land where the sun rises

To set dreams aglow...

And my daughter

Unfurls her pretty petals

Wet with the dew of expectation

To combine her two worlds

In a freshly created pattern

Of movement and melody.

(Fraser, *To My Daughter, Daughters of the East*, Tartan and Turban, 2004, 41)

Fraser's poem creates this poetic imagination of the 'trans' that celebrates the uncluttered sewage of living that knows no land-ic bondage or a national filiation. The transnational feminine consciousness creates many things, they unite, they coalesce, they liberate and they instill the revolutionary zeal to transform. Victory of the trans –versal feminine flow that symbolize our liberation from the encircled regimentations and fixed identities of patriarchy. This 'sacred truth' of mobility and fluidity of the transnational feminine consciousness finds expression in her poem.

In me you will find

The Truth and the Word.

...I stand at the centre, resolute,

Unwilling to multiply or be divided

Except in your dreams of the ABSOLUTE.

(Fraser, *I am the ABSOLUTE*, *Daughters of the East*, Tartan and Turban, 2004, 42)

The later poems in this section deal with the harrowing experiences of war, migration, partition in the psyche of the woman. The woman represents the world-consciousness where

All over the world's white page

We create lines...

...Forever

Separate , guarding our territories

Like wary cats...

Like bison, tethered to custom

Gnawing the ground, snarling, to convey

This is my plot, don't you dare enter it

Though I am ready to invade yours.

(Fraser,*Borders and Boundaries*,*Daughters of the East*, Tartan and Turban,2004, 45)

Both within nations or communities and between nations, women are used to embody the line or the boundary which signifies the identity of those who belong to the collectivity against the threat of external aggressors or other cultures. The symbolic importance of borders emerge as intriguing places in the construction of identity.

The feminine consciousness with its idea of the 'trans-national', of the beyond of the non-land-ic where a woman is portrayed '*born to walk free/ to traverse her expanse/ to thrive in liberty.. of plunging the ocean or dashed(ing) through the green meadows*' shine in the light of mobility which is ruptured by static geography of the land under the threat of imperialistic violence.

It was my body that they

Riddled with no trace of sorrow

Chopping and scattering it

With no thoughts of tomorrow.

(Fraser,*Shadow Lines*, *Daughters of the East*, Tartan and Turban,2004, 51)

This is perhaps the ultimate experience of the feminine trans-self who identifies herself with the natural, free flowing unregimented existence battling and struggling against the overtures of patriarchal demarcations.

I am the daughter of the earth...

And nurtured great hopes

Of completing my journey

Where it had begun...

But intangible shadow lines

Criss-crossed my path

And obstacles obdurate

Set aflame wrath...

(Fraser,*Shadow Lines*, *Daughters of the East*, Tartan and Turban, 2004,51)

The victory of the feminine trans- self is in finding a new narrative that challenges the shadow lines –

This land is mine

For I was born here.

This land is yours

For you have

Made it home.

(Fraser,*This Land of Mine*,*Daughters of the East*, Tartan and Turban, 2004,49)

In one of her poems, Fraser celebrates her adopted homeland-

Beating down the bracken beneath our feet

We tore glossy branches of holly.

(Fraser, *Trekking in the Scottish Highlands*, With Best Wishes from Edinburgh, 2001,88)

At the same time, the other home she left behind is never far from her thoughts and she keeps returning to it-

You might think that I have left / it all behind

(*To Ma and Dad ('Baba')*,With Best Wishes from Edinburgh, 2001,82)

IV. CONCLUSION

Bashabi Fraser's writings and her life as well, subvert patriarchal dominations and enunciates a 'trans-versal space', an existence in-between the two countries she resides, her homeland and her hostland. While taking a detour of this globizen identity in Bashabi's poems from the perspective of women who on one hand voices the trauma of displacement but on the other elucidates as Saskia Sassen opines, 'a kind of mutual interaction with attempts to understand global structures, national politics and international economics.' (Vertovec 2009, 104). we come across a nomad-self which is a speculative matrix of envisioning a Deleuzo Guattarian approach to the 'trans', locating it into the plane of immanent possibility, in which

the virtual will-to-become is actualized through intense molecular desiring processes. (Deleuze and Guattari 1987,137)

In that way, the *trans-verse*, traverses all systemic structures of social technologies, or organizing machines, postulating boundaries, the 'inert wheels', fixed identities, etc. To *trans-versalize* is to inaugurate literature as a Deleuzian 'desiring machine' that denotes a pure time-to-come, suspended now in the womb of time, slowly unleashing its immanent 'line of flight', imagining the impossible possible, or the compossible, desiring for semantic and syntactic fluidity, envisaging a poetry without solid words, like the Deleuzian 'body without organs' - undifferentiated poetic incorporeality, forming a single noetic plenum – interfused, confluence-ial, a transfused horizon where each retains its singularity in the 'World Republic of Letters' (Cassanova,2004). This is, therefore, a will-to-manifestoise-the-flow, or a kind of will-to-ceaseless-becoming of multiplicities, of interconnected forces, something that admits no stable ground but only of dynamic quanta and therefore, to be understood only in terms of difference rather than bordered identity. (Bogue 1989, 65). In this creative *line of flight*, words liquify the lands, fashion a driftology of grounds, dismantling all forms of 'Oedipalisation' (Bogue 1989,194-196) or of 'slicing of the waters of life', of sovereign control or representational arborescence.

Her poems therefore reveal new spaces and patterns in the quest for social justice, and also seize opportunities to build sustainable alliances from the transnational feminist perspective that is interested in toppling the same enemies.

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Exchange Rate, Foreign Direct Investment and Economic Growth Nexus in Nigeria

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Abstract— *The relationship among exchange rate, foreign direct investment and economic growth is explored in this study by adopting the Autoregressive Distributive Lag (ARDL) technique to examine the long-run cointegrating relationship for the period 1981-2018. A long-run relationship was confirmed among exchange rate, foreign direct investment and economic growth. From the findings, foreign direct investment contributes positively to economic growth, while the speed of adjustment is 78.46% and significant. The study recommends, among others, that the Nigerian government must create an enabling atmosphere for private businesses to prosper. The study suggested that the government pursue policies that will boost investors' confidence and enable foreign companies to invest in the country's economy. Government and private-sector agencies are encouraged to invest more in the country's education and health care infrastructure.*

Keywords— *Exchange rate, Foreign direct investment, Economic growth, ARDL, Nigeria.*

I. INTRODUCTION

Economic growth is a major focus of most developing countries in the world, and Nigeria is not left out. However, despite the government's several attempts to promote growth, weak investment policy, weak exchange rate policy and over-reliance on revenue generated from the sales of crude oil export while completely ignoring the other sectors of the economy where huge income could be generated, has hindered this plan.

From literature, exchange rate and foreign direct investment (FDI) are vital variables that stimulate economic growth. The main contribution of FDI to economic growth is an increase in productivity due to improved technology. In 2001, Nigeria recorded domestic savings of 34.33% and 14.27% in 2015, but this figure increased slightly to 17.81% trillion in 2018. (World Bank, 2020). Nevertheless, the domestic savings ratio is still relatively low, so the need to close the fiscal deficit

gap using FDI. FDI has been on the increase in Nigeria since 1981 when it was \$542 million to about \$8.84 billion in 2011. Following the rapid insecurity recorded across Nigeria since 2011 and the global financial crises since then, the foreign inflow has continued to experience a downward trend going as low as only \$1.99 billion in 2018. The case is no different for the world's leading economic (The United States), foreign direct investment value has also been on a downward trajectory since 2015. In 2018 the United States recorded an FDI inflow of 1.19 trillion (World Bank, 2020).

Studies on FDI are focused on the flow within developed countries and pay less attention to the flow from developed to developing countries (Alabi, 2019). FDI is a significant capital inflow source and has reasonably been on the increase (Antwi et al., 2013). Some of the advantages of FDI include developing new technology leading to new production techniques that lead to improved productivity and revenue generation from taxes for the federal

government. Therefore, it is not surprising that FDI is perceived to be an instrument to promote growth and development. Therefore, it is not surprising that FDI is seen as an instrument to promote growth and development. (Pegkas, 2015; Umeora, 2013).

A crucial macroeconomic instrument used to resolve foreign transactions and balance of payment deficits is the exchange rate. Consequently, central banks in individual countries are very critical of the value of exchange and strive to ensure its stability. Nigeria and many developing countries have suffered from exchange rate devaluations. The Nigerian economy went into recession in 2016, and this unfavourable economic phenomenon adversely affected almost all spheres of the country's economy. Indicator from the country's capital market was abysmal. The signal from the Nigerian foreign exchange market was appalling. Aside from the fact that there was undue high volatility in the country's exchange rate, Nigeria's actual exchange rate at a given point in time within this period was hard to determine. From 2016 to 2020, when this study was conducted, the Nigerian foreign exchange market has been severed into two. The official market and the unofficial market popularly called the parallel market. Although the official market is recognised and reported by the Central Bank of Nigeria, the parallel market appeared to be the most patronised by individuals and corporate entities for foreign exchange transactions. Hence, activities in the parallel market seem to affect economic activities more. There is a vast difference in the costs of transactions in both markets.

To the best of our knowledge, few studies such as (Asteriou et al., 2016; Basirat et al., 2014; Kenny, 2019; Ojo & Alege, 2014; Osinubi et al., 2009) exist. Studies such as (Uzoma-Nwosu & Orekoya, 2019; Ojo & Alege, 2014) concentrated on exchange rate fluctuations on economic growth. Others such as (Khalighi & Fadaei, 2017 and Kenny, 2019) studied the effects of the exchange rate and foreign direct investment on specific sectors, such as the impact of export on the economy. In terms of foreign direct investment, many of these studies are focused on the flow from developed countries to developing countries. Although a growing literature on economic growth, exchange rate and foreign direct investment has been uncovered, relatively little is known about Nigeria. Given the importance of exchange and FDI to the Nigerian economy, this study examines the relationship between exchange rate foreign direct investment and Nigeria's economic growth. Following this introduction section, other sections of this study are: Section 2 which deals with insight from empirical

literature, section 3 presents the methodology, section 4 presents the results and discussion, and finally, the conclusion comes in section 5.

II. INSIGHTS FROM EMPIRICAL LITERATURE

There have consistent arguments regarding the impact of FDI on economic growth in an economy, which has resulted in mixed evidence. Some authors (Ehimare, 2011; Mokuolu, 2018; Sokang, 2018) opined that FDI spurs economic growth, leading to economic prosperity. In contrast, the other school of thought (like Akinlo, 2004; Nwanji et al., 2020) believes that FDI does not significantly impact economic growth.

The Autoregressive Distributed Lag Model (ARDL) was employed by Sunde (2017) to examine quantitatively, the relationship between foreign direct investments, exports and economic growth. The research was focused on the economy of South Africa. The short-term dynamics were analysed in an error correction model, and the VECM Granger causality approach was utilised to analyse the causal effects. Cointegration between economic growth, foreign direct investment and exports were verified in the study. The analysis found that foreign direct investment and exports were enhancing South Africa's economic growth. A unidirectional causal relationship is found between foreign direct investment and economic growth, foreign direct investment and exports while a two-way causality between economic growth and exports. Similarly, Sokang (2018) assessed the impact of FDI on Cambodia's economic growth. Using data from 2006 to 2016, the findings show that FDI has a significant positive relationship with Cambodia's economic growth.

The study of Mokuolu (2018) added exchange and interest rate as a moderating variable in examining the impact of FDI on economic growth in Nigeria. The study of Ehimare (2011) used inflation as a moderating variable in addition to the exchange rate in investigating the relationship between FDI and economic growth in Nigeria. The study shows FDI and trade openness to be a significant contributor to the economy leading to the entry of several big companies, in particular those in the telecommunications sector. Meanwhile, the study found that inflation does not have an impact on FDI. However, the exchange rate affects FDI.

A recent study by Ogu (2020) examined the effect of exchange rate fluctuation, interest rate, inflation, gross fixed capital formation and gross domestic product on foreign direct investment in Nigeria. The results indicated that exchange rate fluctuation has a positive relationship with foreign direct investment. The result also shows that

interest rate and inflation contributed positively to the inflow of foreign direct investment in Nigeria. Simultaneously, variables such as gross fixed capital formation and gross domestic product negatively affect the inflow of foreign direct investment in Nigeria.

The impact of foreign direct investment on economic growth can be statistically insignificant, as seen in Akinlo (2004) study. The article investigated the impact of foreign direct investment (FDI) on Nigeria's economic growth for the period 1970–2001. Using Error Correction Model (ECM), the results show that both private capital and lagged foreign capital have small, and not statistically significant, economic growth. The results seem to support the argument that extractive FDI might not be growth-enhancing as much as manufacturing FDI. Finally, the results show that labour force and human capital have a significant positive effect on growth.

III. METHODOLOGY

The dependent variable is the real gross domestic product, a proxy for economic growth, while the explanatory variables are gross capital formation, labour, exchange rate, inflation and interest rate.

The model is specified in its implicit form as:

$$rgdp = f(gcf, lab, fdi, rexr, inf, int) \tag{1}$$

$$rgdp_t =$$

$$A \cdot gcf_t^{\beta_1} \cdot lab_t^{\beta_2} fdi_t^{\beta_3} \cdot rexr_t^{\beta_4} \cdot inf_t^{\beta_5} \cdot int_t^{\beta_6} \cdot \varepsilon_t \tag{2}$$

Both sides of the model are logged to make it linear

$$lrgdp_t = \beta_0 + \beta_1 l gcf_t + \beta_2 l lab_t + \beta_3 l fdi_t + \beta_4 l rexr_t + \beta_5 l inf_t + \beta_6 l int_t + \varepsilon_t \tag{3}$$

Where *rgdp* represents economic growth proxied by real gross domestic product, *gcf* represents gross capital formation, *lab* represent labour, *fdi* represent foreign direct investment, *rexr* represent exchange rate, *inf* represent inflation, and *int* represents interest rate.

The use of quality and reliable data is advised when conducting an econometric analysis. Annual data from 1981 to 2018, comprising 38 years are used for the analysis. The data are sourced from the World Banks, World Development Indicators, and the Central bank of Nigeria (CBN) statistical bulletin.

Table 1. Data source and measurement

S/N	Variable	Measurement	Source
1	Real gross domestic product (<i>rgdp</i>)	U.S. dollar	World Bank, WDI (2020)
2	Gross capital formation(<i>gcf</i>)	U.S. dollar	World Bank, WDI (2020)
3	Labour(<i>lab</i>)	Number of people	World Bank, WDI (2020)
4	Foreign direct investment (<i>fdi</i>)	U.S. dollar	World Bank, WDI (2020)
5	Exchange rate(<i>rexr</i>)	1 U.S. dollar / Naira	World Bank, WDI (2020)
6	Inflation (<i>inf</i>)	Percentage	World Bank, WDI (2020)
7	Interest rate (<i>int</i>)	Percentage	World Bank, WDI (2020)

Source: Authors' Computation

The econometric method used is the Autoregressive Distributive Lag (ARDL). It is used to estimate the relationship among variables as it can estimate both the short-run relationship and an unbiased long run estimation among the variable (Popoola et al., 2018). The ARDL method's choice is based on some of its advantages over

other cointegration methods, among which is the ability to estimate variables of different orders and its efficiency with relatively small sample size data(Harris & Sollis, 2003).

The ARDL (*p, q*) model is presented in equation (4):

$$\begin{aligned} \Delta lrgdp_t = & \beta_0 + \alpha_1 lrgdp_{t-1} + \alpha_2 lgcft_{-1} + \alpha_3 llab_{t-1} + \alpha_4 lfdi_{t-1} + \alpha_5 lrext_{t-1} + \alpha_6 linft_{t-1} + \alpha_7 lint_{t-1} \\ & + \sum_{i=1}^p \beta_1 \Delta lrgdp_{t-1} + \sum_{i=1}^q \beta_2 \Delta lgcft_{t-1} + \sum_{i=1}^q \beta_3 \Delta llab_{t-1} + \sum_{i=1}^q \beta_4 \Delta lfdi_{t-1} + \sum_{i=1}^q \beta_5 \Delta lrext_{t-1} \\ & + \sum_{i=1}^q \beta_6 \Delta linft_{t-1} + \sum_{i=1}^q \beta_7 \Delta lint_{t-1} + \varepsilon_t \end{aligned} \tag{4}$$

The error correction model is presented in equation 5

$$\begin{aligned} \Delta lrgdp_t = & \beta_0 + \sum_{i=1}^p \beta_1 \Delta lrgdp_{t-1} + \sum_{i=1}^q \beta_2 \Delta lgcft_{t-1} + \sum_{i=1}^q \beta_3 \Delta llab_{t-1} + \sum_{i=1}^q \beta_4 \Delta lfdi_{t-1} + \sum_{i=1}^q \beta_5 \Delta lrext_{t-1} + \sum_{i=1}^q \beta_6 \Delta linft_{t-1} \\ & + \sum_{i=1}^q \beta_7 \Delta lint_{t-1} + \gamma ECT_{t-1} + \varepsilon_t \end{aligned} \tag{5}$$

Where β_0 is the constant; β_i and α_i are the coefficient, Δ is the difference operator, p and q are the optimal lag order, p is the dependent variable lag while q is the independent variable lag, t represents the time, ECT represent the error correction term, and γ represents the speed of adjustment of the model.

IV. RESULTS AND DISCUSSION

This section results from the econometric analysis such as unit root test, ARDL bounds test, stability and diagnostic test are reported.

4.1 Unit Root Test

This study uses the Augmented Dicky-Fuller unit root test to confirm the level stationarity of our variables. This is to avoid spurious result from the estimations process and

validate that none of the variable used is integrated of order two [I(2)], which is an essential assumption of using the ARDL method (Osabohien et al., 2019). According to Osabohien et al. (2019), the bound test become ineffective when variables are integrated of order two I(2). The result of the Augmented Dickey-Fuller test is reported in Table 2, it reveals that the dependent variable, labour and interest rate are not stationary at level, but they become stationary at the first difference.

All variables except foreign direct investment and inflation were stationary at order one I(1) while foreign direct investment and inflation were stationary at level I(0). Therefore, we can go ahead with the desired estimation process as none of the variables is I(2). Based on these results, we go-ahead to use the ARDL method of estimation.

Table 2. Augmented Dicky-Fuller (ADF) Unit root test

Variable	ADF T-Stat. at level	Critical Value	ADF T-Stat. at 1 st difference	Critical Value at 5%	Decision
Real GDP	-2.037	-3.540**	-4.772	-3.540**	I(1)
Labour	-0.945	-3.540**	-5.960	-3.540**	I(1)
Capital	-3.827	-3.537**	-	-	I(0)
Exchange rate	-1.975	-3.537**	-4.120	-3.540**	I(1)
FDI	-3.486	-3.215***	-	-	I(0)
Inflation	-3.962	-3.540**	-	-	I(0)
Interest rate	-2.715	-3.537**	-6.418	-3.544**	I(1)

*, **, & *** denotes significance at 1%, 5% and 10% level respectively.

Source: Authors' Computation

4.2 ARDL Bound Test for cointegration

The ARDL bound test is conducted to verify if a cointegrating relationship exists among the variables, and the result is presented in Table 3. The bound test compares F-statistic value with the critical bound value by Pesaran et al. (2001) at both the upper and lower bound. The null

hypothesis of no cointegration is rejected from the table since the F-Statistic of 4.686696 is greater than the upper bound value proposed by Pesaran et al. (2001) at the 1%, 5% and 10% level of significance. Since cointegration is established, the error correction model can be specified.

Table 3. Bound test result at 5%

F-statistic	4.686696	Signif.	Lower Bound	Upper Bound
K	6	10%	1.99	2.94
K	6	5%	2.27	3.28
K	6	1%	2.88	3.99

Source Authors' Computation using E-views 10

4.3 ARDL estimates and Error Correction Model

The result from the long run and short run ARDL estimate are presented in Tables 4 and 5. From the long run results, capital, labour and foreign direct investment positively affect economic growth. An increase in capital increases economic growth by 35.67%. Also, an increase in labour brings about a positive increase in economic growth by approximately 110%. Exchange rate and interest rate is inversely related to growth. A percentage increase in the exchange rate and interest rate brings about a respective 0.54% and 0.58% decrease in growth rate. These results are in line with a priori expectation. The contribution FDI

is however, not significant in the long run. This is in line with the findings of Akinlo (2004). The effect of capital inflow may not be immediately felt due to the many current challenges faced by Nigerian but consistent increase will help to develop the production process leading to technological advancement which ultimately leads to economic growth in the long run. From the error correction model, the error correction term (ECT) is -0.784618 and significant. The negative and significant ECM implies the speed of adjustment of the model back to equilibrium is at approximately 78%.

Table 4. ARDL long-run estimate

Series	Coefficient	Std. Error	T-Statistic	Probability
<i>lgcf</i>	0.356734	0.111693	3.193872	0.0085
<i>llab</i>	1.095445	0.212121	5.164253	0.0003
<i>lfdi</i>	0.038514	0.062854	0.612763	0.5525
<i>lrexr</i>	-0.250201	0.065046	-3.846536	0.0027
<i>linf</i>	0.209407	0.064810	3.231074	0.0080
<i>lint</i>	-0.359438	0.095287	-3.772152	0.0031
<i>C</i>	0.947322	0.422248	2.243521	0.0464

Source: Authors' Computation using E-views 10

$$EC = LRGDP - (0.3567*LGCF + 1.0954*LLAB + 0.0385*LFDI - 0.2502*LREXR + 0.2094*LINF - 0.3594*LINT + 0.9473)$$

Table 5. ARDL Error Correction Model Regression

Series	Coefficient	Std. Error	T-Statistic	Probability
<i>d(lrgdp(-1))</i>	0.641354	0.114792	5.587106	0.0002
<i>d(lgcf)</i>	0.230462	0.043795	5.262292	0.0003
<i>d(lgcf(-1))</i>	-0.119307	0.044013	-2.710735	0.0203
<i>d(lgcf(-2))</i>	-0.117168	0.038817	-3.018450	0.0117

$d(lfdi)$	-0.083799	0.022903	-3.658853	0.0038
$d(lfdi(-1))$	-0.097107	0.026525	-3.661016	0.0037
$d(lfdi(-2))$	-0.041277	0.018432	-2.239400	0.0468
$d(lrexx)$	0.004048	0.021367	0.189428	0.8532
$d(linf)$	0.001109	0.014513	0.076446	0.9404
$d(linf(-1))$	-0.069640	0.017733	-3.927098	0.0024
$d(linf(-2))$	-0.118527	0.019506	-6.076505	0.0001
$d(lint)$	-0.188661	0.024564	-7.680517	0.0000
$d(lint(-1))$	0.126511	0.020578	6.147853	0.0001
$d(lint(-2))$	0.060141	0.016621	3.618443	0.0040
$ECT(-1)^*$	-0.784618	0.100171	-7.832823	0.0000

Source: Authors' Computation using E-views 10

4.5 Diagnostic and Stability test

Some diagnostic and stability tests are conducted and present in Table 6, Figures 1 and 2. From the results of the Breusch-Godfrey Serial correlation, there is no Auto Correlation problem since the P-value of 0.0721 is greater than 5%. Also, revealed from the result is that there is no problem with heteroskedastic since the P-value of 0.1967

is greater than 5%. The model is also normally distributed and possess no problem of misspecification.

Figure 1 and Figure 2 are the cumulative sum of recursive residuals and the cumulative sum of squares recursive residuals. The cumulative sum of recursive residuals and the cumulative sum of squares recursive residuals plot is within the 5% significant level ads indicated by the blue line from Figure 1 and 2.

Table 6. Summary of some diagnostic test

Test	Statistics	P-value	Decision
Heteroscedasticity-Breusch-Pagan-Godfrey	26.26041	0.1967	No heteroskedasticity
Breusch-Godfrey-Serial Correlation	5.259764	0.0721	No Serial Correlation
Normality Test Jarque-Bera	0.855768	0.65188	Normally distributed
Ramsey Reset	2.815474	0.1243	No misspecification

Source: Authors' Computation using E-views 10

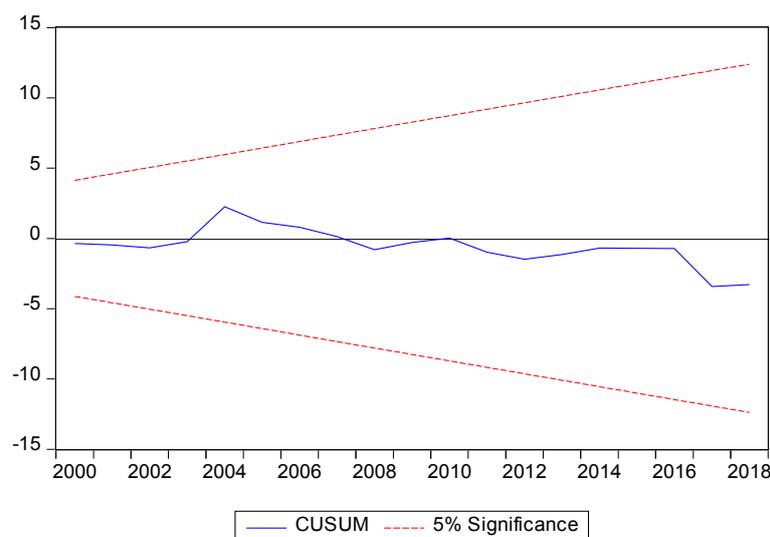


Fig.1. The cumulative sum of recursive residuals

Source: Authors' using E-views 10

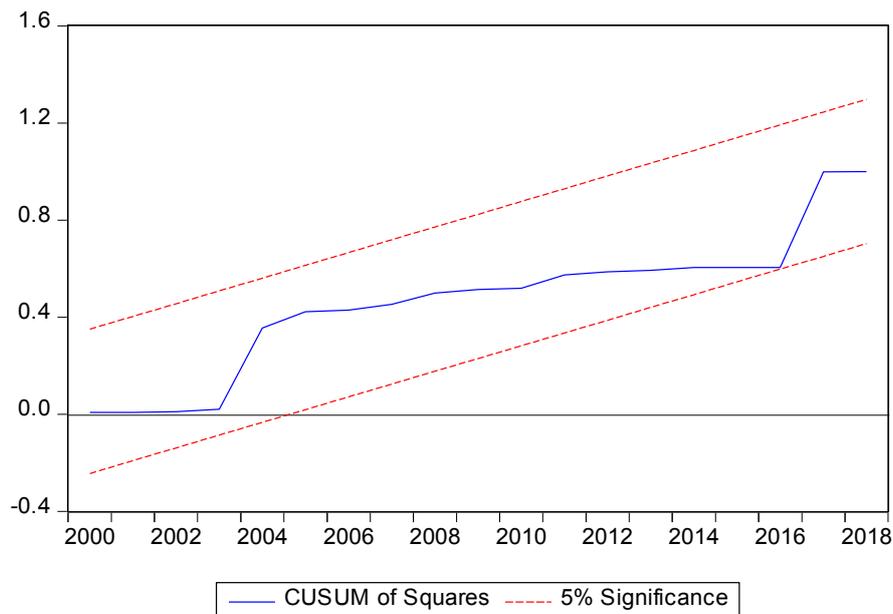


Fig.2. The cumulative sum of square recursive residuals

Source: Authors' using E-views 10

4.6 Implication of Findings

Based on the study's findings, depreciation in the Nigerian exchange rate is found to have a negative impact on the country's economic growth. In an economy with viable production capacity for manufacturing and exportation of goods and services, it is expected that a depleting foreign exchange would benefit more. However, the Nigerian economy's manufacturing sector has not been able to produce goods and services sufficiently enough to meet up with local demands, let alone exporting them. This has made the country a consuming economy. Larger proportions of Nigerian exports are primary produces which include crude oil and other raw agricultural produce. Because this category of products commands relatively low prices in the international market when compared with manufacture goods, it becomes difficult for the country to benefit from a lower exchange rate.

Furthermore, larger percentages of products used in Nigerian markets are imported. These items include automobiles, constructions equipment, computers, manufacturing and other service equipment are not produced locally. Hence, a fallen exchange rate makes their prices to skyrocket locally. There is no domestic producer to compete favourably with the imported product at a high price. The few manufacturing firms available in the country are sourcing major part of their inputs and workforce from overseas. A fallen exchange rate makes the cost of the input considerably high, hence their product prices as well. These two ways-imported manufactured product prices and imported manufacturing input price

cause a fallen exchange rate to shrink the Nigerian economy's productive performance. This assertion corroborates the findings of Ehinomen and Oladipo (2012) and Mlambo (2020).

Moreover, an increase in FDI is empirically discovered to be an impetus for economic growth. With an increase in FDI inflow coupled with an expansion in the country's infrastructure base, the economy's production capacity will be enhanced, thereby causing a reduction in the unemployment rate. By implication, this will lead to increased output and hence promote economic growth. The submission is in line with the findings of Dinh et al. (2019) and Sasi and Mehmet (2015). Another exciting outcome is the positive contribution of labour to economic growth. This positive contribution may be attributed to the improved human capital index, especially the health and education component, which improves the productivity of labour. Furthermore, the Nigerian economy is labour intensive; most of the firms' production outlay in Nigeria are driven by manual labour.

V. CONCLUSION AND RECOMMENDATION

The study explores the relationship between economic growth, exchange rate and foreign direct investment in Nigeria. This objective is achieved using the ARDL test for cointegration technique for the period ranging from 1981 to 2018. In conclusion, a long-run relationship between economic growth, exchange and foreign direct investment in Nigeria was established. The model also

found a convergence to the equilibrium at a speed of adjustment of 0.78 % in case of disequilibrium in the economy.

In line with the findings of this study, the following recommendations are made. Nigeria's government should create an enabling atmosphere for private businesses to prosper. Such a conducive business atmosphere that attracts FDI include improved infrastructure base such as good road and stable power supply; political stability; security of lives and properties and favourable tax policy. This enabling business environment to be created will encourage FDI inflow and spurs the production capacity of the local firms. The government should support this sector by giving tax relief, allowing for more production at a cheaper rate. Therefore, it is crucial to pursue policies that will enable foreign companies to invest in their economy by increasing FDI inflow.

Considering that the quality of labour force determines how effective and efficient the contribution of labour would be, it is important to improve Nigeria's labour productivity. It is recommended that the government and private sector agencies concerned should invest more in the country's education and healthcare infrastructure. This is because the country is labour intensive. By this, the Nigerian labour force would be productive locally, but they will be able to compete with their peers globally.

The data for this empirical study is limited between 1981 and 2018; which does not cover up to 2020 as this study was carried out; hence, it is not able to cover the COVID-19 era. Thus, future studies can use quarterly data to deal with small observations, especially when a large number of parameters are involved in having a greater degree of freedom.

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Blinding Power and Awakened Morality: A Study of Arthur Koestler's *Darkness at Noon*

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Abstract— Power either can elevate ethically or corrupt morally. It is intertwined with a few curses; fundamentally it is cursed to bring moral hypocrisy with it. Power, especially power over human beings, inevitably corrupts. Judging by the normal expression of humanity, there is nothing more important in the life of a human being or a nation than the moral standards, by which life is governed and the same perception infers that in all set of conditions, the righteous approach to conduct oneself towards human beings, is to treat with compassion. But a totalitarian state defies all morality and puts everything at stake in blind pursuit of power. Arthur Koestler in his *Darkness at Noon* gives us a guided tour of totalitarianism, his novel is concentrated on acute criticism of Stalin's power-hungry rule, a totalitarian ruler of Soviet Russia. Koestler, who was influenced by Sigmund Freud, intricately acquaints the readers with the inner workings of a totalitarian party through the psychological happenings in the mind of his protagonist Rubashov. Rubashov who is a communist militant, a devote party official, manifested imprisoned for unexplained crime at the beginning of the novel. It's while he awaits his execution in his cell that he begins to have the most serious doubts about the objective morality of the party. The present paper studies the aforementioned novel to explore the relation between power and morality and the role of consciousness, to help the protagonist to realise the importance of morality in life. It further examines the need to implicate morality in the power structure to maintain its legitimacy.

Keywords— Totalitarianism, Stalinism, Great purge, Utopia, Bolshevik, Machiavelli, Sigmund Freud, Dostoevsky, Marxism.

I. INTRODUCTION

Though Power and morality look like two sides of a coin but they are not, we can't make a sole choice between the two. It can't be either head or tails. This relation between power and morality is more like a Rubik's cube where it is desired to get all the smaller pieces right in order to solve the puzzle. The same very idea that a ruler can't make a sole choice between power and morality is reflected through Koestler's choice of epigraphs in his masterpiece *Darkness at Noon*. The novel has two epigraphs. One of them has been taken from the Machiavelli's *Discorsi* which states "He who establishes a dictatorship and does not kill Brutus, or he who founds a republic and does not kill sons of Brutus, will only reign a

short time". Machiavelli was a great Italian renaissance diplomat, writer, and philosopher. He wrote the book *Discorsi*, which is quite puzzling in nature. The book emphasizes the necessity of brutality in power structure and maintenance that in order to gain and remain in power one has to resort to killing and other grim methods and goes on to explain such necessity. The other epigraph of *Darkness at Noon* comes from the book of a very popular Russian writer named Fyodor Dostoevsky's literary classic *Crime and Punishment*. Dostoevsky's novel is based on the theme of mental anguish and moral dilemma of its protagonist Rodion Raskolnikov, who formulates a plan to kill an unscrupulous pawn broker for her money. The epigraph which reads, "Man, man one cannot quite live

without pity" appears to point the necessity of mercy in human lives. By placing two contradictory epigraphs in the novel Koestler made it abundantly clear that though some deviations from the path of mercy can be accepted in order to rule efficiently even so the appeal to morality is necessary if human action is not to be brutalised and human dignity is to be maintained.

History tells that equation between power and morality is that of inclusivity not of exclusivity. As stated by T. P. Chia, "power without morality is a dehumanising weapon". First fifty years of the 20th century corroborate this dehumanisation. Millions of deaths caused by two massive world wars, the Russian Revolution leading to distorted socialism, extreme nationalism of Nazis and fascists resulting into ethnic holocaust and their ideologies resulting into mass persecution put the question mark on the very face of humanity. Arthur Koestler's *Darkness at Noon* documents one such horrific event from the tumultuous twentieth century times. It presents the history of Soviet Russia in 1940s, though Koestler does not identify the country but the names of the characters and political system indicates Russian. The book is based on Moscow show trials of 1936 in which more than half of old revolutionaries of Russian revolution were charged with treason consequently tried and hanged. Koestler explains the riddle of these trials with persuasive simplicity in the book.

1930's was the decade when Joseph Stalin was trying to consolidate his power and took extreme measures to eliminate any possible chances of rivalry. He, in order to secure his position as party commander conspired, expelled and where necessary liquidated prominent Bolshevik leaders of the party, who he feared would challenge his authority. He was distinctly hostile to those rivals who were politically and intellectually superior to him. He fabricated charges of disloyalty against them, used physical torture and psychological unrest methods to extract fake confessions from them and ultimately liquidated them either administratively or publicly. Most of the people who were executed in these show trials were the pioneer of Russian revolution.

The entire world was startled by the news of execution of these old revolutionaries. Rubashov, the protagonist of Koestler's magnum opus *Darkness at Noon*, collectively stands for as Koestler puts it 'a number of men who were victims of Moscow show trials.' Many of these victims were personally known to the author. Koestler himself had a taste of political prison when he was imprisoned during Spanish civil war. He had been a loyal member of the communist party but abandoned it after he was released from his solitary confinement in 1938. Being an insider of

the party, he had the opportunity to closely observe the working ethics of a totalitarian government and with the understanding of their tainted tactics came an increasing sense of discomfort. He began to harbour serious concern for political atrocities carried on by Stalin's government. Many of the old Bolshevik were also discouraged by Stalin's regime of terror and aggressive methods employed by him. They, in the past, joined the party after being magnetised by Marxism-Leninism and their utopian goals of creating socialist-stateless society. They worked religiously under Lenin's leadership to make Soviet Russia a better place where everyone was equal but soon these elysian goals were led astray as Lenin abandoned the notion of gradual growth to score supposed targets quickly and embraced the strategy of abrupt changes that led to violence on a mass scale. After Lenin's death, Stalin secured the party's command by political intriguing and Leninism led to Stalinism. Stalin after holding the position of top-notch inside the party began to suspect the loyalty of these devoted Leninists. In order to exercise sovereign authority, he has always desired, he started abolishing anyone and everyone who contradicted him. He kept a close watch over Bolsheviks and who among them were not able to fashion themselves up to his avenues were denounced to have outlived their usefulness.

Stalin is represented superficially through the character of No1 (though not clearly mentioned) in the novel whose portrait stares from the walls of each house in the totalitarian state of *Darkness at Noon*. No1 who is characterised to be Machiavellian in nature is an omnipresent and omnipotent figure, his overwhelming presence throughout the novel forebode the atmosphere of doom.

The plot of the novel lies in Rubashov's evolving realisation of his guilt and his loss of belief in the infallible justice of communism that leads him to relinquish his powerful position in the party and acceptance of his grammatical fiction that he hitherto denied. Rubashov is imprisoned in the beginning of the novel for some unexplained crimes, though he had been dreaming about his impending imprisonment for long. Inside the prison cell, he goes on a psychological journey with his anguished self that alters his previous notions about the party's righteousness. While awaiting his interrogation and ultimate execution, he reminisces about his life as he marches in the prison cell, rubbing his penneze, a habit he had developed over a long time. His entire life unfolds in his mind, he sees how he has served the party unflinchingly in his long career as a devoted member and a first-class revolutionary fulfilling all his duties to party without questioning, inside the country and on mission abroad. Rubashov approached things all his life, from the

view point of pure logic. Like all the communist he believed that end justifies all the means. His unshaken believe in Communist ideology which puts Mankind before man and values man only to the extent as he is useful for the party. Individual is seen as a part of the mass and is receded to background to fulfil the greater good and is used as an instrument to realise the goal of utopia. It takes him enormous amount of self-interrogation to look beyond his rational, self-denying personality and to be able to detach himself from communist ideology, to find himself as a self-conscious individual realising the importance of grammatical fiction and to understand the causes for the failure of utopia.

The communists were blinded by the dream of socialist-classless society and ran amuck to it. The militant communist's utter believe in the validity of maxim "end justifies all the means" resulted in violence and this violence was justified on the name of the greater good. Rubashov asserted and uplifted the need for sacrifice for the fulfilment of utopian dream and was himself responsible for the death of three people. The first character Rubashov sacrificed on the guiding of the party is, Richard. He is the leader of the communist party in an unnamed country (with all the characteristics of Germany). Richard is a loyal member of the party and tries to support its cause even after it has been quashed by Nazis. Richard knew that the party suffered some severe blows inside and outside the country but the official party line still emphasising on its strength, which is bound to fail. To brace up the party activities again and to rejuvenate it he relies on his instincts rather than directions of party, thus causing treason by party's standard and was consequently denounced and sacrificed by Rubashov on behalf of the guiding party logic. Rubashov acts on party's order unflinchingly without analysing the viciousness of the act and unmovedly announces his dismissal from the party and leaves him to be fed by Nazis. Later in the novel Rubashov's imprisonment by his own party forces him to acknowledge his pent-up consciousness which makes him wonder whether Richard's sacrifice was even worth it.

Little Lowey, the local leader of dock workers of the party at Belgium port is yet another victim that Rubashov sacrifices for the cause of the party. Little Lowey is a fervent believer in communism, yet he is principled. He has been on many occasions let down party but his trust in the party does not waver. Little Lowey is one of the old guards who could not compromise their morality as per the changing demands of the new party. He does not accept the party's betrayal of its own decision of boycotting enemy ships and later establishing trade with them. He disobeys the order of allowing the enemy ships at the harbour and for that he is called agent provocateur. After

this incidence Little Lowey gets disenchanted by the revolution and disappointed in his heroes of the war, he hangs himself after expressing his opinions about the wrong headedness of the new party.

The third character sacrificed by Rubashov was his secretary Arlova with whom he has a short lived but passionate affair. Arlova carried out Rubashov's orders that were against the party line for which she was accused of oppositional conspiracy and was executed. Rubashov could have saved her by accepting that he was responsible for the act but he gave himself the reason that his life was more valuable to the party than Arlova's. So third life betrayed by Rubashov was not for party's sake but for saving his own neck.

Though Rubashov after all three incidents was able to subside his feelings of guilt and give himself a rational excuse for his crimes but he has not been fully successful in doing so. He suffers from episodes of toothache each time he thinks about their deaths. It appears that his suppressed consciousness makes itself felt through toothache.

His confession was brought about by Rubashov's logical deduction on the instigation of Ivanov and physical unrest method used by Gletkin. Though Rubashov can't be assumed guilty of treason when refereed by liberal standards but he knew he was guilty, he was guilty committing thought crime. A totalitarian Party demands unwavering devotion and when a man like Rubashov who served the party for 40 years, have had powerful position inside the party and executed all party's commands without any second considerations, entertains any discreet and reasonable thought about No1, suspects party's course of action, questions its moral values and adopts humanitarian attitude becomes an impediment to the pursuit of party's objectives is definitely guilty and needs to be annihilated. But it was difficult for party to dispose of a man of Rubashov's stature quietly so it was required of him to make public confession because his unexplained liquidation could have swayed public opinion. The task of obtaining the confession was handed over to other two-party members Ivanov and Gletkin, Ivanov is an old militant whereas Gletkin is the product of new generation who does not know anything about the old revolutionaries and is oblivious the idea with which the party was conceived. Ivanov who was Rubashov's comrade understood the working of his mind and knows that he is a hardened militant and can't be broken under physical pressure so decides to bargain with him reasonably but he was later shot for dealing with him too sympathetically. Ivanov, in one of the hearings tells Rubashov that the reason because of which old revolutionaries perished was

their moral dilettantism with which the Gletkin who are the product of consequence don't suffer, for these Gletkin, the principle that end justifies means is and remains, only political ethic. They work according to the rule of practical advantages rather than kindness and morality, for them human impulses are nothing but repellent debauchery. Morality is defined by the ultimate result and its path is twisted and turned to support their reign.

CONCLUSION

Koestler's purpose behind writing *Darkness at Noon* was not only to provide a critique of totalitarianism but also to criticise the Bolshevik philosophy which was anti-democratic, anti-humanitarian and illiberal. Their constant emphasis on centralization unavoidably led to dictatorship. Old Bolsheviks started Russian revolution with the promise of classless utopia but none of them foresaw the twisted roads and bewildering roads from where revolution was to go through. At that time communism seemed to be only alternative to fight Nazism, Fascism and to end capitalism. It attracted a number of youths to its honey coated ideologies and far -fetched goals. The party who initiated such a mass movement disintegrated after the death of Lenin. The contradiction for the rise in power between anti-soviet block of rightist and Trotskyist eventually led to the absurdities and the horror of great purge. After Trotsky's removal Stalin rose to power and henceforth party's main focus shifted from mass' welfare to party's welfare. Their objective was not to uplift and sustain the life of mass but to sustain itself. People were used as instrument to strengthen party's position. The only purpose Stalin had was to gain more and more power by hook or crook and it inscribed the chapters in the history of totalitarianism with violence. Stalin inhabited all unethical advices imbibed in Machiavelli's *Prince* but neither did *Prince* achieve its ends nor Stalin could reign forever. The abortive fate of *prince* and communism and the influence of so called utopian texts in reality dictates that it is the application of morality into politics which proves itself truly efficacious in long run.

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Peer-Reviewed Journal

Factors Affecting English Language Teaching in Vietnamese High Schools from Teachers' Perspective

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Abstract— English language teaching is considered a strategic role in Vietnamese high schools. English is a compulsory subject in almost all high schools. However, various factors can impede teachers' English teaching. Helping teachers to deeply understand those factors is certainly of vital importance. Therefore, the aim of this study is to discover the factors that affect the teaching of English at three high schools in Ho Chi Minh City, Vietnam. The participants of the study were 33 Vietnamese English teachers. Quantitative and qualitative data were gathered via questionnaire surveys and semi-structured interviews. Descriptive statistics and content analysis were used to analyze the data. The ANOVA analysis was employed to assess whether there are some differences in teachers' perceptions of factors affecting their English teaching. The results of the study revealed that student-related factors, teacher-related factors, and environment-related factors had a significant influence on the teachers' teaching of English in their classrooms, and that the teachers' perceptions of the factors affecting their teaching had no statistically significant difference. Last but not least, several recommendations were made for the stakeholders with the aim of improving the quality of English teaching and learning at the context of study.

Keywords— Factors; quality, English language teaching; English teachers, Vietnamese high schools.

I. INTRODUCTION

Teaching English as a second language has gained a prominent position in the world. English is now one of the most frequently spoken languages on an international market (Jain & Patel, 2008). The quality of education in general and foreign language education, in particular, has received significant attention from the Vietnamese government. Teaching and learning English entail a variety of variables that might have a positive or negative effect on this process. Several senior officials, education administrators, teachers, and parents have voiced their support for the reform of the method and acknowledged the Ministry of Education and Training's efforts to enhance the quality of teachers. In English language instruction, these efforts have been undertaken by the government and stakeholders. They have carried out various initiatives to enhance the quality of instruction, such as writing new communication-oriented textbooks

and organizing seminars to educate teachers on how to include more learner-centered activities into their classroom instruction. However, it cannot be denied that many factors are regarded to have a significant impact on how English is taught and learned in Vietnam, especially factors affecting the teacher's teaching, leading to the fact that the effectiveness of teaching and learning English in Vietnamese high schools is still a controversial issue. So far in other contexts, a variety of studies on factors affecting the teaching of English have been conducted. Nonetheless, little literature related to factors affecting the teaching of English in Vietnamese high schools has been found in the context of study. Therefore, the objectives of this study are to (a) discover factors that directly affect the teaching of English at three high schools in Ho Chi Minh City, Vietnam, and (b) determine whether there are some differences between the three schools' teachers' perceptions of factors affecting their English teaching. The

current study attempts to address the two following research questions:

- (1) What factors affect the teachers' teaching of English at three high schools in Ho Chi Minh City, Vietnam?
- (2) Is there any significant difference between the three schools' teachers' perceptions of the factors that affect their teaching of English?

II. REVIEW OF LITERATURE

2.1 Teaching and Learning English in High Schools in Vietnam

Vietnam has prioritized the quality of English instruction because English plays a critical role in the country's political, economic, cultural, and social sectors. Since Vietnam joined the Association of South East Asian Nations (ASEAN) in 1995, the Asia-Pacific Economic Cooperation (APEC) in 1998, and, more recently, the World Trade Organization (WTO) in 2006, English's status has been greatly enhanced. As an increasing number of English-speaking foreigners travel to Vietnam for business, the necessity for Vietnamese people to acquire English for intercultural communication increases. Indeed, English is the most often-taught foreign language in Vietnam's language teaching and learning programs (Hoang, 2010). The focus of EFL teaching in Vietnam has traditionally been on the language form of the target language. In particular, teaching English in Vietnam has emphasized grammar structure and examination preparation. Moreover, according to Hoang (2010), Vietnam's education system is divided into three stages: primary school (grades 1–5) for children aged 6–11, lower high school (grades 6–9) for children aged 11–15, and upper high school (grades 6–9) for children aged 11–15. (from grade 10 to 12 for children aged 15 to 18).

In the high school education system, English is taught based on standard classes (or regular English) and intensive classes (or advanced English). Students in formal English lessons study for three to four periods each week, whereas the advanced English ones study for five to seven periods per week. They are given an English test at the end of each semester to assess their progress. They offer various English assessments during the academic year, including oral, fifteen-minute, forty-five-minute, and two final exams: a first-semester and a second-semester. Students must take the English test as part of the high education graduation examination called General Certificate of Secondary Education (GCSE) when graduating from high school. At the same time, that English test score are used for university admission exam entrance.

Teachers must ensure that students acquire the following things before graduation from high school. Firstly, students must understand the following concepts regarding "Phonetics" such as: diphthongs, consonants, consonant combinations, word stress, strong and weak pronunciation, consonant sound, assimilation, articulation, sentence stress, rhythm, and intonation. Secondly, vocabulary refers to commonly used words in two domains of spoken and written language. After graduating from high school, pupils must know approximately 2500 words. Finally, regarding "Grammar," teachers reinforce and expand what was learned in primary and lower high school, such as relative clauses, conditional sentences, active sentences, passive sentences, direct sentences, indirect sentences, compound sentences, complex sentences, tenses, etc.

The typical high school classroom is very crowded with about 45 students, and because of its size, it often brings a lot of problems. When teaching big classes, teachers must exercise extreme caution in determining the most effective methods for ensuring that every student participates entirely in the course. Moreover, teachers have to be in charge of teaching about three to five classes simultaneously. Furthermore, the teacher's responsibility is to ensure that the teaching method is appropriate to each class; it must be well organized and attractive. In most high schools today, the majority of instructors and students spend their time teaching and studying grammar, memorizing lists of words, rather than really applying what they have learned (Vo & Nguyen, 2021)

2.2 Factors Affecting English Language Teaching

Richard (2014) believes that the process of education is accomplished not just via the ability of teachers to teach effectively but also through the creation of settings and work environments appropriate to elite schools. It entails creating a shared commitment to high-quality teaching and implementing the necessary processes. Teaching effectiveness refers to a teacher's ability to assist students in achieving their goals (McKeachie, 1979). Therefore, it is important to determine factors affecting teacher's English teaching. Factors affecting the English Language Teaching have been widely discussed. Some experts pointed out that various factors could influence the English language teaching (Aydin, 2012), and to raise the quality of English language instruction, it is necessary first to identify the factors affecting teacher's English teaching.

2.2.1 Student-related factors

Researchers have discovered several student-related factors that affect teachers' teaching of English in EFL classes.

Those factors are (a) English proficiency-related factors, showing that most students have a limited number of vocabulary, poor grammar, and poor listening comprehension in a foreign language classroom. When it comes to high schools in Vietnam, according to Phan (2017), the majority of students have low English proficiency; (b) psychology-related factors: studies say Asian students, particularly Vietnamese students, appear to be rote learners. Studying abroad reveals these traits (Exley, 2005). Asian students are more passive and silent in class than other students according to Park (2000). They may be afraid of losing face in front of their peers if they do not reply well, so they hold back in group conversations in ESL classes (Vang, 1999). Moreover, Vietnamese students lack autonomy and dislike ambiguity (Rao, 2001). Rao proved that 'teacher-centered' education and 'closure-oriented learning' are the sources of these issues. High school students tend to be "authority-focused." They preferred having their own textbook, recording everything in a notebook, and studying grammar (Nunan, 1991); and (c) Motivation-related factors: It is undeniable that motivation factors and reasons for learning English are critical concerns to solve in order to improve curriculum materials and teaching practices that motivate pupils to learn English. Mitu (2019) believes that motivation is a critical factor in learning a second language. As defined by Ellis (1997, p. 75), motivation is "the effort that learners undertake to study an L2 as a result of their own need or want to learn." As a result, inspiration to acquire a second language is proportional to the extent to which an individual studies or seeks to acquire the language out of desire and delight.

2.2.2 Teacher-related factors

It is found in literature that those following factors have effects on EFL teachers' teaching: (a) English proficiency-related factors: Sanders (2000) illustrates that the instructor is the most significant element affecting student learning. They summarize the research by stating that differences in teacher effectiveness are the most critical factor influencing the academic development of children. Wright, Horn, and Sanders (1997) also contend that good instructors seem to be successful with students at all performance levels, regardless of the degree of variety in their classes. If the instructor is incompetent, students under his or her instruction will make insufficient academic progress, regardless of how comparable or dissimilar their academic performance is. Borman and Kimball (2005), Al-Issa and Sulieman (2007) and Akram (2019) advocate the view that there is a strong correlation between educator effectiveness

and student achievement. Additionally, students' perceptions of their teachers' competence positively correlate with student performance (Kupermintz, Shepard & Linn, 2001); (b) Teaching method-related factors: according to Mackey (1969), selecting a teaching method should be based on how well it matches the curriculum, the students, and the teachers. Additionally, when teaching objectives are attained, applicable techniques and instructional strategies can be evaluated. The syllabus should be suited for the environment. The curriculum material must be appropriate and properly stated. It must also be accessible to the majority of intended learners. Because teaching is highly sustained, teachers must use professional judgment, drawing on both formal and informal information. For the instructor to select the most effective teaching methods, a strong grasp of the students is required during the learning and teaching processes. Teachers, students, and methods should work together to enhance learning; and (c) attitude-related factors: Al Darwish (2017) studies teachers' attitudes toward successful teaching and the factors that influenced their choice of profession. The results demonstrate the teachers' eagerness to learn more about the language and culture.

2.2.3 Environment-related factors

Researchers have indicated that the effectiveness of the process of teaching and learning may be affected by such factors as (a) Classroom-related factors: One factor that profoundly influences the English language teaching is class environment. Golam (2012) asserts in a study that large class sizes contribute to student's low achievement in English at the high level. In Vietnam, each class has around 45 students, with a maximum of 50 students. Baker and Westrup (2000) notice that students in a large class have difficulty requesting assistance and communicating with the teacher. This is one of the primary issues impacting the English language teaching and learning; (b) Textbook-related factors: It is undeniable that there is a lack of sources for English materials in a high school. The students mainly concentrate on the English textbook, which is basis and inefficient for advanced studies. It may also be true that no extensive reading can be found in the school library, and most books belong to other subjects. Lack of conducive environment and limited teaching resources are factors encountered among high school teachers (Behroozi & Amoozegar, 2014); and (d) Facility-related factors: Learning is enhanced when the furniture and space enable the teacher to observe and interact with all students from a comfortable distance (Seifert & Sutton, 2009). Having the correct tools and facilities makes teaching easier and more fun. Since the advent of technology, teaching tools have grown in importance and influence the quality and effectiveness of the teaching

process. Using teaching aids, a teacher may simply plan student activities. Shortening class time while ensuring students completely grasp subject minimizes teacher workload and increases efficiency. It also boosts learners' motivation, recall, and ability to learn English outside the classroom (Lai, Yeung & Hu, 2015); and (d) administration-related factors: No matter what the role of teachers is, all teachers are responsible for conveying knowledge to students. If a lesson does not go as planned, they will have to improvise to fill the time. Teachers are vital in ensuring great education (Hickman, Bartholomew, Mathwig, & Heinrich, 2008). Their primary role is to educate the students entrusted to their care. Teaching requires a lot of time, effort, and commitment. They should not be assigned to do too much paper work both at school and at home. Workload must be suitable so that they can spend time preparing lessons to help students with various tasks in the classroom. The school should always support them in their job, create a good learning and teaching for both teachers and students.

III. RESEARCH METHODS

3.1 Sample and Sampling Procedures

There were 33 teachers who came from three different high schools in Binh Tan district, Ho Chi Minh city, taking part in completing the questionnaire. Twelve of them voluntarily joined the semi-interviewed section. Convenience sampling was employed for this study. The teacher total population at each school that participated in the study ranged from 11 to 13 teachers. As a result, the researcher chose 11 teachers per school, representing between 84.61 % and 100% of the English teachers in three schools. Among 33 teachers, 2 of them are male (6,4%); 31 of them are female (93,6%). All of them have been teaching English for at least three years.

3.2. Instruments

Two research instruments were employed for collecting data for the current study, including questionnaires, and semi-structured interviews. The questionnaires consist of 44 items, employing a four-point Likert scale ranging from '1' for "strongly disagree" to '4' for "strongly agree". Student-related factors included 13 questions; Teacher-related factors included 15 questions; Environment-related factors included 16 questions. Finally, there were 12 questions used for the semi-structured interview to gather information to support the quantitative data.

3.2 Data Collection Procedures

For the questionnaire, 44 items were designed using Google Forms and distributed to instructors at the three schools

after being piloted with 3 teachers. Due to the effects of the covid-19 pandemic, teachers were required to complete their questionnaires online. Prior to that, the researchers had thoroughly explained the survey to the participants. Prior to that, the researchers had thoroughly explained the survey to the participants. According to Dörnyei and Taguchi (2009), the questionnaire should not take more than 30 minutes to complete. Therefore, they completed the surveys in 25 minutes. There were no responses uncompleted. Following the data gathering phase, the researcher organized the data on a table sheet in preparation for upcoming data analysis procedures.

In the interview section, each group teacher was given between 20 and 30 minutes to respond to the interview questions. All interviews were completely documented since all instructor remarks were retained to ensure that the interview information acquired was accurate and complete. Additionally, the researcher made detailed notes during the interview process. Following that, the participant's responses were examined and assessed.

3.3 Data analysis procedures

In preparation for the final analysis procedure, the questionnaires were coded ranging from T1 to T33 and the quantitative data extracted using SPSS Statistics version 22.0 to determine the value and calculate the means (M) and standard deviation (St. D) of the factors impacting teachers' teaching English.

The meaning of the mean (M) scores was interpreted based on the scales as follows: M= 1.00 - 1.75: Strongly disagree; M= 1.76 - 2.50: Disagree; M= 2.51 – 3.25: Agree; M= 3.26 – 4.00: Strongly agree. In addition to descriptive statistics, inferential statistics was employed for the analysis of the data for research question 2; i.e., the ANOVA analysis was employed to assess whether there are some differences in teachers' perceptions of factors affecting their English teaching among the three schools. Finally, the interview data was summarized and analyzed via the use of content analysis. The teachers were coded as T1, T2, T3, ..., T12.

IV. RESULTS OF THE STUDY

4.1 Factors Affecting Teachers' Teaching of English

Research Question 1 attempted to investigate the factors that influence the teachers' teaching of English at three high schools.

Student-related factors

Table 1: Descriptive statistics for student-related factors

Item No	Factors	N	Mean	St. D
1	My students have low English proficiency.	33	3.15	.619
2	My students do not know many English self-study methods.	33	3.03	.770
3	My students' English background impacts their scores.	33	3.33	.595
4	My students cannot do well on tests.	33	2.70	.684
5	My students cannot understand all lessons in class.	33	2.61	.609
6	My students feel nervous whenever they have English lessons and tests.	33	3.12	.485
7	My students always prefer to speak in Vietnamese.	33	3.33	.645
8	My students are usually dependent on the teacher.	33	3.21	.545
9	My students do not want to learn English.	33	2.61	.659
10	My students lack confidence in learning English.	33	3.09	.579
11	My students are motivated in learning English because he/she has seen its advantages.	33	2.67	.736
12	My students do not have the purpose of studying English.	33	2.94	.556
13	My students actively participate in the class activities.	33	2.30	.585

As can be seen in Table 1, the means score ranged from 2.61 to 3.33, which indicates that practically all teachers believed students' proficiency-related factors impact the teacher's English teaching. More specifically, item 3 (M=3.33, St. D=.595) and item 7 (M=3.33, St. D=.645) gained the highest mean score, which illustrates that the teachers agreed that students' English proficiency and the habit preferring to speak in Vietnamese are two of the obstacles that affect their instruction. Additionally, the finding revealed that the students did not know many English self-study methods (item 2) and could not do well on the test (item 4) and understand lessons (item 5) with M=3.03, 2.70 & 2.61 and St. D=.770, .684 & .609 respectively.

The data collected from the interviews also supported the quantitative data. The interviewed teachers reported that students with a higher competence in English were taught more successfully than students with lower proficiency in English. The following are some excerpts of teacher opinions:

"Student levels are essential to instructors' success in the classroom because when students participate actively in class,so, if the student's level is low, it can impact the teaching practice negatively

(T7)."; "Students frequently lack a clear learning method, which contributes to their inability to learn English effectively....English subjects frequently have low test scores compared to other subjects (T2)."

Table 1 also shows that most of the students had a low English proficiency (item 1) with M=3.35, St. D=.619. Only four teachers (13,2%) believed that their students had a good background in English. In the interview, a teacher also expressed that: *"My students are so weak, so they are not interested in learning English. They are only interested in math, physics, chemistry and biology subjects for university entrance exams(T4)."*

The data collected from the questionnaire also confirmed that students often felt worried (item 6) with M=3.12, St. D=.485 and unwilling to study when English lesson is coming (item 9) with M=2.61, St. D=.659. And, it is unsurprising that the majority of teachers thought that their students were highly reliant on them (item 8) with M=3.21, St. D=.545. The data gathered from the interviews were consistent with the quantitative data. They reported that most students were passive in class, always looking for the teacher's direction rather than figuring out how to handle the problem on their own. Several teachers shared similar opinions:

"My students are scared of learning English... They share with me that they often feel worried about studying English (T2)"; "Some of them are learning English seriously because they love this subject or they study English just because it is a compulsory subject" (T3).

It is evident that the majority of the teachers did not believe that the students actively participated in the class activities (item 13) with M= 2.30 & St. D = .585. Though students were increasingly aware of the sensitive

importance of English and were frequently motivated in learning English (item 11) with $M=2.67$ & $St. D=.736$. They still lacked confidence in their ability to learn English (item 10) with $M=3.09$, $St. D=.579$, and did not have the purpose of studying English (item 12) with $M=2.94$, $St. D=.556$. Fear of making mistakes was still prevalent in a large proportion of students. The information gathered from the interviews provided further support for the quantitative data. As several teachers mentioned:

"Students are often afraid to ask questions and are very passive in class. If not forced, students will not prepare for the lesson. Students lack a sense of responsibility in learning and are often lazy(T10).

In conclusion, the data collected via questionnaires and semi-structured interviews clearly expressed the student-related factors affecting the teacher's English instruction in the 3 high schools.

Teachers'-related factors

Table 2: Descriptive statistics of teachers'-related factors

No	Items	N	Mean	St. D
14	I have good knowledge and skills.	33	3.03	.467
15	I rarely take part in in-service training courses.	33	2.42	.561
16	I get level C1 certificate of English proficiency or equivalence.	33	2.39	.659
17	I have good lesson activities design.	33	3.00	.500
18	I avoid using L1 in my class.	33	2.52	.667
19	I adapt many teaching methods to suit the different abilities among the classes.	33	3.09	.631
20	I offer students rewards in a motivational manner.	33	3.12	.545
21	I usually use modern technological aids.	33	2.91	.459
22	I usually use traditional teaching methods.	33	2.58	.561
23	I always plan my lessons carefully.	33	3.18	.584
24	I usually maintain a good relationship with students.	33	3.33	.540
25	I am satisfied with the school's support in teaching and learning English.	33	2.70	.585
26	I like discussing with my students after classes.	33	2.91	.459
27	I want to give up my job.	33	1.88	.696
28	I am usually strict.	33	2.55	.617
29	I consider that in my teaching, I am burdened with busywork.	33	2.88	.696

As illustrated in Table 2, the mean scores of the five items ranged from 1.88 to 3.33, and the average mean score of all the items is 2.67, indicating that the majority of instructors thought that the teacher-related factors were one of the factors affecting the teaching of English language. However, as implied by the mean scores, teachers disagreed on three points related to in-service training courses and the C1 certificate (items 15, 16 & 27) with $M=2.42$; 2.39 and 1.88 respectively. These characteristics are inextricably linked to teachers' teaching practices in class. The majority of instructors engaged in their school's in-service training. They did not, however, obtain the C1 level required for their work. Regarding data from the interview, 9 out of 12 teachers reported that they often took part in a training course to develop their teaching profession. For example, a teacher expressed:

"We participate in professional development programs on a regular basis. ... Team members frequently enroll in short- or long-term courses to further their education" (T1).

Only 4 out of 33 (12.12 %) teachers in the survey expressed a desire to quit their job (item 27) with $Mean=1.88$ and $St. D=.696$. All the interviewed teachers reported that they loved their job.

As a teacher expressed: *"The teacher must be the organizer, initiator, and designer of appropriate learning activities for students to participate. I have to complete many administrative procedures. Although it seems tiring, I feel like this job and do not want to give it up(T9)".*

Moreover, nearly half of the teachers (45.45%) of the survey thought they had to use Vietnamese in their teaching practice (item 18) with a mean score = 2.52

because most of the subject matter was devoted to vocabulary and grammar. Due to the students' limited understanding of English, teachers were required to use Vietnamese to assist them in the comprehension of the lesson. Vietnamese is also necessary for classroom communication. For example, a teacher explained: "The problem is that L1 is being used very often in an English class...I like teaching students how to communicate well and how to listen effectively. However, we do not have enough time to develop these two abilities (T9)." More specifically, the findings revealed that the majority of teachers used a variety of teaching strategies to accommodate students with varying skills across classes (item 19) with M=3.09, St. D=.631. In addition, they frequently offered students rewards to motivate them (item 20) with M=3.12, St. D=.545 and carefully organized lessons (item 23) with M=3.18, St. D=.584. While they employed traditional methods of instruction (item 22) with M=2.58, ST. D=.459, they preferred to utilize current technology assistance (item 21) with Mean=2.91, St. D=.459). As a teacher mentioned:

"I often employ GTM since my student's level cannot handle CLT or TBLT, but I still like to create some meaningful activities to motivate my student in learning English more effectively. I have found that when creating activities using modern information technology applications, students seem to be more interested in learning, the class becomes more active than usual (T2)."

As indicated in Table 2, for item 24 with Mean = 3.33, St. D= .540, almost all of the teachers interviewed indicated that they usually maintained a good relationship

with their students. Only one teacher disapproved this statement, representing 3.03 % of the total. For example, regarding to this problem, T10 revealed his idea as follows:

"In my opinion, teachers are not only a teacher but also a friend. Although we have to accomplish many duties, I still find that my teaching career is meaningful (T10)."

Moreover, the respondents' express satisfaction with the school's assistance in teaching and studying English (item 25) with M= 2.70, St. D =.585. Although teachers believed they were overburdened with responsibilities (item 29) with M= 2.88 and St. D=.696), they nevertheless enjoyed discussing topics with their students after class (M=2.91, St D=.459). Only 4 out of 33 (12,12 %) teachers in the survey expressed a desire to quit their job (item 27) with Mean=1.88 and St. D=.696. Last but not least, 51.51% of respondents agreed that they were typically strict with their students (item 28) with M= 2.55 and St. D= 6.17. Teachers found that students learned better when their teachers were more serious.

In conclusion, teacher-related factors affected the efficiency of English instruction with average M=2.78. More particularly, among the factors affecting instructors, teacher and student relationship got the highest average score with M= 3.33 (item 24). This demonstrates the critical role of maintaining a good relationship with students in determining the quality and efficacy of English language instruction.

Environment-related factors

Table 3: Descriptive statistics of Environment-related factors

No	Items	N	Mean	St. D
30	Noise from outside the classroom often leads to loss of concentration when teaching /learning is going on.	33	3.03	.684
31	Most students can hardly see the blackboard during English language lessons.	33	2.15	.712
32	The class learning environment is always tense.	33	2.06	.496
33	The fixed tables prevent teachers from being creative in designing activities for the students.	33	2.82	.727
34	The examination is always far different from what students learn.	33	2.42	.867
35	The teaching materials used by teachers are mainly textbooks and CD players.	33	2.79	.650
36	Topics in the textbooks are out of date.	33	3.24	.614
37	Teachers lack supplementary materials for classroom use.	33	2.70	.684
38	My school has a well-equipped and operational library.	33	2.45	.564
39	There are enough teaching and learning aids.	33	2.42	.502
40	The chairs and tables in my classroom are adequate for teaching and learning.	33	2.70	.529
41	In my school, different rooms are provided for different subjects.	33	2.15	.712

42	I am responsible for teaching many English classes in a week.	33	2.55	.666
43	Apart from teaching English to students, I have to do many other things at school.	33	2.94	.788
44	The school curriculum is appropriate enough for students to learn English.	33	2.52	.566

The data displayed in table 3 show that most of the desks in high schools were organized in a stable position (item 33) with $M=2.82$, and $St. D=.727$. This made it difficult for teachers to be creative in designing their teaching activities. Moreover, the fixed structure of the classroom and some activities of the factories near the school also had a detrimental effect on the students' acquisition of knowledge. It is shown in item 31 how teachers disagreed on the issue of most students being unable to see the chalkboard during English language class ($M=2.15$, $St. D=.712$). Moreover, numerous teachers agreed with the notion that students' study and exams were different (item 34) with $M=2.42$, $St. D=.867$. For example, T8 expressed:

"Exams are usually fundamentally based on what pupils learn...although the majority of pupils can see the chalkboard, with the fixed and traditional position it hard to follow the lesson (T8)".

Additionally, distractions from outside the classroom frequently occurred throughout the teaching process (item 30) with $M = 3.03$ & $St. D = 0.648$). As a result, students became quickly exhausted when receiving new knowledge, which had a negative impact on teachers' teaching performance. Some teachers stated the following to explain this notion:

"I think they are insufficient realistic learning environment and time, insufficient class size, crowded students in class, and noise. (T6)"; "Overcrowded classes and different student levels, lack of school facilities. Noise from construction causes students to lose their concentration on the lesson(T8)"; "The learning environment affects the student's capacity to learn; noise impacts the class successfully (T10)".

The survey results indicated that teachers primarily used textbooks and disc players in the classroom (item 35) with $M=2.79$, $St. D=.650$). It was pointed out that the topics addressed in the textbooks are already out of date (item 36) with $M=3.24$, $St. D=.614$ since the textbook was published in 2011. Moreover, the teachers lacked additional materials to employ in the classroom (item 37) with $M=2.70$, $St. D=.684$. The main lessons delivered in class were primarily dependent on the textbook.

In accordance with the survey, the teachers who were interviewed also expressed similar concerns about textbook-related issues:

"Teachers mostly use textbooks and CD players as teaching aids. However, sometimes the textbooks include out-of-date information. Teachers lack supplemental resources for use in the classroom (T8)"; "At our school, we teach English using textbooks. From my perspective, the material and illustrations in books do not stimulate students' interest (T9)."

As displayed in Table 3, the teachers disagreed that their schools have adequate equipment and operational library (item 39) with $M=2.42$, $St. D=.502$. Moreover, nearly half of them (45,4%) stated that their schools had libraries and subject-specific classrooms with inappropriate teaching and learning facilities (item 38) with $M=2.45$, $SD=.564$. In particular, T4 expressed:

"My school has a well-equipped library, but it doesn't have many English books and its hours of operation are limited. Normally, students are only allowed to read books for about 20 hours at a time. We are provided with projectors, speakers, as well as other teaching and learning aids, but it doesn't work very well(T4)."

However, teachers were provided with adequate rooms, tables, and chairs (item 40) $M=2.7$, $St. D=.529$. Especially, the same rooms were provided for many subjects (item 41) with $M=2.15$, $St. D=.712$. This made it impossible for teachers to design the classroom in an appealing manner, which could help prevent students from getting bored in the learning process. In addition, teachers agreed that they had to take responsibility for teaching so many English classes in a week (item 42) with $M=2.55$ and $St. D=.666$. Apart from teaching English to students, teachers had to do many other things at school item (item 43) with $M=2.94$, and $St. D=.788$.

Finally, the findings were not really supported the idea that the school curriculum was appropriate enough for students to learn English (item 44) with $M=2.52$, $St. D=.566$. About half of the teachers who took part in the interview said the time allocated was not adequate to cover the curriculum's material. In the interview teachers also gave some opinions concerning this problem:

"No, because each lesson will have unique content, the presence of several difficult words or concepts will lead to a time constraint(T9)."; "Certainly not. I am unable to finish the lesson due to a lack of time(T11)."; "I doubt it. Students need more time to cover the whole lesson, which includes four skills(T12)."

As can be concluded that teachers believed that environment-related factors had great impact on the effectiveness of their instruction.

7.2 Difference between the three High Schools' Teachers' Perceptions of Factors that Affect their Teaching of English

Research question 2 attempted to find out whether there are some differences between the teachers' perceptions of factors affecting their teaching at three schools, including aspects relating to students, teachers, and the environment. The data were gathered via questionnaires and are given here to elucidate these factors. The following data were evaluated and described descriptively.

Table 4: Descriptive of ANOVA analysis of three categories factor: Student-related factors, teacher-related factors, and environment-related factors

		Sum of Squares	df	Mean Square	F	Sig.
Student-related factors	Between Groups	.223	2	.112	1.427	.256
	Within Groups	2.346	30	.078		
	Total	2.569	32			
Teacher-related factors	Between Groups	.044	2	.022	.673	.518
	Within Groups	.978	30	.033		
	Total	1.021	32			
Environment-related factors	Between Groups	.365	2	.182	2.843	.074
	Within Groups	1.923	30	.064		
	Total	2.288	32			

Data displayed in Table 4 (Sig. Difference > 0.05) indicate that the teachers' perceptions of the importance of factors affecting their English language are similar. There was no statistically significant difference between the three groups of teachers' perceptions regarding the ratings of student-related factors (Sig. = .256), teacher-related factors (Sig. = .518), and environment-related factors (Sig. = .074). In summary, the finding of the study revealed that there is no significant difference in teachers' perceptions of factors affecting teaching effectiveness across three schools.

V. DISCUSSION

Factors Affecting Teachers' Teaching of English

The findings of this study confirmed that student-related factors, teacher-related factors, and environment-related factors influence teachers' teaching English remarkably, which can be said that they are consistent with other researchers' conclusions. The teachers rated student-related factors as a decisive factor in their English language teaching. Many experts have emphasized the critical nature of positive roles of the students and teacher-student connections in the classroom. The heart of the educational process is the student-related factors. According to Al-khairy (20130), once students are convinced that they must learn the English language and that it is just as important as

their significant subjects of study, they will engage in the learning process with tremendous enthusiasm and motivation. It is vitally recommended that English teachers recognize this and make every effort to motivate students. Additionally, regarding teacher-related aspects, as demonstrated by Tran (2013b), Mosha (2014) that teachers must continue studying to improve their competencies and English teaching abilities. Since teachers' teaching approaches contribute to the success of students' learning (Getie, 2020). Teachers can use diverse strategies and design exciting learning activities to engage students in each class because each class has different characteristics and personalities. Teaching methodologies significantly impact a teacher's effectiveness. As a result, teachers should employ excellent and effective teaching strategies to maintain a high quality of teaching. Furthermore, in agreement with Odden, Borman, and Fermanich's (2004) opinions, the findings stress that teachers' attitudes significantly influence student learning. The most relevant element was the finding that teachers typically maintain a good relationship with their students, which can significantly stimulate their learning and help them learn better. An excellent teacher-student relationship will help bridge the gap between the two. A student must realize that the teacher knows his or her name, according to Dornyei and Murphey (2003). Teachers and students should be

friends, putting themselves in their students' circumstances. Dang (2006) demonstrated that establishing relationships with students might increase their motivation in studying and improve students' performance. In terms of environment-related factors, the findings of this study also are compatible with El-Omari (2016) and Phan's studies (2017). The noise and the lack of teaching facilities also contributed to the low quality of a lesson, as students struggled to hear their teachers effectively (Behroozi & Amoozegar, 2013). As a result, educators should upgrade the learning environment. School principals should provide proper learning facilities and increase English-related activities to help students enhance their English communication abilities. Also, textbook-related factors appear to have a considerable impact on teachers' English instruction among environment-related factors (Golam, 2012). Specifically, most of the topics addressed in the textbook were out of date and uninteresting.

Difference between three High Schools' EFL Teachers' Perceptions of Factors Affecting their Teaching

According to the study's findings, there is no statistically significant difference between the three factors affecting teacher's teaching English, including student-related factors, teacher-related factors, and environment-related factors. It can be stated that all teachers in three high schools have similar perceptions of the factors that impact their teaching of English. Given the fact that all three schools are located within the same district, and this finding is not surprising. In part, they are located in a distant location with low quality student input, and the curriculum must adhere to the guidelines set forth by the Ho Chi Minh City Department of Education and Training. Almost all assessments, as well as educational activities, have aims and focuses that are quite similar. Students, teachers, and the learning environment all have influence on the teachers' instruction. These three independent variables contribute to the effectiveness or ineffectiveness of a teacher's instructional process. Because without any of the three components, the teacher's role is negatively affected. As a result, it is critical and essential for teachers to assist students in developing good influence. Teachers can increase students' motivation to study by addressing their fundamental needs, stimulate their curiosity, or cultivate their self-efficacy, and they can decrease students' fear through cooperative learning and appropriate use of body language. Both teachers and students will find satisfaction in English teaching and learning as long as students have an interest in the language. Positive students are more likely to develop into comprehensive students (Zhu & Zhou, 2012). Moreover, teachers must understand how to organize a classroom and give a lesson effectively. Educators should devote more attention to enhancing the

atmosphere in order to boost students' performance in English. For instance, if the classroom atmosphere is supportive, the teacher's competence will govern how lessons and teaching practices are prepared and organized. It encourages students to take a more active role in learning (Nguyen, Warren & Fehring, 2014).

VI. CONCLUSION AND IMPLICATION

This study sought for understanding the factors affecting English language teaching at three high schools in Ho Chi Minh City, Vietnam. The study discovered that student-related factors had a more significant influence on teachers' English teaching in class than teacher-related factors, and environment-related factors. Among student-related factors, the two most significant influences on teachers' English instruction are students' habit of speaking Vietnamese in class and students' low English proficiency. The majority of students are fearful of communicating in English and prefer to communicate in Vietnamese during English class. They are genuinely afraid of being incorrect, and their knowledge is still constrained, which results in the setting aside opportunities to communicate in English with native speakers. Therefore, students should understand the critical importance of English learning and develop effective ways for self-study through the media or from the experiences of their predecessors. To develop confidence in communicating in English, students should improve their knowledge when they are still in middle school so that they are not discouraged when they confront tough lessons in high school.

In Vietnam, high school teachers are required to reach the C1 level according to CEFR. The results of this study indicated that several teachers have not met the standard yet. Their low proficiency is due in part to inadequate initial training, but also to teachers' working conditions, which prevents them from being exposed to the target language or from communicating in English with other instructors. This is a significant issue since teachers' English competence has an effect on their instructional approaches. As noted previously, teaching approaches have an effect on student learning; hence, a teacher's English competence has a direct effect on the teacher's teaching performance. Teachers should discard traditional grammatical translation methods in favor of communicative methods. They should constantly update their teaching methods and create effective strategies to build students' communicative abilities using appropriate teaching resources to encourage students to communicate in English freely. Teachers should encourage students to use English as the primary language in all classroom activities.

In terms of environment-related factors, the study concluded that schools should prioritize the construction of classrooms equipped with sufficient current technology to allow teachers to increase their teaching efficacy. Also, they should make an effort to minimize the influence of external sounds on students' concentration. Additionally, the study discovered that several sections of the current textbook did not spark students' interest in studying and were quite monotonous. As Tomlinson (2008) recommended that students give greater attention when teaching materials are exciting and relevant to their interests. Hence, administrators should take time to listen to students' and teachers' perspectives and suggestions on their difficulties and examine the relevant materials in English classes even if the curricula are flexible. Additionally, the school should manage teachers' workloads reasonably, which includes not assigning too many duties concurrently and equally distributing time and responsibilities among teachers.

This study was conducted in three high schools with the participation of 33 teachers, so limitations cannot be avoided. It is suggested that another study can be conducted at more high schools in different districts with the participation of more EFL teachers so that the findings would be more reliable.

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John Ruskin as a Social Reformer, and his views on Political Economy

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Abstract— Ruskin born in 1819, he studied at seventeen and joined next year Christ College, Oxford, also good gentlemen. He was the foremost English art critic of the Victorian age. Ruskin convicts the science of political Economy as it makes no providing for social cares. Also it bases itself on the theory of utility, and which does not principal to this end and past its influence. It has striking and attractive piece like alchemy, astrology or witchcraft, but its reality is terrible and cold-hearted. The transmission of wealth in a public of nations can be associated to that of blood in the human body. The word discrimination consider as good or bad, depends on manner by which it is established and the purpose for used. Ruskin says from Dante's "Divine Comedy" means "You judges of the earth". What he mentioning that love and justice must be managerial values of political economy.

Keywords— astrology, discrimination, justice, Social reformer, Political economy.

I. INTRODUCTION

This paper has been explained about John Ruskin's political view and social aspects. Though he had more constructive his ideas were collective and stance. Ruskin was a man of powerful and inconsistency. Though he was educated at home, he impressed by his father's collection of watercolors and his mother's devout Protestantism. He was the central Victorian humanitarian but he believed a man who cannot find happiness himself and he can find from others.

II. POLITICAL ECONOMY

Orthodox political economy disregards social cares showing important but not fortuitous potentials. It may not interact with stark calamity, like assaults, impartiality and likings must pay the relations of leading and active, as in native service and the army. He mentioned that justice impart equal distribution of wealth. He admits that flawless impartiality cannot be recognized. The essential law says fundamental frugality is a clear desecration of the beliefs of Christianity.

According to Ruskin, honor belongs to those whose causes are directed by selflessness. If they are actuated by self-interest, they cannot be called honorable. Traders, therefore sincere to their consumers and operate even at the capital or life. No one can't buy happiness by using money, but it will definitely bring you a better class of emotions. Joyfulness having not in possessions, and not in precious things, happiness resides in the soul. Money, if it is not bring you happiness, will at least help you be depressed in comfort. Political economists emphasizing money. They do not stick importance to the development of social interactions. All business is running by money. They have understood very few law of mercantile economy. They rarely know the meaning of the word 'rich'. It is a relative word and implies its opposite 'poor'. The author says money power is always not perfect and uncertain.

We cannot achieve everything by money. Always morality greater than money, where money fails, morality shine brightly. The wealth of a country decides by the men and women goodness. Solomon's maxims on wealth demand a basis for justice. So, the information of

righteousness and the rule of integrity are important. Always justice provides wealth better, and contracts its power in the attainment of superfluity. The affection of money which nurtures action of those who worship the Mammon. "A wise person always should have the money in their head, not in their heart"- Swift.

"Money is only a tool. It will take you wherever you wish, but it will not replace you as the driver" Price is exchange value articulated by moneys. The man has slop may exchange it for a cultivate. Then he gets an benefit but no yield. Today we could see many problems the cause money. People believe that money can do all things. Especially people who have worked in government sector they normally think they are settled in their life. Because they get fixed money in their life long. What others will do for their basic necessity. The government must thing about the low level people like farmers, daily wages and etc,. The value of money is better than human value. Sometimes we are thinking or running behind money. But no matter whether we are having money or not. Many scholars saying wealth is important than money. If people accept this matter means there won't be problem in society.

III. POLITICAL APPROACH

Political economy approach is derivative from public choice theory on the one hand and fundamental political economics on the other hand. We may have many opinions about the political economy in different aspects. But the problems are how we are taking that matter or how we are dealing with that. All the problems dealt with substantial way and core of main issues. Every matter should be followed by authentic and informative. The thing which designed by the way of thinking it does not shows the human value instead it is saying their inner thinking. Every human has own interest their carrier and passion. But all the dreams may not come true. That moment may made everyone different state mind. Ruskin emphasizes the poverty, ignorance and oppression in a series of sermons. Also he adds many things like justice activates distribution of wealth in a better way.

Capital which means head or source or root material by which imitative well is fashioned. For example, a ploughshare is a general category of capital which issues in channels, which in turn, and will lead to the growth of corn. The purpose of capital is to increase life and not to reproduce itself. The political approach can be divided as two categories like traditional approach and modern approach. The traditional approach can be divided as legal approach, historical approach, philosophical approach, institutional approach. The traditional approach little

connected with theory and research. This approach leads to more stresses towards the value of politics.

IV. CONCLUSION

Ruskin used his own money for implementing many things in society. He identified the name of company Guild of Saint. George, the workers would run the business for wages also treated as fairly. So he argued with them should be run with waters not steam. Also he has concerned with ill effects with coal. He emphasized to the authorities collected money should be spent for the re-training for the workers or they must be get the another job. He concerned for the daily wages in factories. The Social Economist were telling about the professionals and executives received more money and keep top level, the middle class people are trying to get little bit lesser than top level people, the low level people trying and facing many issues.

"Quality is never an accident. It is always the result of intelligent effort".

"Judge a man by his questions rather than his answers".

"When love and skill work together, expect a masterpiece".

"There is no such thing as bad weather, only different kinds of good weather"

"There is hardly anything in the world that some man cannot make a little worse and sell a little cheaper, and the people who consider price only are this man's lawful prey".- John Ruskin

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Customers' perceived service quality and satisfaction in the government service insurance system-Pagadian branch

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Abstract— This study aimed to assess the service quality and customers' satisfaction in the Government Service Insurance System in Pagadian City Branch during the calendar year 2020. Quantitative descriptive-correlational research design was employed in this study. Employing frequency counting and percent, weighted mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis test and Spearman Rank-Order Correlation, data were obtained from 189 customers of Government Service Insurance System Pagadian City Branch. The results revealed that the perceived level of service quality of the customers of GSIS is high and interpreted as exceeds expectation deliver. Standard deviations for all the indicators were less than 3.00, which revealed a close clustering of the mean responses. In addition, the perceived level of customer's satisfaction is satisfied and interpreted as good satisfaction on the services rendered by GSIS Pagadian Branch as to tangibility, reliability, responsiveness, assurance and empathy. Standard deviations that are less than 3.0 supported a high degree of homogeneity in their responses. Furthermore, analysis of data revealed that service quality is correlated with customer's satisfaction ($r=0.886$, $p=0.000$). This indicates that service quality were significantly related to their customer's satisfaction.

Keywords— Service Quality, Customers Satisfaction, Government Service Insurance System, Philippines.

I. INTRODUCTION

Public sector organizations are not exempted from providing quality service and satisfying their customers, even if they are not typically focused on competitive advantage or profitability. As observed, customers and businesses could be lost as a result of customer dissatisfaction and poor quality services such as an organization which do not focus on the demand quality, unsystematic service development and lack of personnel training (Addise, 2014). In addition, customers will not return to the office if the service is particularly poor and negative; the negative effects can last for years due to repeated recollection and recounting of the negative experience (Disaster, 2015). Moreover, when a customer perceives that the service encountered is good, he will be satisfied; however, when his or her perception conflicts with the service expectation, the customers will be dissatisfied (Manogura, Cabalida, Naparota, Lovina, &

Caw-it, 2021). However, poor quality of services results in customer dissatisfaction and customer defection by going to other competitors (Beyene, 2019). Furthermore, service quality is vital pointer for satisfaction (Addise, 2014).

The study is generally important to insurance, bank management, and policymakers, providing insight and knowledge on the best ways to improve the quality of services and customer satisfactions as the study exposes them to the strength and weaknesses of quality of service (Goni, n.d). In addition, customer satisfaction is an important element of every business and a key for achieving the organizational objectives. Hence it must be well understood and communicated by every individual in the organizational structure (Sriyam, 2010). On the other hand, quality in service is very important especially for the growth and development of service sector business enterprises (Rahaman, Abdullah, & Rahman, 2011).

Moreover, waiting time was discovered to be an important service quality dimension that predicts customer satisfaction (Nunkoo, Teeroovengadam, Ringle, & Sunnasse, 2019). Finally, the importance of customer satisfaction cannot be overstated. Customer satisfaction can be generated by providing high-quality services. Service quality is especially important for the growth and development of service in public sector (Beyene, 2019).

Service quality appears to have a moderate relationship with customer satisfaction dimensions (Nunkoo et al., 2019). On the other hand, the effect of expectations of quality on customer satisfaction is positive and significantly related. Quality of service has significant relationship and contributions towards customer satisfaction because it is affected by various factors such as human interaction, physical environment, value, price, and performance (Qadeer, 2013). In addition, service quality and customer satisfaction are distinct constructs and that there is a causal relationship between the two (Siddiqui & Sharma, 2010). However, insurance executives must understand the dimensions of service quality, objectively measure service quality using elements of service quality dimensions, and comprehend the dimension's relationship to customer satisfaction. Service quality has recently received a lot of attention due to its obvious relationship with customer satisfaction and retention (Beyene, 2019).

At this time, no study has been conducted in Zamboanga del Sur, particularly in the city of Pagadian, that include all of the above-mentioned characteristics. Many authors failed to provide intersecting explanations for why staff members' low and poor services result in customer dissatisfaction. This study contributed to filling the gap in the literature regarding the effect of services and customers' satisfaction of Government Service Insurance System in Pagadian City Branch. This research was relevant due to the number of negative cases increasing involving service quality and customer satisfaction questioning the efficacy of services policies as needing changes. The results identified strengths and weaknesses relevant to particular attitudes and relationships between staff and customers. The results assisted staff, employer, local government, and the community in helping each other in creating or updating services policy relevant to service quality and customers' satisfaction. Consequently, the researcher is motivated to research the variables mentioned above to understand customers' real-life experiences better. All services agencies are needed positive social change in a world where conflicting perceptions of facts have resulted in a lack of communication between agency staff and

customers, resulting in a lack of human and economic growth.

1.1 Theoretical Framework

The Expectation Theory

According to the expectancy theory, which is one of the bases of this study, motivation is most likely when there is a perceived and usable relationship between performance and outcome, with the outcome viewed as a means of satisfying needs. On the other hand, there must be a connection between certain rewards and what must be done to obtain them. This theory is essential in the context of this study. The theory is useful, especially when designing service performance-based pay in the banks and insurance institutions. The reason for this is that banks and insurance management must design performance-based pay based on how employees treat their customers in order to ensure that both employees and organizations continue to improve their effectiveness for customers' satisfaction.

The Social Exchange Theory

The Social Exchange Theory (SET) Blau and Homans (1964) assert that the perception of good treatment from one person results in an obsession with reciprocating in kind to the other. Workers may regard effective service quality as management's special and deliberate efforts to assist them in achieving both organizational and personal goals, according to this theory. As a result, an employee is obligated to go above and beyond if the organization for which he or she works has effective and functional service performance standards, resulting in customer satisfaction.

Further, the Social Exchange Theory (Blau, 1964) described above, as well as the Expectation Disconfirmation Theory Oliver (1997) and Armstrong (2010), would be used to reinforce relationships in the proposed variables of this study. The social exchange theory would be used to explain the relationship between service quality, customer satisfactions and performance (Blau, 1964). According to the theory, all human relationships are formed through cost-benefit analysis and alternative comparisons. According to Homans (1961) when a person recognizes that the price of a friendship surpasses the perceived benefits, the person would choose to leave the relationship. The social exchange theory would be used to explain the relationship between service quality, customer satisfactions and performance (Blau, 1964). According to the theory, all human relationships are formed through cost-benefit analysis and alternative comparisons.

Goal-setting Theory

Goal-setting Theory (GST) according to Locke (1968) can be a significant source of motivation and thus satisfaction. Specific goals (in the form of intentions) will result in improved performance. He claims that if complex and difficult goals are accepted, they result in

higher performance than simple goals. In addition, he believes that feedback triggers performance more than no feedback. As a result, hard goals must be set rather than generalized and simple goals in order to motivate and satisfy (Koontz, 1972).

1.2 Conceptual Framework

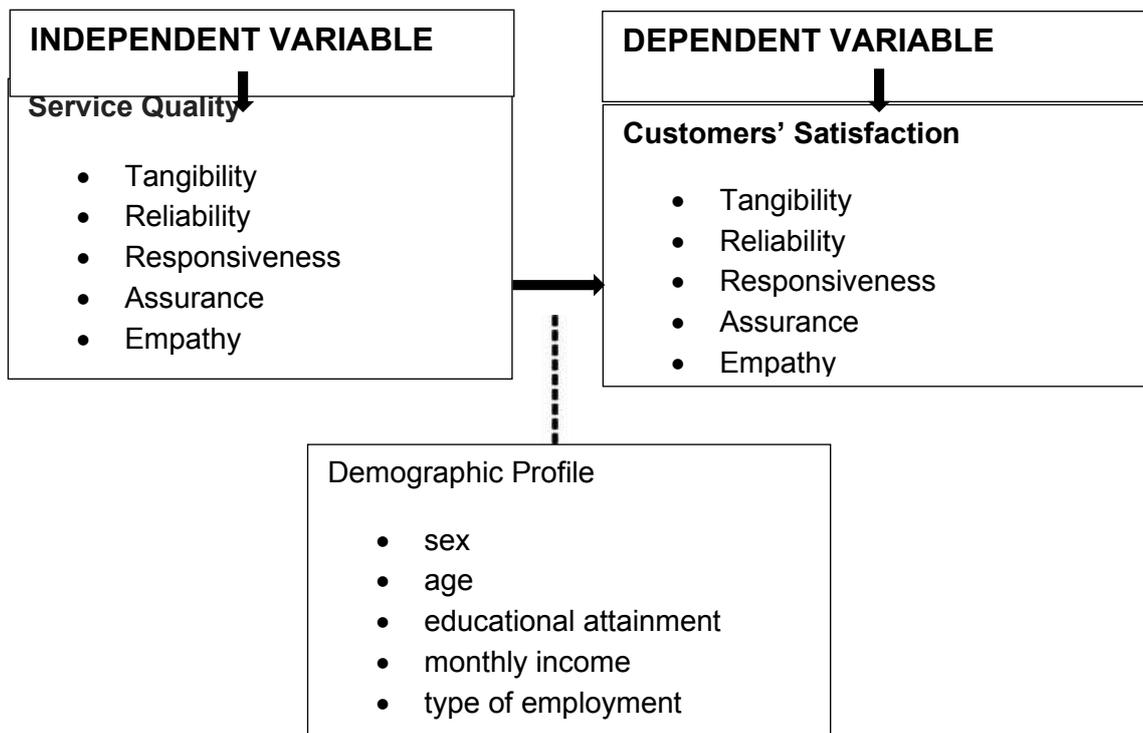


Figure 4. Schematic Diagram of the Study

1.3 Statement of the Problem

This study aimed to assess service quality and customers' satisfaction in the Government Service Insurance System in Pagadian City Branch during the calendar year 2020.

Specifically, the research sought answers to the following questions:

1. What is the profile of the customer-respondents in terms of:
 - 1.1 sex;
 - 1.2 age;
 - 1.3 educational attainment;
 - 1.4 monthly income; and
 - 1.5 type of employment?
2. What is the perceived level of service quality in the Government Service Insurance System in Pagadian City Branch in terms of:
 - 2.1 tangibility;
 - 2.2 reliability;
 - 2.3 responsiveness;
 - 2.4 assurance; and
 - 2.5 empathy?
3. Is there a significant difference in the perceived level of service quality when data are analyzed according to profile?
4. What is the perceived level of customers' satisfaction in the Government Service Insurance System in Pagadian City Branch along with:
 - 4.1 customer satisfaction concerning tangibility;
 - 4.2 customer satisfaction concerning reliability;
 - 4.3 customer satisfaction concerning responsiveness;
 - 4.4 customer satisfaction concerning assurance; and
 - 4.5 customer satisfaction concerning empathy?
5. Is there a significant difference in the perceived level of customers' satisfaction when data are analyzed according to profile?
6. Is there a significant relationship between the service quality and customers' satisfaction?

1.4 Hypotheses

This study is premised on these hypotheses:

1. There is no significant difference in the level perceived of service quality when data are analyzed according to profile.
2. There is no significant difference in the level perceived of customers' satisfaction when data are analyzed according to profile.
3. There is no significant relationship between the service quality and customers' satisfaction.

II. LITERATURE

2.1 Quality of Service

Service quality is a very vital component in any commercial related activity and the consumer's overall impression of the relative inferiority or superiority of the organization and its services (Disaster, 2015). On the other hand, Al Khattab (2011) stated that in the recent competitive environment, managers of the hotels should improve their services compared with their competitors. He believes this will not be achieved unless they fully appreciate their customer's needs and try to meet these needs. In addition, service quality is an approach to manage a business processes in order to ensure full satisfaction of the customers which will help to increase competitiveness and effectiveness of the bank and insurance institutions (Rahaman et al., 2011).

In addition, Disaster (2015) found that the customer's perception of service quality depends on the range of gap distance between the customer expects before receive a service and what he or she actually perceive after see and use the service by their own. Thus, service quality is in fact defined as the gap between customers' expectation of service and their perception of the service experience. On the other hand, service quality is intangible, it is defined in terms of attitudes, interactions, and perceptions. As a result, service quality is determined by what a customer perceives rather than what a provider provides. Organizations all over the world strive to produce high-quality products and services in order to generate highly satisfied and loyal customers (Goni, n.d).

Additionally, Mellet-Parast, GolMohammadi, McFadden, and Miller (2015) investigated the relationship between service quality and profitability in the US domestic airline industry and found that mishandled baggage and customer's complaints more negatively affects the profitability of focused than a non-focused airline. On the other hand, Goni (n.d) investigated the relationship between customer perception of service quality and Banks financial performance in the new context of the automated service quality proposed a mediated model linking quality service to Banks financial

performance through customer satisfaction in the context of the new automated retail banking. The result revealed that customer satisfaction was confirmed as a mediator in the relationship between automated service quality and financial performance. Moreover, Goyit (2015) examined the relationship between bank investments in service quality programs and financial performance, as well as the relationship between service quality delivery and bank customer choice and repeat purchase decisions.

Further, customer satisfaction and service quality are essential parts in any organization's external relations system, as they determine its competitiveness today. Because of the desire to manage customer relationships, organizations are beginning to pay attention to the development and implementation of service standards. Reviewing customer service standards as part of the organization's corporate culture allows for more effective approaches to its development and implementation (Archakova, 2013). However, customer service is an essential component of any bank or insurance company, and it determines the future success of the organization. Rapid advancements in internet-based technology are causing fundamental shifts in the way businesses interact. This is also true of a company's customer relationship (Qadeer, 2013).

Furthermore, Nunkoo et al. (2019) stated that there is moderating effect on the relationship between the service quality and the customer satisfaction. Empirical evidence suggests that customers' opinions about the service quality and their customer satisfaction differ across office grading category (Fuentes, 2016). On the other hand, He further stated that through proper planning and constant monitoring firms can develop effective strategies to improve quality levels and to retain their existing customers and maintain customers satisfaction (Qadeer, 2013). In addition, for retaining existing customers and attracting new ones, accommodation providers generally improve their service quality and, as a result, customer satisfaction (Nunkoo, Teeroovengadam, Ringle, & Sunnassee, 2019).

More, the literature on marketing management emphasizes the importance of service quality. Service quality is typically defined as the customer's perception of the relative inferiority / superiority of a service provider and its services, and is frequently equated with the customer's overall attitude toward the organization (Siddiqui & Sharma, 2010). In addition, customer service quality as the subjective comparison that customers make between the quality of service that they want to receive and what they actually get proposing four characteristic of service quality as intangibility, inseparability, variability

and perishability. Moreover, Awuah (2018) which indicated that high quality of service is the overall customer's perception of the organization's adequate services related to tangibility, reliability, responsiveness, assurance and empathy. Furthermore, it has been verified that customer satisfaction is positively related to service quality, which means better service quality leads to higher customer satisfaction (Owusu, 2017).

2.2 Customer Satisfaction

Quality and customer satisfaction have long been recognized as significant elements in achieving and maintaining success in today's competitive market. There is substantial evidence in the literature that supports the relationship between a company's performance and the level of satisfaction reported by customers and customer satisfaction reduces the likelihood of defection and/or is positively related with retention. As a result, it is argued that customer satisfaction should be the ultimate goal for all banks and insurance company (Qadeer, 2013). On the other hand, satisfaction is characterized as a person's feeling of happiness or disappointment as a result of a comparison between his impression of a product's performance (or results) and its expectations. Customer dissatisfaction or satisfaction is the customer's reaction to the evaluation of the perceived incompatibility between previous expectations and the actual performance of the product as perceived by the wearer (Kencana, 2019).

In addition, the decline in customer loyalty has made service quality and customer satisfaction management critical factors for financial institutions. To maintain or improve their competitive advantage, life insurance providers must reconfigure their strategy and business. To do so, they must first consider how to create a satisfied customer base that will not be eroded even in the face of fierce competition (Siddiqui & Sharma, 2010). On the other hand, service quality is especially important in the context of insurance services because it provides a high level of customer satisfaction, and thus it becomes a key to competitive advantage (Beyene, 2019).

Additionally, customer Satisfaction defines a customer as an organization's most important stakeholder who provides payment in exchange for product offerings provided to him/her by the organization with the goal of satisfying a need and ultimately maximizing satisfaction of the same (Beyene, 2019). In addition, Westbrook and Reilly (2019) suggested that customer satisfaction is an emotional response to the experiences provided by and associated with particular product purchased or services provided. Moreover, the provision of high-quality service will increase customer satisfaction and loyalty. Insurance companies that excel at quality service can gain a distinct

marketing advantage because higher levels of service quality are associated with higher revenues, increased cross-sell ratios, higher customer retention, and expanded market shares (Rao, Mohana, Lakew., & Berhanu, 2011).

III. METHODS

3.1 Method Used

Survey and correlational methods of research were used in the study. The survey method was employed since the researcher gathered data through a questionnaire checklist to profile the respondents' personal and demographic variables, including their service quality level and customers' satisfaction. Creswell (2014) defined a survey as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a type of non-experimental research method, in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). A correlational analysis was performed to determine the significant relationship between the demographic profile of the respondents and

the level of quality of service, customer's satisfaction and the extent of the GSIS personnel best practices.

3.2 Research Environment

The research environment for the study are the customers of Government Service Insurance System in Pagadian City Branch during the calendar year 2020. GSIS is a Philippines government-owned and controlled corporation providing security and financial benefits to all government employees and their dependents. GSIS Pagadian branch covered 107 agencies of Zamboanga del Sur and Zamboanga Sibugay areas.

3.3 Respondents of the Study

The four hundred forty three (443) customers of Government Service Insurance System, Pagadian City Branch during the calendar year 2020 from regional offices are the study's target population. However, from 210 sample size, only 189 respondents had answered and returned the questionnaire. The populations specified is based on current personnel records from the Human Resource Management Offices of various regional offices. The respondents of the study are determined using the scientific determination of sample size by Slovin's formula.

Table 1 Distribution of Respondents by Agency

Agency	Population Size (N)	Sample Size (n)
Department of Education	117	56
Department of Agrarian Reform	93	44
National Economic and Development Authority	42	20
National Irrigation Administration	155	73
Philippine Coconut Authority	36	17
Total	443	210

3.4 Research Instrument

This study adapted a downloaded questionnaire from web sources. The adapted questionnaires were modified to fit to the research environment. On the other hand, the researcher has shown the said questionnaires to the adviser for comments and suggestions, after which were distributed to the expert for validation. The adapted questionnaires comprised of factors, like service quality and customers' satisfaction. There were two instruments used in this study namely: service quality Scale and customer's satisfaction Scale. Service Quality Scale (SQS) based on the research study by Lai (2006) this scale is designed to identify that between factors may influence the way a customers' feels about service quality of insurance

institution. The instrument contained factors that are related to service quality and to the perception of the situation of the individual. SQS consists of 21 items divided into five indicators tangibility, assurance, reliability, responsiveness, and empathy.

3.5 Scoring Procedure

The scoring guide in the service quality analysis of the responses was categorized into five levels. **Service Quality Scale (SQS)** developed by (Lai,2006). The SQS instrument consist of 22 items divided into five subscale service quality tangibility, reliability, responsiveness, assurance, and empathy. To draw out the respondents' responses regarding the service quality the five point Likert type format was employed as follows:

Scale	Range of Measures	Description	Interpretation
Service Quality			
5	4.21-5.00	Very High Level	highly exceeds expectation
4	3.41-4.20	High Level	exceeds expectation
3	2.61-3.40	Average Level	Moderately exceeds expectation
2	1.81-2.60	Low Level	Less exceeds expectation
1	1.00-1.80	Very Low Level	Least exceeds expectation

Customers satisfaction Scale (CSS) developed by (Sriyam, 2010). The CSS instrument consist of 21 items divided into five subscale customer satisfaction concerning tangibility, customer satisfaction concerning reliability, customer satisfaction concerning responsiveness, customer satisfaction concerning assurance and customer satisfaction concerning empathy. For evaluating the satisfaction among customers the subscale was used as follows;

Scale	Range of Measures	Description	Interpretation
Customers Satisfaction			
5	4.21-5.00	Highly Satisfied	Very good satisfaction
4	3.41-4.20	Satisfied	good satisfaction
3	2.61-3.40	Not satisfied nor Dissatisfied	Average Satisfaction
2	1.81-2.60	Dissatisfied	Low Satisfaction
1	1.00-1.80	Highly Dissatisfied	Lowest Satisfaction

3.6 Validation of the Instrument

The instrument was referred to the research adviser to pass judgment on the content, appropriateness, and suitability of the instrument. It was further referred to four (4) experts to assure its validity. Suggestions and recommendations of the adviser and experts were incorporated into the final draft of the instrument.

With the recommendation of the adviser, the instrument was subjected to a reliability test. Thirty (30) individuals, not the respondents of the study but of the same characteristics as the respondents, were used as the

pilot samples to test the reliability of the instrument. Cronbach Alpha was utilized to measure the internal consistency reliability of the instrument employing the IBM SPSS Statistics version 25. The pilot test results revealed that the twenty-two (22) items of the service quality obtained a Cronbach Alpha value of 0.945 which means "excellent" while the twenty-one (21) items of customer satisfaction obtained a Cronbach Alpha value of 0.978 which means "excellent". This means that the instruments used have "excellent" internal consistency reliability.

3.7 Data Gathering Procedure

A letter request, duly signed by the adviser, was sent to the offices of the Dean, Graduate School, Andres Bonifacio College, Dipolog City, and the General Manager of Government Service System, requesting approval to field out the study's instrument. The researchers' letter, along with the Dean's endorsement letter, was sent to the selected Regional Offices in Pagadian City such as; Department of Education, Department of Agrarian Reform, National Economic and Development Authority, National Irrigation Administration and Philippine Coconut Authority, asking permission to administer the instrument to the study's respondents. The researcher personally issued the instrument to the respondents online in google form after receiving approval.

After the respondents answered the questionnaires in google form were then immediately taken back. Retrieval, computation, and interpretation of the data gathered.

Statistical Treatment of the Data

Frequency counting and percentage were used to find the profile of the respondents in terms of sex, age, educational attainment, monthly income, type of employment, and occupation. Percent was calculated by getting the frequency of each category divided by the total number of respondents.

Weighted mean was employed to assess the service quality indicators and the Customers' satisfaction indicators. Computation was performed by getting the product of the weight of the scale and the frequency of each scale divided by the total respondents.

Weighted mean for the service quality and customers' satisfaction indicators were given qualitative description within the established limit.

Standard Deviation. It was used to determine the homogeneity and heterogeneity of the ratings where $SD < 3$ is homogenous, and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019).

Mann-Whitney Test. It was utilized to test the difference in customers' perceived GSIS service quality and their satisfaction when analyzed as to sex.

Kruskal-Wallis Test. It was used to test the difference in the customers' perceived GSIS service quality and their satisfaction when analyzed as to age, educational attainment, monthly income, and type of

employment. Post hoc analysis was performed when significant differences existed between the variables tested to determine where the difference was situated with a Bonferroni-adjusted significant level using Dunn's Test.

Spearman Rank-Order Correlation. It was used to determine the correlation between the customers' perceived GSIS service quality and satisfaction.

The following guide in interpreting the value of ρ , suggested by Cohen, West, and Aiken (2014), was used.

Value Interpretation	Size
± 0.50 to ± 1.00 positive/negative correlation	Large High
± 0.30 to ± 0.49 positive/negative correlation	Medium Moderate
± 0.10 to ± 0.29 positive/negative correlation	Small Low
± 0.01 to ± 0.09 positive/negative correlation	Negligible Slight
0.00 correlation	No

The data collected in the study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 20.0) and Microsoft Excel Data Analysis ToolPak. Hence, posting of the statistical formulas was not necessary. The statistical test was performed at a 0.05 level of significance.

IV. RESULTS AND DISCUSSIONS

4.1 Profile of the Respondents in terms of Sex

Table 2 presents the demographic profile of the respondents in terms of sex. As shown in the table, 60.3 percent of the respondents were female. It means that GSIS of Pagadian City branch cater more female customers. It implies that female employees are dominant in the Regional Government offices in Pagadian City. The findings agree on the article released by Civil Service Commission (2019) on which Aileen Lourdes A. Lizada, CSC Commissioner, cited the CSC's Inventory of Government Human Resources, a survey of government employees conducted in December 2017 that found that 1,016,07 of the country's 1,835,118 total government employees are women, accounting for nearly 60% of the total government workforce.

Table 2 Profile of the Respondents in terms of Sex

	Frequency	Percent
Male	75	39.7
Female	114	60.3
Total	189	100.0

4.2 Profile of the Respondents in terms of Age

Shown in Table 3 is the profile of respondents in terms of age. The table reveals that most number of GSIS customers aged from 46 – 55 years old. The table also indicated that 65 percent of the respondents were more than 35 years old. It means that the GSIS branch understudy serves customers who are in the middle of their retirement years. It has shown in Philippine Statistic Authority page that in April 2020, the overall number of employed persons was anticipated to be 33.8 million people and most of the employed were in the age group from 25-34 years old, followed by age group 35-44 years old, and in the age group 45 to 54 years old.

Table 3 Profile of the Respondents in terms of Age

	Frequency	Percent
25 years old & below	8	4.2
26 – 35 years old	57	30.2
36 – 45 years old	43	22.8
46 – 55 years old	58	30.7
56 years old & above	23	12.2
Total	189	100.0

4.3 Profile of the Respondents in terms of Educational Attainment

The profile of the respondents in terms of educational attainment is shown in Table 4. The table reflects that more than 54 percent of the respondents earned Bachelor's degree program. However, more than 22 percent of these respondents remained bachelors' degree with Masters Units. It means that graduate education and earning master units is the top priority of the quantity of customers. It may be because master's degree is unnecessary and thesis is costly in which take-home pay of the employees could not afford to send themselves to finished the paper. It implies further that majority of respondents made a transaction in the GSIS Pagadian City had a lower qualification or educational attainment. The findings matched the Education System Profiles stated in an article from World Education News and Reviews web page (Macha et al., March 2018) that in recent years, there has been a significant increase in the number of people enrolled in higher education in the Philippines and the number of graduates from higher education programs in the Philippines has recently "exceeded expectations," according to analysts.

Table 4 Profile of the Respondents in terms of Educational Attainment

	Frequency	Percent
Bachelor's Degree	103	54.5
Bachelor's Degree with Master Units	43	22.8
Master's Degree	38	20.1
Master's Degree with Doctoral Units	4	2.1
Doctor's Degree	1	0.5
Total	189	100.0

4.4 Profile of the Respondents in terms of Monthly Income

Presented in Table 5 is the profile of the respondents in terms of monthly income. The table indicates that about 36 percent of the respondents had a monthly income of more than Php 30,000.01. However, more than 17 percent of respondents said they had a monthly income of at least Php 25,001.00. Observation supported that it is typical for the customers of GSIS assigned in regional offices received with higher salary and sufficient income. In most cases, salary is determined by comparing market pay rates for a particular position given. Persons in the same region who do similar job in related industry. An individual employer's pay rates and salary ranges are also used to determine salary (Angeles et al., 2015).

Table 5 Profile of the Respondents in terms of Monthly Income

	Frequency	Percent
Php 15,000 & below	11	5.8
Php 15,001 – Php 20,000	39	20.6
Php 20,001 – Php 25,000	38	20.1
Php 25,001 – Php 30,000	33	17.5
Php 30,001 & above	68	36.0
Total	189	100.0

4.5 Profile of the Respondents in terms of Type of Employment

Table 6 shows the profile of the respondents in terms of type of employment. The table revealed that the GSIS catered to type of employment and more than 92 percent of them were regular status while more than 7 percent were on non-regular status. It means that GSIS personnel serve regular and non-regular customers from Regional Government Offices in Pagadian City. It implies that the GSIS Pagadian City branch helps a wide range of customers with personal benefits and service privileges transactions. The finding agrees with Section 3 of RA No. 8291, GSIS membership shall be compulsory to all government employees who receives compensation that does not reached the compulsory retirement age, irrespective of employment status, except member of the Armed Forces of the Philippines and the Philippine National Police and contractual who have employer and employee relationship with their agencies. Thus, there are more GSIS members who are regular in status since they received more benefits.

Table 6 Profile of the Respondents in terms of Type of Employment

	Frequency	Percent
Regular	175	92.6
Job Order	8	4.2
Contractual	6	3.2
Total	189	100.0

4.6 Customers' Perceived Level of Service Quality in terms of Tangibility

Table 7 shows the level of service quality in the Government Service Insurance System in Pagadian City Branch in terms of Tangibility. On average, customers indicated that the level of service quality in the government service insurance system was "Very high level and interpreted as highly exceeds expectation." Standard deviation showed homogeneity of the responses of the customers. It means that the level of service quality of Government Service Insurance System is highly significant with customer service. It implies that the GSIS Pagadian City branch services are appealing in terms of the facilities, equipment, and materials used by the service firm, as well as the appearance of the service employees. The finding is supported by Sriyam (2010) which indicated that front office staff are well-dressed and wear smart uniforms, their appearance impresses customers who feel more confident with banks and insurance services. He further stated that service quality was related to the tangible behavior and appearance of employees.

Table 7 Customers' Perceived Level of Service Quality in terms of Tangibility

Descriptors	AWV	SD	Description	Interpretation
1. GSIS has up-to-date information technology/ IT.	4.37	0.669	Very High Level	Highly Exceeds Expectation
2. The physical facilities at GSIS are visually appealing.	4.41	0.676	Very High Level	Highly Exceeds Expectation
3. Employees of GSIS are neat-appealing.	4.39	0.606	Very High Level	Highly Exceeds Expectation
4. The appearance of the physical facilities (such as comfort room, waiting area, building etc.) of GSIS is in keeping with the kinds of services provided.	4.58	0.602	Very High Level	Highly Exceeds Expectation
Mean	4.44	0.477	Very High Level	Highly Exceeds Expectation

AWV-Average Weighted Value, SD-Standard Deviation

4.7 Customers' Perceived Level of Service Quality in terms of Reliability

Table 8 presents the perceived level of service quality on the Government Service Insurance System in Pagadian City Branch in terms of reliability. As presented in the table the level of service quality in the government service insurance system was "high" and interpreted as exceeds expectation. Standard deviation showed homogeneity of the responses of customers. It means that the employees of Government Service Insurance System are highly reliable and delivers on its promises- promises about delivery, service provision and problem resolution. It implies that the GSIS Pagadian City branch provides its customers with accurate service the first time without making any mistakes and delivers what it has promised to do by the time that has been agreed upon. The finding is supported by Sriyam (2010) which stated that quality services are provided by front desk office staff who consistently and accurately meet customer expectations. Services that are reliable and delivered on time, every time, in the same way, and without errors.

Table 8 Customers' Perceived Level of Service Quality in terms of Reliability

Descriptors	AWV	SD	Description	Interpretation
1. When GSIS promises you to do something by a certain time, it does so.	3.64	0.749	High Level	Exceeds Expectation
2. When you have a problem, GSIS shows a sincere interest in solving it.	4.07	0.623	High Level	Exceeds Expectation
3. GSIS performs the service right the first time for you.	4.05	0.590	High Level	Exceeds Expectation
4. GSIS provides its services to you at the time it promises to do so.	3.67	0.737	High Level	Exceeds Expectation
5. GSIS insists on error-free hardware and software.	3.67	0.660	High Level	Exceeds Expectation
Mean	3.82	0.546	High Level	Exceeds Expectation

AWV-Average Weighted Value, SD-Standard Deviation

4.8 Customers' Perceived Level of Service Quality in terms of Responsiveness

Table 9 presents perceived the level of service quality on the Government Service Insurance System in Pagadian City Branch in terms of responsiveness. As presented in the table the level of service quality in the government service insurance system was " high" and interpreted as exceeds expectation. Standard deviation showed homogeneity which indicate that there is unity of responses of all the customers in GSIS. It means that the employees of a service firm are willing to help customers and respond to their requests a well as to inform customers when service will be provided, and then give prompt service. It implies that employees' readiness to provide assistance and speedy service to customer and show high willingness to help customers and provide prompt services. The finding is supported by Kencana (2019) which stated that responsiveness is the ability of employees to help customers and provide responsive services. He further indicated that is reflected in the speed, accuracy of services provided to customers.

Table 9 Customers' Perceived Level of Service Quality in terms of Responsiveness

Descriptors	AWV	SD	Description	Interpretation
1. GSIS tells you exactly when services will be performed.	3.71	0.761	High Level	Exceeds Expectation
2. GSIS gives prompt services to you.	4.01	0.615	High Level	Exceeds Expectation
3. GSIS system is always willing to help you.	4.22	0.677	High Level	Exceeds Expectation
4. GSIS is never too busy to respond to your requests	4.04	0.750	High Level	Exceeds Expectation
Mean	4.00	0.591	High Level	Exceeds Expectation

AWV-Average Weighted Value, SD-Standard Deviation

4.9 Customers' Perceived Level of Service Quality in terms of Assurance

Table 10 presents the perceived level of service quality on the Government Service Insurance System in Pagadian City Branch in terms of assurance. The table indicated that the level of service quality in the government service insurance system was " high" and interpreted as exceeds expectation. Standard deviation showed homogeneity which indicate that responses of the customers are uniformed. It means that the responses indicate that customers consider assurance to be an important part of the service quality that highly provided. It furthermeans that employees' behavior will give customers confidence in the firm and that the firm makes customers feel safe. It also means that the employees are always courteous and have the necessary knowledge to respond to customers' questions. It implies that employees show high trustworthiness and customers feel safety in their financial transactions. It implies further that employees are knowledgeable to service and can afford to provide safety and good conduct behavior to customers. The finding is supported by Kencana (2019) which indicated that high quality of service are associated with employees' ability to instill trust in customers, as well as employees' knowledge and courtesy in providing services to consumers, knowledge, politeness, and ability will lead to trust and confidence in the company.

Table 10 Customers' Perceived Level of Service Quality in terms of Assurance

Descriptors	AWV	SD	Description	Interpretation
1. The behavior of GSIS instills confidence in you.	4.06	0.585	High Level	Exceeds Expectation
2. You feel safe when interacting with GSIS.	4.17	0.568	High Level	Exceeds Expectation
3. GSIS is consistently courteous with you.	4.18	0.831	High Level	Exceeds Expectation

4. GSIS has the knowledge to answer your questions.	4.16	.684	High Level	Exceeds Expectation
Mean	4.14	0.517	High Level	Exceeds Expectation

AWV-Average Weighted Value, SD-Standard Deviation

4.10 Customers' Perceived Level of Service Quality in terms of Empathy

Table 11 presents the perceived level of service quality on the Government Service Insurance System in Pagadian City Branch in terms of empathy. The table revealed that the level of service quality in the government service insurance system was "high" and interpreted as exceeds expectation. Standard deviation showed homogeneity which indicate that there is similarity of responses of the customers as to GSIS services. It means that the GSIS Pagadian City branch employees understand customers' problems and performs in their best interests as well as giving customers individual personal attention and having convenient operating hour. It implies that employees conveying through personalized or customized services are unique and special and that their needs are understood. The finding is supported by Sriyam (2010) which indicated that high quality of services remains through the provision of caring and personalized attention to customers, including accessibility or approachability and ease of contact, effective communication and customer understanding.

Table 11 Customers' Perceived Level of Service Quality in terms of Empathy

Descriptors	AWV	SD	Description	Interpretation
1. GSIS gives you individual attention.	4.10	0.670	High Level	Exceeds Expectation
2. GSIS has convenient working hours for you.	4.16	0.627	High Level	Exceeds Expectation
3. GSIS gives your personal attention.	4.08	0.635	High Level	Exceeds Expectation
4. GSIS has your best interests at heart.	4.10	0.673	High Level	Exceeds Expectation
5. GSIS understands your specific needs.	4.14	0.580	High Level	Exceeds Expectation
Mean	4.12	0.561	High Level	Exceeds Expectation

AWV-Average Weighted Value, SD-Standard Deviation

4.11 Summary of the Customers' Perceived GSIS Service Quality

Table 12 presents a summary of the perceived level of service quality in the Government Service Insurance System. In general, customers indicated that the Government Service Insurance System service quality was "high" and interpreted as exceeds expectation. However, the tangibility is obtained a very high level score among all of the indicators of service quality. It can be indicated that services in terms of tangibility are fit and appropriate to customers and highly exceeds expectation. Moreover, the standard deviations for all the indicators were less than 3.00, which revealed a close clustering of the mean responses. It means that the employees of Government Service Insurance System possess a high level of personality traits in terms of service quality to customers. It means a higher degree of homogeneity of the respondents' answers to GSIS service quality. It means further that the service quality in Government Service Insurance System Pagadian City Branch under survey was adequate as viewed through the quality of service to customers. It implies that service quality is more appropriately termed, perceived service quality and defined as the level of service delivery that meets or exceeds customers' expectations. The finding is supported by Awuah (2018) which indicated that high quality of service is the overall customer's perception of the organization's adequate services related to tangibility, reliability, responsiveness, assurance and empathy.

Table 12 Summary of the Customers' Perceived GSIS Service Quality

Indicators	Mean	SD	Description	Interpretation
Tangibility	4.44	0.477	Very High Level	Highly Exceeds Expectation
Reliability	3.82	0.546	High Level	Exceeds Expectation
Responsiveness	4.00	0.591	High Level	Exceeds Expectation
Assurance	4.14	0.517	High Level	Exceeds Expectation
Empathy	4.12	0.561	High Level	Exceeds Expectation
Overall Mean & SD	4.10	0.468	High Level	Exceeds Expectation

AWV-Average Weighted Value, SD-Standard Deviation

4.12 Test of Difference of Customers' Perceived Level of Service Quality as to Sex

Table 13 shows test of difference of customers' perceived level of service quality as to sex using Mann-Whitney U Test. The table reflects that the perceived GSIS service quality in terms of tangibility, reliability, responsiveness, assurance and empathy does not significantly differ ($U=4070.5$, $p>0.05$) when respondents are grouped in terms of sex. This means that there is no significant difference in the service quality of the GSIS Pagadian branch when respondents are grouped as to sex. Thus, the null hypothesis is accepted. It implies that sex cannot be used to determine the significant difference of service quality. It implies further that how male and female customers of GSIS Pagadian branch perceived service quality does not significantly differ. The finding is supported by Al-Hawary, Alhamali, and Alghanim (2011) who found out that sex has no significant influence of customer satisfaction and service quality attributes.

Table 13 Test of Difference of Customers' Perceived Level of Service Quality as to Sex

Service Quality Indicators	Sex		
	U-Value	p-value @ 0.05	Interpretation
Tangibility	4035.5	0.507	Not Significant
Reliability	3955.5	0.381	Not Significant
Responsiveness	4053.5	0.543	Not Significant
Assurance	4116.5	0.660	Not Significant
Empathy	3994.5	0.429	Not Significant
Overall	4070.5	0.578	Not Significant

4.13 Test of Difference of Customers' Perceived Level of Service Quality as to Age

Table 14 shows test of difference of customers' perceived level of service quality as to age utilizing Kruskal Wallis H Test. The table reflects that customers' responses to Government Service Insurance System service quality does not significantly differ ($H=2.307$, $p>0.05$) when respondents are grouped as to age. This means that there is no significant difference in the customers' perceived GSIS service quality when respondents are grouped as to age. Thus, the null hypothesis is accepted. This implies that how respondents of different age bracket perceived service quality does not significantly differ. The finding is supported by Al-Hawary, Alhamali, and Alghanim (2011) who found out that age has no significant influence of customer satisfaction and service quality attributes.

Table 14 Test of Difference of Customers' Perceived Level of Service Quality as to Age

Service Quality Indicators	Age		
	H-Value	p-value @ 0.05	Interpretation

Tangibility	1.857	0.762	Not Significant
Reliability	7.079	0.132	Not Significant
Responsiveness	1.473	0.831	Not Significant
Assurance	1.329	0.856	Not Significant
Empathy	1.751	0.781	Not Significant
Overall	2.307	0.679	Not Significant

4.14 Test of Difference of Customers' Perceived Level of Service Quality as to Educational Attainment

Table 15 shows test of difference of customers' perceived level of service quality as to educational attainment using Kruskal Wallis H Test. The table reflects that there is no significant difference in the customers' perceived service quality ($H=5.206$, $p>0.05$) of the GSIS when respondents are grouped as to educational attainment. This means that there is no significant difference in the perceived service quality when respondents are grouped as to educational attainment. Thus, the null hypothesis is accepted. This implies that how customers of different educational attainment perceived service quality does not significantly differ. The finding is supported by Yohannes (n.d) who found out that educational background has no significant influence of customer satisfaction and service quality attributes.

Table 15 Test of Difference of Customers' Perceived Level of Service Quality as to Educational Attainment

Service Quality Indicators	Educational Attainment		
	H-Value	p-value @ 0.05	Interpretation
Tangibility	3.229	0.520	Not Significant
Reliability	8.748	0.068	Not Significant
Responsiveness	5.249	0.263	Not Significant
Assurance	3.497	0.478	Not Significant
Empathy	5.174	0.270	Not Significant
Overall	5.206	0.267	Not Significant

4.15 Test of Difference of Customers' Perceived Level of Service Quality as to Monthly Income

Table 16 shows test of difference of customers' perceived level of service quality as to monthly income. The table reflects that there is no significant difference in the customers' perceived service quality in terms of tangibility of the GSIS Pagadian branch when respondents are grouped as to monthly income. But there exists a significant difference in the customers' perceived service quality in terms of reliability, responsiveness, assurance, and empathy of the GSIS when the respondents are grouped as to monthly income. The overall result ($H=10.098$, $p<0.05$) indicates that there exists a significant difference in the customers' perceived service quality of the GSIS Pagadian branch. Thus, the null hypothesis is rejected. This finding implies that how customers of different income level perceived service quality significantly differ. The finding is contrary to the study of Al-Hawary, Alhamali, and Alghanim (2011) which found out that monthly income has no significant influence on customer satisfaction and service quality attributes.

Table 16 Test of Difference of Customers' Perceived Level of Service Quality as to Monthly Income

Service Quality Indicators	Monthly Income		
	H-Value	p-value @ 0.05	Interpretation
Tangibility	6.812	0.146	Not Significant
Reliability	11.180	0.025	Significant
Responsiveness	11.053	0.026	Significant
Assurance	15.370	0.004	Significant
Empathy	15.897	0.003	Significant

Overall	10.098	0.039	Significant
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4.16 Test of Difference of Customers' Perceived Level of Service Quality as to Type of Employment

Table 17 shows test of difference of customers' perceived level of service quality as to type of employment using Kruskal Wallis H Test. The table reflects that there is no significant difference ($H=0.745$, $p>0.05$) in the customers' perceived service quality of GSIS Pagadian branch when customers are grouped as to employment. Thus, the null hypothesis is accepted. This implies that how customers of different employment status perceived service quality does not significantly differ. The finding is contrary to the study of Al-Hawary, Alhamali, and Alghanim (2011) who found out that type of employment has no significant influence of customer satisfaction and service quality attributes.

Table 17 Test of Difference of Customers' Perceived Level of Service Quality as to Type of Employment

Service Quality Indicators	Type of Employment		
	H-Value	p-value @ 0.05	Interpretation
Tangibility	2.658	0.265	Not Significant
Reliability	1.347	0.510	Not Significant
Responsiveness	1.852	0.396	Not Significant
Assurance	4.168	0.124	Not Significant
Empathy	2.185	0.335	Not Significant
Overall	0.745	0.689	Not Significant

4.17 GSIS Customers' Satisfaction in terms of Tangibility

Table 18 presents the level of customer satisfaction in the Government Service Insurance System in terms of tangibility. The table revealed that the level of customer's satisfaction in the Government Service Insurance System was "highly satisfied" and interpreted as very good satisfaction. Standard deviation showed homogeneity which indicate that responses of the customers are similar. It means that customers of the Government Service Insurance System were highly satisfied on the behavior displayed by GSIS employees, and that their expectations and performances were met. It implies that personnel of GSIS provides appropriate needs of satisfaction to customers that meets the satisfaction. The finding is supported by Sriyam, (2010) which indicated highly satisfied customers meets all physical aspects such as the physical appearance of insurance services, including the neatness of front-of-house staff and employee professionalism.

Table 18 GSIS Customers' Satisfaction in terms of Tangibility

Descriptors	AWV	SD	Description	Interpretation
1. The staff dresses appropriately.	4.37	0.628	Highly Satisfied	Very Good Satisfaction
2. The staff uniforms are clean.	4.44	0.622	Highly Satisfied	Very Good Satisfaction
3. The staff provides you service with a smile	3.99	0.847	Satisfied	Good Satisfaction
4. The staff has attractive appearance e.g. elegant, smart.	4.14	0.689	Satisfied	Good Satisfaction
Mean	4.24	0.574	Highly Satisfied	Very Good Satisfaction

AWV-Average Weighted Value, SD-Standard Deviation

4.18 GSIS Customers' Satisfaction in terms of Reliability

Table 19 presents the level of customer satisfaction in the Government Service Insurance System in terms of reliability. The table revealed that the level of customers' satisfaction in the Government Service Insurance System was "satisfied" and interpreted as good satisfaction. Standard deviation showed homogeneity which indicate that the level of responses of the customers are related. It means that customers of the Government Service Insurance System were highly satisfied on the trust and confidence and services quality attributes by GSIS employees. It implies that customer satisfaction was based on the high level of service quality delivered in terms of performance, promises, service dependability and accurately delivered well by GSIS employees. The finding is supported by Bintiidris, (2013) which indicated that a highly satisfied customers meet or exceed expectations, the customers begin to have faith in the company's abilities, making them more inclined and willing to spend more time in the company's services.

Table 19 GSIS Customers' Satisfaction in terms of Reliability

Descriptors	AWV	SD	Description	Interpretation
1. The staff provides service as promised	3.80	0.800	Satisfied	Good Satisfaction
2. The staff provides you accurate information	4.06	0.678	Satisfied	Good Satisfaction
3. The staff performs service for you correctly the first time.	4.06	0.596	Satisfied	Good Satisfaction
4. The staff is honest to the clients and can be trusted	4.15	0.601	Satisfied	Good Satisfaction
5. The staff tells you exactly when service will be provided.	3.84	0.783	Satisfied	Good Satisfaction
Mean	3.98	0.585	Satisfied	Good Satisfaction

AWV-Average Weighted Value, SD-Standard Deviation

4.19 GSIS Customers' Satisfaction in terms of Responsiveness

Table 20 presents the level of customer satisfaction in the Government Service Insurance System in terms of responsiveness. The table revealed that the level of customer's satisfaction in the Government Service Insurance System was "satisfied" and interpreted as good satisfaction. Standard deviation showed homogeneity of the responses of the customers. It means that customers of the Government Service Insurance System were satisfied on the willingness to help customers and the staffs' valuable services. It implies that the customers satisfied the employee's service willingness to help customers and respond to their requests a well as to inform customers when service will be provided, and then give prompt service. The finding is supported by Yohannes (n.d) which stated that a highly satisfied customer received the willingness or readiness of the employees to provide service, as well as the suitability of the services. It also includes an understanding of the customers' needs and desires for convenient working hours.

Table 20 GSIS Customers' Satisfaction in terms of Responsiveness

Descriptors	AWV	SD	Description	Interpretation
1. The staff responds to your requests quickly.	4.04	0.651	Satisfied	Good Satisfaction
2. The staff gives you prompt service.	4.04	0.679	Satisfied	Good Satisfaction
3. The staff is willing to help you.	4.22	0.653	Highly Satisfied	Very Good Satisfaction
Mean	4.10	0.600	Satisfied	Good Satisfaction

AWV-Average Weighted Value, SD-Standard Deviation

4.20 GSIS Customers' Satisfaction in terms of Assurance

Table 21 presents the level of customer satisfaction in the Government Service Insurance System in terms of assurance. The table revealed that the level of customer's satisfaction in the Government Service Insurance System was "highly satisfied" and interpreted as very good satisfaction. Standard deviation showed homogeneity of responses of the customers. It means that customers of the Government Service Insurance System were highly satisfied on the trustworthy conduct and authentic commitments in giving services to customers. It also means that the employees are always courteous and have the necessary knowledge to respond to customers' questions. It implies that customers' satisfaction with employees' behavior gives them confidence in the GSIS Pagadian City branch and makes them feel safe. The finding is supported by Yohannes (n.d) which indicated a high level of satisfaction of customers depend on learning and courtesy showed by the employees in rendering the services and their capacity to instil confidence and trust.

Table 21 GSIS Customers' Satisfaction in terms of Assurance

Descriptors	AWV	SD	Description	Interpretation
1. The staff has services knowledge of the GSIS.	4.30	.682	Highly Satisfied	Very Good Satisfaction
2. The staff has the skills required to perform service.	4.28	.628	Highly Satisfied	Very Good Satisfaction
3. The staff speaks with you by using appropriate forms.	4.44	2.961	Highly Satisfied	Very Good Satisfaction
4. The staff is trustworthy.	4.20	.573	Satisfied	Good Satisfaction
5. The staff makes you feel safe when staying at the office.	4.20	.557	Satisfied	Good Satisfaction
Mean	4.28	.772	Highly Satisfied	Very Good Satisfaction

AWV-Average Weighted Value, SD-Standard Deviation

4.21 GSIS Customers' Satisfaction in terms of Empathy

Table 22 presents the level of customer's satisfaction in the Government Service Insurance System in terms of empathy. The table revealed that the level of customer's satisfaction in the Government Service Insurance System was "satisfied" and interpreted as good satisfaction. Standard deviation showed homogeneity of responses of the customers. It means that customers of the Government Service Insurance System were satisfied on the behaviour of showing employees by their attentiveness in an approachable manner. It implies that customers are satisfied because the GSIS Pagadian City branch understands their problems and acts in their best interests, as well as providing individual personal attention and operating hours that are convenient for them. The finding is supported by Yohannes (n.d) which indicated that a high customer's satisfaction meets empathy attributes such as caring employees, ability to be approachable, and giving individual attention that the company can provide to the customers.

Table 22 GSIS Customers' Satisfaction in terms of Empathy

Descriptors	AWV	SD	Description	Interpretation
1. The staff is able to communicate with you in English.	3.76	0.725	Satisfied	Good Satisfaction
2. The staff is able to communicate effectively.	4.12	0.653	Satisfied	Good Satisfaction
3. The staff shows personal attention to you.	4.09	0.650	Satisfied	Good Satisfaction
4. The staff knows your specific needs.	4.20	0.582	Satisfied	Good Satisfaction

Mean	4.04	0.566	Satisfied	Good Satisfaction
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AWV-Average Weighted Value, SD-Standard Deviation

4.22 Summary of the GSIS Customers' Satisfaction

Table 23 summarizes the GSIS customer's satisfaction as perceived by the respondent. In general, customers in GSIS Pagadian City unanimously indicated that the customers were "satisfied" and interpreted as good satisfaction on the services rendered by GSIS. Standard deviations that are less than 3.0 supported a high degree of homogeneity in their responses. It means that the customers possessed a high disposition of satisfaction on the services of GSIS Pagadian City branch. It means further that an increase in service quality will most likely lead to customer satisfaction. It implies that customer satisfaction was based on the high level of physical aspects of service quality attributes delivered by the GSIS employees. The finding is supported by Awuah (2018) who proved that customers' satisfaction was based on the level of service quality delivered by the service providers and also customer's satisfaction was determined by the consumer's cumulative experience; tangibility, reliability, responsiveness, assurance and empathy with the company.

Table 23 Summary of the GSIS Customers' Satisfaction

Indicators	Mean	SD	Description	Interpretation
Tangibility	4.24	0.574	Highly Satisfied	Very Good Satisfaction
Reliability	3.98	0.585	Satisfied	Good Satisfaction
Responsiveness	4.10	0.600	Satisfied	Good Satisfaction
Assurance	4.28	0.772	Highly Satisfied	Very Good Satisfaction
Empathy	4.04	0.566	Satisfied	Good Satisfaction
Overall Mean & SD	4.12	0.524	Satisfied	Good Satisfaction

AWV-Average Weighted Value, SD-Standard Deviation

4.23 Test of Difference of the GSIS Customers' Satisfaction as to Sex

Table 24 shows test of difference of GSIS customers' satisfaction as to sex using Mann Whitney U Test. The table reflects that there is no significant difference in the perceived customer satisfaction ($U=4012.5$, $p>0.05$) when customers are grouped as to sex. Thus, the null hypothesis is accepted. This finding implies that how male and female customers perceived satisfaction does not significantly differ. The finding is contrary to the study of Beyene (2019) which stated that sex has a positive and significant effect on customer satisfaction in selected insurance companies.

Table 24 Test of Difference of the GSIS Customers' Satisfaction as to Sex

Service Quality Indicators	Sex		Interpretation
	U-Value	p-value @ 0.05	
Tangibility	4239.5	0.922	Not Significant
Reliability	3990.0	0.434	Not Significant
Responsiveness	3860.5	0.243	Not Significant
Assurance	3930.5	0.341	Not Significant
Empathy	3847.0	0.237	Not Significant
Overall	4012.5	0.475	Not Significant

4.24 Test of Difference of the Level of Customers' Satisfaction as to Age

Table 25 shows test of difference of level of customers' satisfaction as to age using Kruskal Wallis H Test. The table reflects that there is no significant difference in the perceived customers' satisfaction ($H=3.143$, $p>0.05$) when respondents are grouped in terms of age. Thus, the null hypothesis is accepted. This implies that how customers of different age bracket perceived satisfaction does not significantly differ. The finding is supported by Yohannes (n.d) which indicated that age, sex and educational background results no significant effect on customer's satisfaction in service quality.

Table 25 Test of Difference of the Level of Customers' Satisfaction as to Age

Service Quality Indicators	Age		
	H-Value	p-value @ 0.05	Interpretation
Tangibility	8.723	0.068	Not Significant
Reliability	3.746	0.441	Not Significant
Responsiveness	2.332	0.675	Not Significant
Assurance	1.772	0.778	Not Significant
Empathy	3.559	0.469	Not Significant
Overall	3.143	0.534	Not Significant

4.25 Test of Difference of the GSIS Customers' Satisfaction as to Educational Attainment

Table 26 shows test of difference of GSIS customers' satisfaction as to educational attainment. The table reflects that there is no significant difference in the perceived customer satisfaction ($H=2.826$, $p>0.05$) when respondents are grouped as to educational attainment. Thus, the null hypothesis is accepted. This implies that how customers of different educational attainment perceived satisfaction does not significantly differ. The finding is supported by Yohannes (n.d) which indicated that age, sex and educational background results no significant effect on customer's satisfaction in service quality.

Table 26 Test of Difference of the GSIS Customers' Satisfaction as to Educational Attainment

Service Quality Indicators	Educational Attainment		
	H-Value	p-value @ 0.05	Interpretation
Tangibility	6.838	0.145	Not Significant
Reliability	4.790	0.310	Not Significant
Responsiveness	4.273	0.370	Not Significant
Assurance	3.010	0.556	Not Significant
Empathy	4.156	0.385	Not Significant
Overall	2.826	0.587	Not Significant

4.26 Income Test of Difference of the Level of Customers' Satisfaction as to Monthly

Table 27 shows test of difference of level of customers' satisfaction as to monthly income. The table reflects that there exist a significant difference in the perceived level of customer satisfaction ($H=10.275$, $p>0.05$) when respondents are grouped as to monthly income. Thus, the null hypothesis is rejected. This implies that how customers of different income level perceived satisfaction significantly differ. The finding is contrary to the study of Al-Hawary, Alhamali, and Alghanim (2011) found out that monthly income has no significant influence of customer satisfaction on service quality attributes.

Table 27 Income Test of Difference of the Level of Customers' Satisfaction as to Monthly

Service Quality Indicators	Monthly Income		
	H-Value	p-value @ 0.05	Interpretation
Tangibility	14.883	0.005	Significant

Reliability	12.626	0.013	Significant
Responsiveness	5.781	0.216	Not Significant
Assurance	17.738	0.001	Significant
Empathy	9.935	0.042	Significant
Overall	10.275	0.036	Significant

4.27 Test of Difference of the GSIS Customers' Satisfaction as to Type of Employment

Table 28 shows test of difference of GSIS customers' satisfaction as to type of employment. The table reflects that there is no significant difference in the perceived level of customer satisfaction ($H=2.409$, $p>0.05$) when respondents are grouped as to employment. Thus, the null hypothesis is accepted. This finding implies that how customers of different employment status perceived satisfaction does not significantly differ. The finding is supported by the study of Al-Hawary, Alhamali, and Alghanim (2011) found out that type of employment has no significant influence of customer satisfaction on service quality attributes.

Table 28 Test of Difference of the GSIS Customers' Satisfaction as to Type of Employment

Service Quality Indicators	Type of Employment		
	H-Value	p-value @ 0.05	Interpretation
Tangibility	1.278	0.528	Not Significant
Reliability	2.561	0.278	Not Significant
Responsiveness	0.702	0.704	Not Significant
Assurance	6.489	0.039	Significant
Empathy	6.568	0.037	Significant
Overall	2.409	0.300	Not Significant

4.28 Relationship between Customers' Perceived GSIS Service Quality and Satisfaction

Table 29 depicts the test of the relationship between Perceived Service Quality and Customers' Satisfaction using Spearman Rank-Order Correlation and Cohen et al (2014) interpretation guide for correlation value. Analysis of data revealed that perceived Service Quality and Customers' Satisfaction are highly and positively correlated ($r=0.886$, $p<0.05$). This means that there exists a significantly high positive correlation between Perceived Service Quality and Customers' Satisfaction. Thus, the null hypothesis is rejected. This finding indicates that as the level of Perceived Service Quality increases, Customers' Satisfaction also increases. This further implies that Customers' Satisfaction is affected by Service Quality. This finding is supported by Owusu (2017) which verified that customer satisfaction is positively related to service quality, which means better service quality leads to higher customer satisfaction.

Table 29 Relationship between Customers' Perceived GSIS Service Quality and Satisfaction

Variables	ρ -value	p-value @0.05	Interpretation
<i>Tangibility Service Quality and</i>			
Tangibility Satisfaction	0.425	0.000	Medium/Moderate Positive Correlation/Significant
Reliability Satisfaction	0.337	0.000	Medium/Moderate Positive Correlation/Significant
Responsiveness Satisfaction	0.429	0.000	Medium/Moderate Positive Correlation/Significant

Assurance Satisfaction	0.412	0.000	Medium/Moderate Positive Correlation/Significant
Empathy Satisfaction	0.344	0.000	Medium/Moderate Positive Correlation/Significant
<hr/> <i>Reliability Service Quality and</i>			
Tangibility Satisfaction	0.573	0.000	Large/High Positive Correlation/Significant
Reliability Satisfaction	0.770	0.000	Large/High Positive Correlation/Significant
Responsiveness Satisfaction	0.783	0.000	Large/High Positive Correlation/Significant
Assurance Satisfaction	0.637	0.000	Large/High Positive Correlation/Significant
Empathy Satisfaction	0.698	0.000	Large/High Positive Correlation/Significant
<hr/> <i>Responsiveness Service Quality and</i>			
Tangibility Satisfaction	0.653	0.000	Large/High Positive Correlation/Significant
Reliability Satisfaction	0.766	0.000	Large/High Positive Correlation/Significant
Responsiveness Satisfaction	0.809	0.000	Large/High Positive Correlation/Significant
Assurance Satisfaction	0.633	0.000	Large/High Positive Correlation/Significant
Empathy Satisfaction	0.744	0.000	Large/High Positive Correlation/Significant
<hr/> <i>Assurance Service Quality and</i>			
Tangibility Satisfaction	0.663	0.000	Large/High Positive Correlation/Significant
Reliability Satisfaction	0.754	0.000	Large/High Positive

			Correlation/Significant
Responsiveness Satisfaction	0.803	0.000	Large/High Positive Correlation/Significant
Assurance Satisfaction	0.749	0.000	Large/High Positive Correlation/Significant
Empathy Satisfaction	0.725	0.000	Large/High Positive Correlation/Significant
<hr/>			
<i>Empathy Service Quality and</i>			
Tangibility Satisfaction	0.637	0.000	Large/High Positive Correlation/Significant
Reliability Satisfaction	0.754	0.000	Large/High Positive Correlation/Significant
Responsiveness Satisfaction	0.804	0.000	Large/High Positive Correlation/Significant
Assurance Satisfaction	0.716	0.000	Large/High Positive Correlation/Significant
Empathy Satisfaction	0.752	0.000	Large/High Positive Correlation/Significant
<hr/>			
Perceived Service Quality and Customers' Satisfaction	0.886	0.000	Large/High Positive Correlation/Significant
<hr/>			

V. CONCLUSIONS

The Government Service Insurance System in Pagadian City Branch, Zamboanga del Sur, Philippines, is equally well-equipped to provide customers with high-quality services that exceed their level of expectation. Similarly, the Government Service Insurance System in Pagadian City Branch provides with the most appealing service that far exceeds customers' expectations. Likewise, sex, age, educational attainment, and type of employment do not have any bearing to the service quality level possessed by the GSIS employees since, these endeavors are not related to the service quality and customers' satisfaction yet, except for the monthly income of the customers. However, the employees were inferred as resourceful, committed and service oriented to customer

service despite their weaknesses in providing high quality services shared to their customers.

VI. RECOMMENDATIONS

Enhancement training in all areas of customers' services is to be provided to Government Service Insurance System Employees by formulating the training design developed by the top level management based on the findings of this study. The ultimate goal is to develop further the high quality services, costumers' satisfaction and skills of the employees to exceed the highest level of customers' expectations.

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CUSTOMER'S PERCEIVED SERVICE QUALITY AND SATISFACTION IN THE GOVERNMENT SERVICE INSURANCE SYSTEM-PAGADIAN BRANCH

SERVICE QUALITY- Adapted research instrument.

PART I. Personal Profile

Direction: Please check (√) and fill the blanks some items seeking for pertinent information.

Name: (Optional) _____

Sex: ___ Male ___ Female

Age:

___ 25 and below

___ 26-35

___ 36-45

___ 46-55

___ 56 and above

Educational attainment:

___ Bachelor's Degree

___ Bachelor's Degree with Master Units

___ Master's Degree

___ Master's Degree with Doctoral Units

___ Doctor's Degree

___ Others Specify

Monthly income:

___ Php 15,000 and below

___ Php 15,001-20,000

___ Php 20,001-25,000

___ Php 25,001-30,000

___ Php 30,001 and above

Type of employment:

___ Regular

___ Job Order

___ Contractual

PART. II. SERVICE QUALITY

Direction: Given below are the attributes of service quality. Describe each indicator of an attribute by putting check (✓) the number that fits your response. The number are coded as follows:

Scale	Description	Interpretation
5	Strongly Agree	Very High Level
4	Agree	High Level
3	Neutral/Undecided	Average Level
2	Disagree	Low Level
1	Strongly Disagree	Very Low Level

	5	4	3	2	1
A. Tangibility					
1. GSIS has up-to-date information technology/ IT.					
2. The physical facilities at GSIS are visually appealing.					
3. Employees of GSIS are neat-appealing.					
4. The appearance of the physical facilities (such as comfort room, waiting area, building etc.) of GSIS is in keeping with the kinds of services provided.					
B. Reliability					
1. When GSIS promises you to do something by a certain time, it does so.					
2. When you have a problem, GSIS shows a sincere interest in solving it.					
3. GSIS performs the service right the first time for you.					
4. GSIS provides its services to you at the time it promises to do so.					
5. GSIS insists on error-free hardware and software.					
C. Responsiveness					
1. GSIS tells you exactly when services will be performed.					
2. GSIS gives prompt services to you.					
3. GSIS system is always willing to help you.					
4. GSIS is never too busy to respond to your requests					
D. Assurance					
1. The behaviour of GSIS instils confidence in you.					
2. You feel safe when interacting with GSIS.					
3. GSIS is consistently courteous with you.					
4. GSIS has the knowledge to answer your questions.					
E. Empathy					
1. GSIS gives you individual attention.					
2. GSIS has convenient working hours for you.					
3. GSIS gives your personal attention.					
4. GSIS has your best interests at heart.					
5. GSIS understands your specific needs.					

Source: Lai, J. Y. (2006). Assessment of employees' perceptions of service quality and satisfaction with e-business. / Int. J. Human-Computer Studies 64 (2006) 926–938.

PART III. CUSTOMER SATISFACTION

Direction: The statement below describes the customer's satisfaction indicators.

Indicate your level of satisfaction towards these indicators by putting check (√) the number that fits your response. The numbers are coded as follows:

Scale	Description	Interpretation
5	Strong Agree	Highly Satisfied
4	Agree	Satisfied
3	Neutral/Undecided	Not satisfied nor Dissatisfied
2	Disagree	Dissatisfied
1	Strong Disagree	Strongly Dissatisfied

A. Customer satisfaction concerning tangibility	5	4	3	2	1
1. The staff dresses appropriately.					
2. The staff uniforms are clean.					
3. The staff provides you service with a smile					
4. The staff has attractive appearance e.g. elegant, smart.					
B. Customer satisfaction concerning reliability					
1. The staff provides service as promised					
2. The staff provides you accurate information					
3. The staff performs service for you correctly the first time.					
4. The staff is honest to the clients and can be trusted					
5. The staff tells you exactly when service will be provided.					
C. Customer satisfaction concerning responsiveness					
1. The staff responds to your requests quickly.					
2. The staff gives you prompt service.					
3. The staff is willing to help you.					
D. Customer satisfactions concerning assurance					
1. The staff have services knowledge of the GSIS.					
2. The staff has the skills required to perform service.					
3. The staff speaks with you by using appropriate forms.					
4. The staff is trustworthy.					
5. The staff makes you feel safe when staying at the office.					
E. Customer satisfaction concerning empathy					
1. The staff is able to communicate with you in English.					
2. The staff is able to communicate effectively.					
3. The staff shows personal attention to you.					

4. The staff knows your specific needs					
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Source: Sriyam, A. (2010). Customer Satisfaction Towards Service Quality of Front Office Staff at The Hotel. (Business English for International Communication). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor: Dr. U-maporn Kardkarnklai.



Diasporic Tendencies in Chitra Banerjee Divakaruni's *Queen of Dreams*

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Abstract— *The present paper aims to trace out the diasporic tendencies in the selected novel of Chitra Banerjee Divakaruni's Queen of Dreams. Diaspora literature constitute the problematic abroad life of immigrants. As an outsider, diaspora community faces many critical issues in their host land. Alienation, racial segregation, cultural conflict and identity crisis are core issues faced by immigrants. Indian diaspora literature is an academic body of writing enriched by Indian immigrant writers. Chitra Banerjee Divakaruni has occupied adorable status in female category in the literary canon of Indian diasporic writing. She has artistically projected the survival issues of immigrant women in her poetry, novels and short stories. Divakaruni has critically examined how Indian immigrant women struggles in assimilation with western culture and survive with hyphenated identity. Indian immigrant's experience, contemporary America, history, fantasy and the difficulties of immigrant's living in an alien land are her major thematic concerns. Divakaruni's novel Queen of Dreams is a journey of young Indian artist named Rakhi in California, United States. Surviving in abroad, Rakhi perceives the conflict of hyphenated identity. She asserts that as an immigrant, she is having a dual identity and she swings between 'real' and 'reel world'. Rakhi's two daughters survives as second generation immigrants in United States who are not much aware about India and its culture. The novel profoundly focuses on the identity conflict, east-west conflict, cultural clash, assimilation, pain of immigration and belongingness.*

Keywords— *identity, assimilation, cultural conflict, belongingness, immigrant.*

I. INTRODUCTION

International migration has been increased rapidly in the age of globalization. People adopt their desirable destination land to gain better prospects in their lives. Better economic opportunity in abroad has been placed as the dominant motive in the contemporary migration. In current era, education, better employment, family, peer group and marriage are other prominent determining causes to adopt migration. In the case of India, well educated, professional and skillful Indians have been scattered in different continents of the world. As per the report of Ministry of External Affairs, in recent years, there are 28 million people in different corners of the world who are Indian origin living outside from the country.

II. RESEARCH METHODOLOGY

The present research paper is based on the following methodology.

- ❖ Chitra Banerjee Divakaruni's novel Queen of Dreams is the main primary tool of the paper.
- ❖ The findings and observations in the present research paper is based on the primary and secondary data.
- ❖ The relevant diasporic tendencies in Queen of Dreams would be explored through extensive study and close reading.
- ❖ The present research paper would be descriptive and analytical in nature.
- ❖ In the paper, 8th edition of MLA would be followed to cite the adopted sources.

Objectives:

- ❖ To study the notion of 'Diaspora' and 'Indian Diaspora Literature'.
- ❖ To explore Chitra Banerjee Divakaruni as a diasporic writer of Indian continent.
- ❖ To explore diasporic tendencies in the selected novel *Queen of Dreams*.
- ❖ To study *Queen of Dreams* as a diasporic novel.

III. LITERATURE REVIEW

Devendran.R. and Dr.P.Vasuki in their collaborated article titled "Immigrants Identity in the novel of *Queen of Dreams* By Chitra Banerjee Divakaruni" has addressed the issues of identity and assimilation in new culture. After settling in abroad, the very first issues that the immigrant face is the identity conflict in a new land. Because, as an outsider, they constantly feel alienation in unknown land. Immigrants live with the sense of estrangement and separation from their homeland as they torn between 'home' and 'host' land. They do not merge easily in new culture and society. They receive feeling of non-acceptance from their host land that creates the feeling of inferiority in them. As immigrants try to adopt the culture of their host land, as a result, they survive with dual(hyphenated) identity. The conflict of identity affects more to second generation immigrants because of their socio-cultural connection with their ancestral land. In *Queen of Dreams*, Mrs. Gupta as a mother and first generation immigrant, survives with hyphenated identity. She considers herself as Indian not as Indian-American. Gupta's younger daughter Joya is a person of second generation in California. As she was born in America, she completely raises within American culture. She remains untouched from Indian culture.

S.I.Sathia Sali and Dr.D.L.Jaisy in their collaborated article titled "Cultural Conflict and Issues in Chitra Banerjee Divakaruni's *Queen of Dreams*" has talked about how Indian immigrant family faces such critical hardships in American culture due to outsiders. They encounter many difficulties in merging with new people and culture. Mrs. Gupta and her two daughters face complexities in developing their social set up in westernized society. Mrs. Gupta, a mother, carries her Indian culture in America and teaches Indian cultural values to her daughters as well. As an immigrant family, Gupta family bears the issues of assimilation and dislocation. Mrs. Gupta and her elder daughter Rakhi particularly feels social and physical discomfort.

Diaspora and Indian Diaspora Literature:

Historically, the term "diaspora" comes from two Greek words "dia" and "sperian," means "to scatter."

Initially, the term was utilized to indicate the dispersed of Jew community who had dispersed from their own motherland Palestine thousand years ago. However, with the passage of time, the meaning of the term has been extended and lost its previous sense. In modern period, the term 'diaspora' is employed to mark the movement of migration. It indicates any person, group or community who have left their place of origin and survives in another countryside. Shuval defines diaspora in the following words.

A diaspora is a social construct founded on felling, consciousness, memory, mythology, history, meaningful narratives, group identity, longing, dream, allegorical and virtual elements all of which play an important role in establishing a diaspora reality. At a given moment in time, the sense of connection to a homeland must be strong enough to resist forgetting, assimilating or distancing. – (Shuval 43)

From the last decade, 'Diaspora' has escalated with its use and its forms has been strengthened in various directions. It has now appeared to be prime hypothesis or notion to discuss the relationship between place and identity and the interaction of literatures and cultures through different directions. Even though the dispersion of diaspora has perceived in semantic, punitive, conceptual and many different assumed interpretations since its early times. Regardless, theorists of diaspora states about an elemental change in the social world, a radical shift in perspective and causes to treat diaspora not as a class but as a phrase, slant and claim.

In the new diaspora various forces such as globalization, neoliberalism, imperialism is the reason of migration, displacement, identity crisis, exiles, alienation, loneliness for individuals away from their homelands. The political, economic, social and cultural difficulties are created with these forces in their native places. In the present modern era, many people migrate to abroad so as to run a better life economically and to achieve something in their life this might be discretionary or not.

Other noteworthy qualities of neo diaspora are the perceptions of return to their ancestral lands, relationships with other communities in the diaspora and absence of full apprehension to the host country. They are pulled towards their motherland owing to flashbacks of past in their memory and due to some other reasons. This situation can be called journey to basics and this makes sense of displacement and exiles.

Diaspora literature is composed by immigrant writers who have left their place of origin and survives in another countryside. It is also termed as 'expatriate' or

'immigrant writing'. Diaspora writers have fruitfully captured the pain and agony of abroad life in their dramatic universe.

Literary Portfolio of Chitra Banerjee Divakaruni:

Chitra Banerjee Divakaruni has occupied significant position in female Indian diasporic writers. She is emerged as a brilliant literary artist of Indian continent who writes from America. Born in Kolkata, Divakaruni migrated to United States and subsequently settled there as a teaching faculty. She serves as Geny and Betty McDavid Professor of Writing at the University of Houston. Even after settling in abroad, she has not forsaken her Indian identity, culture and of course Indianness.

Divakaruni has composed poetic collections, short story and novelist. Her literary expressions talk about plight of emigrants particularly of women. Divakaruni's literary scholarship comprises realistic fiction, historical fiction, magical realism, myth and fantasy. Along with issues and challenges of abroad life, she has also inscribed Indian cultural values in many of her works, revealing her Indianness. She won American Award in 1996 for her short story collection *The Arranged Marriage*. Divakaruni's works have been appeared in 29 languages including Dutch, Bengali, Indonesia, Turkish and Japanese.

Divakaruni debut her literary journey with the publication of poetic volumes titled *Black Candle* and *Leaving Yuba City*. Afterwards, she composed her first short story collection *The Arranged Marriage* in 1995. *The Mistress of Species*, *Sister of My Heart*, *Olander Girl*, *Queen of Dreams* and *Before We Visit the Goddess* are her magnum opus novels.

Diasporic Tendencies in *Queen of Dreams*:

The novel *Queen of Dreams* begins with the epigraph of Haruki Murakami

What we know and what we don't know are like

Siamese twins, in separable

Confusion, confusion,

Who can really distinguish between the sea and what's

Reflected in it? or the difference between the falling ruin
and loneliness?

-Haruki Murakami, Sputnik

Sweetheart

Queen of Dreams is a tale of Indian immigrant family who survives in Berkeley, California. Rakhi appears as the central protagonist of the plot. Her mother was interpreting dreamer. She was interpreting a dream that

decides the future of a person. Peter Barry said about *Queen of Dreams*, "...it uses the past to read the present, revealing the politics of our society by what we choose to emphasize or suppress of the past" (Barry 1995). Through *Queen of Dreams*, Barry critiques how the sense of one's identity stems from the past, that it concerned with the roots of homeland. The search for these roots in a foreign landform is the crux of the diasporic sense and sensibility. On the diasporic note, the novel exhibits the following diasporic tendencies.

The Pain of Immigration:

Immigration is the geographic relocation from one's native place to a foreign land. The immigrants usually settle in a foreign land. Physical immigration can be a much easier process than the mental transition of living in a foreign land and accepting the host country. Mrs Gupta, in the text, not just has problems taking her life in the host country but also faces difficulties in being accepted by the society of the foreign country as well. Mrs Gupta, to a large extent, maintains her culture in the foreign land and is seen hardly mingling with the society.

Gupta's response to immigration is that it breeds a lot of isolation and heightens the cultural clash. However, she realizes the mistake of not assimilating with the foreign land's society and discovers the primary reason behind her reluctance to incorporate – her cultural roots. For this reason, she hides the Bengali culture altogether from her daughter, Rakhi. She does so to make sure that, unlike her, her daughter can accept the American society and live as an American citizen wholly without her native culture holding her back.

Identity Conflict

Queen of Dreams follows the lives of members of a Bengali family who have settled in America. The Bengali family finds it difficult to adjust in a new land and see its challengeable, be it social or financial daunting. Central to the story is the female characters, who are Indian immigrants in pursuit of reconstructing their identity in the context of the multi-cultural experiences. The main protagonist is Mrs Gupta, a first-generation immigrant, a mother and an interpreter of dreams. Other protagonists are Rakhi and Jona, born in America and daughters and granddaughters to Mrs Gupta.

Divakaruni in *Queen of Dream* presents the experiences of the Indian female diaspora, mainly the complex situation of reconciling with the foreign lands and the critical consequences which are usually estranged relationships. Merging with the society of the foreign land is a double-edged sword for them as they are not just forging a cultural identity amidst significant religious, political and social differences but also trying to get over the depression,

anxiety, misunderstanding and guilt of losing their native identities in the process.

Identity conflict is such a thing that it easily seeps into the diaspora inevitably, be it the first-generation immigrants or their descendants. While Mrs Gupta neither rejects the culture of the host-land altogether nor does she accept it fully by transforming herself or forging for herself a new identity. She would wear Indian clothes and cook Indian food. Her identity was built around her profession as a dream interpreter and not Indian or American culture. It can be said that Mrs Gupta merely adapted to her surroundings. Due to these cultural clashes, it becomes difficult for diasporic individuals to relate to one culture or the other. The culture of their host country is markedly different from the native culture in which they were born and brought up. Reconciling the two cultures becomes the crux of their identity crisis. This is because man is a social animal and it needs to belong somewhere. Not being able to see either culture as their own, is the beginning of the loss of the sense of belonging. What adds to their dilemma of identity is the rejection of both the societies not seeing them as their own as well.

Cultural Conflict:

In the novel, Rakhi's response is very different. As an American born, she inherited a mixed cultural heritage. She, too, like her mother, experienced identity conflict. While her mother could resolve her identity conflicts through her profession, Rakhi's professional as an owner of a tea shop only aggravates her quest for identity. There is a constant arrival of Indian customers in her tea shop, whom Rakhi observes intently. Mrs Gupta hiding Indian culture from Rakhi only makes Rakhi crave more for it. She is obsessed with the idea of discovering her Indian roots, which she says are shrouded in "unending mystery." Her split between her American identity and her Indian identity is furthered after 9/11.

Cultural clash is the core problems of a diaspora. Cultural clash is the primary reason why diasporic community members have to renegotiate or reconstruct their identities. A cultural clash can be observed in the text in straightforward terms of dream interpretation. We can see through Mrs Gupta that she believes that dream interpretation is a gift which cannot be cultivated or learnt. It is simply possessed and can just easily be lost as well. Mrs Gupta's beliefs about dream interpretation stem from the Indian culture. But Rakhi, who wants to be a dream interpreter herself, finds out that dream interpretation in the Western world is regarded as a science that trained psychologists are licensed to practice. Therefore, cultural clashes lead to a sense of alienation. Experiencing existential rootlessness begins with cultural alienation, in

fact, the entire diasporic journey is from alienation to assimilation.

There are stark differences between the Indian and the American culture when it comes to beliefs, customs, attitudes, and other social behaviours and endeavours. As it can be observed in the text, diaspora finds themselves between the two cultures, often reconciling one with the other. Cultural dilemmas lead to the dilemmas of identity, which in the novel came to the forefront with the 9/11 incident. Soon after the attacks, the immigrants faced large-scale rejection by the American society, for they were all branded as terrorists. It forced Rakhi out of her American identity and made her consider her Indian identity more seriously. She questions her identity and cannot locate herself in one place, and she feels pulled by both the places. It is nothing short of trauma as cultural alienation instigates a sense of loss.

Sense of Belongingness:

While the challenges of having bi-cultural identities or hybrid cultural identities are stressful, we see in *Queen of Dreams* that Rakhi is able to find stability and achieve a sense of belonging after all. She addresses the identity crisis and mental trauma of dislocated migrants head-on. She adapts to a new way of life that embraces the American lifestyle while still being rooted in the Indian culture instead of shunning one or the other altogether.

The perfect example of the successful creation of this sense of belonging is Rakhi's daughter, Jona. Jona is the ideal blend of American and Indian identities. We can see her not just as a painter, hinting at her individuality, but also as a dream interpreter like her grandmother. She has a self-identity created in the American society and a connection to the traditions of her ancestors' homeland. She accepts her hybridity and the circumstances that she is living in, and identifies with both her heritages. While Mrs Gupta and Rakhi's sense of belonging was shaped by the experience of migration and its consequences, Jona feels more at home in America and is comfortable with her blend of American and Indian identity as she has not experienced migration or any of its negativity was not passed down to her.

IV. CONCLUSION

In conclusion, it can be observed that the text of *Queen of Dreams*, through its female characters, manages to depict the trauma of living in a foreign land and the diasporic challenges of adapting to the host land. The novel also presents the acceptance of hybrid identities, which creates a sense of belonging, as a solution to the problems faced by the diasporic communities in their host land.

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Afro-American Feminism in Maya Angelou's Poems: A Study of "Caged Bird" and "Phenomenal Woman"

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Abstract— Towards the late 60's and into the 70's, African American literature became focused, more and more, on asserting an Afro centric identity and renewing links with African culture and sensibility. Alongside there was a great surge in Black Women's writing with a number of black women insisting on being heard and taken seriously not only in the mainstream, but also within the black community. Maya Angelou represents the black woman of the 1960's. She has found the place to reinvent the self, a site many other woman writers had been searching for. Her choice of writing is an endeavor to reconcile her fragmented split self, with racial and gender politics. The theme that remains consistent in her works is her struggle, as a black woman, to maintain her sense of individuality amid the unrelenting forces with its racist and sexist ideology. Angelou uses her writing as a tool for resisting and altering those ideologies, hegemonies and methodologies that have silenced and marginalized black women. This paper is an attempt to analyze discrimination towards black women which appears in Maya Angelou's poems. The analysis will be based on the select poem of Angelou which include "Caged Bird" and "Phenomenal woman".

Keywords— *Feminism, Race, Domination, Patriarchy, Intersectionality.*

I. INTRODUCTION

The issue of sexism and racial discrimination has always been apparent in the American society. Traditionally men have seen women as the weaker gender and thus matters were addressed through sexist views. "Gender inequality in class society results from a historically specific tendency to ideologically 'naturalize' prevailing socio-economic inequalities" (Stolcke19). This relates the conventional feminist version of gender, aptly stated by Simon de Beauvoir that "one is not born, but rather becomes a woman" (301). Furthermore, Lewontin whose definition we would like to follow, stresses the significance of the socialization process: the growth of gender identity "depends on what label was attached to him or her as a child... Thus biological differences became a signal for, rather than a cause of, differentiation in social roles"(142). This definition associates in a brilliant way the influence of societal customs and appraisals, power

structures and the role of socialization. Along the history of black women movement in United States, black women were put on the last rank of social class, after Afro-American men. Black women being discriminated against every aspect of life not only resist the discrimination of men, but also for racism (Myrdal, 1944, 60).The nineteenth century was the time when black women chose writing to speak up against the race and gender oppression black women have experienced. The strong desire of these black women writers was to express themselves on their own terms and also to resolve the conflicts between their conventional images as constructed by the world outside and their real selves. Therefore, race and gender became the two major concerns of black women writings in the 1970, considerably contributing to the development of Afro-American literature. The strong desire of these black women writers was to express themselves and to resolve the conflicts between their stereotypical images as

fabricated by the world outside and their real selves. They no longer wanted to listen to and yield to the pressure constructed within the community to let go of their female issues in order not to jeopardize the black struggle for identity. As Ajuan Maria Mance Rightly states "writing both as African American and as women, Black Women poets of the late twentieth century renegotiated those assumptions about identity that understand anti-racist action and thought in terms of the interest of African American males" (123). Playing second fiddle was not tolerable to many Afro-American women writers including Maya Angelou, and they instead chose to write in order to express specific women issues and an acute sense of marginalization which they faced on a day to day basis. As Jaspreet Kaur Bhangua rightly says, "Revolt against the essentially male patriarchal nature of black nationalistic ideologies, these writers represented a community of women who strongly objected to both the exclusion of black women from the black political movement and the pressure to sacrifice gender issues for racial concerns" (118). Black women's writing thus raised their objection to double marginalization experienced by black women.

It was also experienced by Maya Angelou who was born as a black woman, as shown through her poems. Angelou has been related to "a songless bird", who "gives up all singing, all sound during the five years that follow her rape. For five years she is mute, locked in a speechless body, as she has willed it" (Lupton 67). This strong sense of imprisonment is expressed in the poem "Caged Bird" which Angelou takes from Paul Lawrence Dunbar's 1896 poem, "Sympathy",

I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore,
When he beats his bars and he would be free;
It is not a carol of joy or glee,
But a prayer that he sends from his heart's deep
core,
But a plea, that upward to Heaven he flings-
I know why the caged bird sings. (15-21)

Just as the bruised bird in Dunbar's poem, appeals God so that he might be free, Angelou mentions the possibility of her tune being perceived as far as "the distant hill",

The caged bird sings
With a fearful trill
Of things unknown
But longed for still
And his tune is heard

On the distant hill
For the caged bird
Sings of freedom. (15-22)

Angelou returned to Stamps during this self-imposed silence, where her grandmother acquainted her to the beautiful and educated Mrs. Flowers. After Mrs. Flowers helped her release her voice, Angelou was liberated from her "caged" silence. Listening to Mrs. Flowers read aloud, Angelou defined the woman's voice as singing: "Her voice slid in and curved down through and over the words. She was nearly singing" (*I Know Why the Caged Bird Sings* 84) Angelou has admired "the black aristocrat Bertha Flowers for her ability to act, with the most beautiful of black skins, in a manner Angelou had thought possible only for a white person" (Bloom 45). Flower's teaching in literature and patience opened Angelou's eyes to the understanding that "mastery of language and pride in self are not limited to those of light skin" (Bloom 45). The introduction to Mrs. Flowers is considered important since it not only assisted Angelou to come out of her silence but it also taught her to grow as an individual. Thus, like a "caged bird" opening its throat to sing, Angelou is able to control and find her voice again. "Bear in mind," Mrs. Flowers tells Angelou, "language is man's way of communicating with his fellow man and it is language alone that separates him from the lower animals... Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning" (Bloom 82).

Angelou published her autobiography entitled *I Know Why the Caged Bird Sings* in 1969 and the poem "Caged Bird" was in that autobiography however was not published at that time. It was published in 1983 in the era of Woman Liberation Movement. This poem is about the black race being held back from freedom for their skin color. The poem "Caged Bird" not only focused on the black woman but represented the oppression and segregation towards black people. Throughout history, obstructions have been put up between races. Partitions and discriminations between blacks and whites have happened since ancient times. For more than three hundred years, an illegal tradition of slavery and discernment has existed.

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing
(Caged Bird, 5th stanza)

This stanza exemplifies the attitude black people experienced during discrimination. During this biased era, blacks were in a state of subjugation due to the stolen opportunities and the hatred they often come across. The last line indicated that the black people realized that it was necessary to have a voice and finally sing for their freedom. This continuing black inferiority and white supremacy was bound in tradition and hard to dissolve. The poem supposes that the feasible answer would be a white person, as blacks are "caged" by their color. Moreover, opportunities enormously existed for whites, whereas the same was wrong for blacks.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird sings of freedom.
(Caged Bird, 3rd and 6th stanza)

The above stanza was the third and last stanza of the poem. This stanza clearly revealed the true meaning of the poem and defined actions of a "caged bird." The blackness of skin acted as an obstacle for the black race as it restricted the freedom for a person. The white person's freedom and feelings were strange to the one who was black. In this poem, Angelou as one of the black woman expressed her voice that black people would be free. Her belief for freedom and equality was beginning to spread among the black race and she "sings" for freedom. Although Mrs. Flowers laid the foundation for her appreciation of the poetic word, however, it was her mother Vivian Baxter who gave Angelou the desired push into womanhood and maturity. Angelou not only adored her mother's beauty but also respected the way her mother carried herself in society. Vivian Baxter imparted in Angelou the values that were both feminine and strong.

The "phenomenal woman" according to Angelou, "should be tough, tender, laugh as much as possible, and the... woman warrior whois armed with wit and courage will be among the first to celebrate victory" (Wouldn't Take Nothing For My Journey, 7). While debating over women's strength and courage, Maxine Hong Kingston's well known novel *The Woman Warrior* takes up this image. Kingston writes about her childhood ambitions to become a "woman warrior". However, in the text, she prospers and ultimately becomes a military leader whose "female" "interruptions such as menstruation and pregnancy enriches her rather than inhibits her skills, (qtd.

in Whitson 11). Hence, Angelou and Kingston are not different as they both lay stress on the significance of individuality and freedom for the "woman warrior". Angelou's poetry emphasizes the courage, fearlessness, strength and often the creative and determined spirit of the "phenomenal woman". It is this very courage and strength of her character that promises her of being a "phenomenally, phenomenal woman". Thus in "Phenomenal Woman", Angelou sings aloud:

Pretty women wonder where my secret lies.

I'm not cute or built to suit a fashion model's size

But when I start to tell them,

They think I'm telling lies.

I say,

It's in the reach of my arms,

The span of my hips

The stride of my step,

The curl of my lips.

I'm a woman

Phenomenally.

Phenomenal woman,

That's me

I walk into a room

Just as cool as you please,

And to a man,

The fellows stand or

Fall down on their knees.

Then they swarm around me,

A hive of honey bees.

I say,

It's the fire in my eyes,

And the flash of my teeth,

The swing in my waist,

And the joy in my feet.

I'm a woman

Phenomenally.

Phenomenal woman,

That's me. (1-29)

While discussing the role of the "phenomenal woman", Angelou interlaces other images of exploitations with this image, which have been tolerated by the Afro-American woman throughout history. A year earlier the publication of *I Know Why the Caged Bird Sings* a wave of

feminism began to flow in America called the New Women's Movement. (Lupton 70) This renewal of feminism was grateful to the Civil Rights Movement of the 1960s with its grassroots request for social change. Angelou appeared on the literary scene when Afro-American women had started small discussion groups to share their experiences of domination under the patriarchal order. Angelou also worked with the women group of the Cultural Association for Women of African Heritage (CAWAH). The autobiography *I Know Why the Caged Bird Sings* and the poem "Caged Bird" confirm that the image of the "caged bird" has definite application to women. The image in itself centers on strong women characters particularly the women who assisted her in her journey through young adulthood. However, Angelou's support for the feminist cause has been ambivalent. She stresses that Afro-American women are more independent than white women. Moreover, she believes in equal pay, equal respect and equal accountability for one and all and goes on to elucidate "I am a feminist. I've been female for a long time now. I'd be stupid not to be on my own side". (Lupton 71)

Therefore, being on her own side, the 'caged bird' is a significant aspect of the "phenomenal woman", who speaks of oppression and yet sings of hopefulness, and who has preferred to face truth and not permit herself to be intimidated by it. Angelou continually felt caged; for she was incapable to get away from the "homemade" dresses she must wear to church, incapable to escape "the reality of her blackness... and by her limited opportunities in a segregated school system. She was trapped, too, by the bigotry of Stamps, whose town fathers demanded that she and all African-Americans live in only one section of town and attend only those schools in their part of town" (Lupton 66). The "caged bird" is a symbol for the shackled slave, who tries to endure by singing the "blues",

The blues may be the life you've led
Or midnight hours in
An empty bed. But persecuting
Blues I've known
Could stalk
Like tigers, break like bone,

Maya Angelou as the poet and the speaker in this poem defined a woman as great with high confidence. As the reader could perceive in every line of this poem that Maya was so proud of herself because she always said that she was a "phenomenal woman".

I'm a woman
Phenomenally.

Phenomenal woman,
That's me.

(Phenomenal Woman, 3rd stanza)

Most often the word is defined as extraordinary and impressive, and Angelou was definitely rejoicing in being an astonishing and impressive woman. In every stanza, she is exhibiting that she was always proud of her body. Angelou addressed this poem to those women and men who thought that being beautiful meant having thin body, thin lips, and small hips.

Pretty women wonder where my secret lies.

I'm not cute or built to suit a fashion model's

(Phenomenal Woman, 1st stanza)

In those lines, Maya Angelou stresses upon the fact that she is not beautiful like a model, yet she can be confident, tough, and courageous. Her knowledge and appearance illustrates that she is confident and it is the power and confidence that makes her phenomenal. Maya Angelou also expresses how the society, men and history perceive her as the black race. It is expressed in the third stanza:

Men themselves have wondered

What they see in me.

They try so much

But they can't touch

My inner mystery.

(Phenomenal Woman, 3rd stanza)

These lines revealed that men never really understand that why some black women are so confident to take such drastic action. Since majority of black women did not take any action to challenge the inequality it was hard to believe only one woman would take such action. Angelou also attempts to reveal her inner beauty by caring for each other as a woman and mother:

It's in the click of my heels,

The bend of my hair,

the palm of my hand,

The need for my care.

(Phenomenal Woman, 4th stanza)

Angelou illustrates that as a woman she has a positive side. In the line "It's in the click of my heels", Angelou desired to show her confidence as a woman. In the meantime in line "The palm of my hand" showed her care for others. From the whole poem the researcher concluded that being a phenomenal woman is not defined by the beautiful face or by looking good, but it was about how a woman develops the confidence and become proud of herself.

CONCLUSION

Maya Angelou is one of the black writers who could support herself by her writing and is famous for her portrayal of Black life. Black women not just oppressed by men of white race but by the black men as well. They were victims of many other intersectional factors including race, gender and class. Angelou is acclaimed worldwide for her ability to express what was vital to millions of black people especially black woman. She uses her works to show the concern about race and gender. In the poem "Phenomenal Woman", Angelou exhibited the idea that real beauty is not determined by the face or looks but by the confidence and courage a woman has. The last, in poem "Caged Bird", Angelou revealed that black women particularly are under development because of the tradition. She was as the black woman who expressed her idea that black people will be free.

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Gender Disparity in Education and Health in India: A Comprehensive Analysis

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Abstract— Gender disparity is a pervasive issue in India, affecting various sectors but most notably education and health. Despite significant economic progress and social reforms, the inequalities between men and women remain deeply entrenched. This paper explores the various dimensions of gender disparity, drawing on empirical studies and policy reports to provide a comprehensive overview. In the educational sector, women continue to lag behind in enrollment and literacy rates, largely due to societal norms, economic constraints, and safety concerns. Similarly, in the realm of healthcare, women face higher mortality rates and have limited access to medical services. These disparities are not uniform across the country and exhibit significant state-wise variations. For instance, states like Kerala and Himachal Pradesh have made commendable progress in gender parity, whereas Uttar Pradesh and Bihar lag considerably. Policy initiatives have been introduced to address these disparities, yet their effectiveness has been limited. The paper concludes by emphasizing the need for multi-faceted interventions that adopt a gender-sensitive approach. Policymakers, civil society, and all other stakeholders must collaborate to address the root causes of these disparities, including societal norms and economic barriers, to foster a more equitable society.

Keywords— Gender Disparity, Educational Inequality, Health Outcomes, Indian Society, Policy Interventions.

I. INTRODUCTION

Gender is distinguished from sex in that it encompasses the social and cultural constructs associated with being male or female, rather than biological distinctions. These constructs dictate opportunities, responsibilities, and rights, which are acquired through societal socialization (The world's women, 2000). Gender disparity refers to the inequalities between men and women in various domains, including but not limited to education, health, and professional life. While some disparities stem from biological differences, the majority are socially constructed and have severe repercussions on women's development and freedom (UNDP; UNFPA).

In India, gender disparity is a pervasive issue that has significant ramifications across various sectors, notably in education and health. This inequality persists despite the

country's accelerated economic development and progress in diverse fields. The Global Gender Gap Index of 2020 places India at a concerning 112th rank among 153 nations, underscoring substantial disparities in areas such as economic participation, education, health, and political involvement. The exigency of addressing these disparities in education and health is palpable; both sectors are foundational to individual well-being and societal growth. Notably, these inequalities extend beyond their immediate impact on women, reverberating through the broader social and economic fabric of the nation (Ioannidou & MacDougall, 2014; Kurian, 2007).

II. GENDER DISPARITY IN EDUCATION

In contemporary economies, the role of education, particularly for women, is indispensable for their substantive contributions to society. Female illiteracy not only hampers societal progress but also acts as an obstacle to national development (Jha, 2005). Furthermore, literacy among women is integral for sustaining a robust democratic system, as it fosters awareness of democratic rights and obligations. Hence, examining gender disparities in education within the Indian context is crucial. The value of education has been historically endorsed by various philosophers, with Aristotle positing that effective governance is intrinsically linked to the caliber of education imparted to the youth.

Despite the rapid expansion of educational systems, a gender literacy gap remains glaringly evident. Events such as the International Conference on Population and Development (ICPD) in 1994 and the Women's Summit in Beijing in 1995, both under the United Nations' auspices, underscored the imperative of enhancing women's access to education as a developmental strategy (Pong, 1999).

The advocacy for narrowing the gender gap is empirically substantiated, positing that promoting female education can effectively mitigate disparities in employment, empowerment, and health sectors (Mason, 1985; Duraisamy, 2002; Mohanty, 2009).

Various metrics such as literacy rates, enrollment figures, and duration of schooling disclose salient trends in female education within developing nations. Approaches founded on capabilities, as proposed by Sen (1987) and Nussbaum (2002), emphasize the necessity of educational access. Given the pivotal role of female education in economic self-sufficiency, educational objectives should aim to equip women with the skills and knowledge required for both daily living and professional roles (Meier and Rauch, 2007).

2.1. Enrollment Rates:

The gender gap in Indian education may be clearly seen in enrollment rates. However, the Census of India 2011 data does not directly compare the number of males and girls enrolled in school. However, it was noted that only 26% of girls, as opposed to 50% of boys, finished high school between 2006 and 2010. Furthermore, the literacy statistics for kids revealed that 82% of boys and just 65% of girls are literate. These statistics show a gender gap in educational achievement, reflecting persistent cultural biases in favour of male education. Furthermore, the literacy statistics for kids revealed that 82% of boys and just 65% of girls are literate. These statistics show a gender gap in educational achievement, reflecting persistent cultural biases in favour of male education. The Ministry of Human Resource Development (MHRD) and

the Department of School Education and Literacy in India periodically release educational statistics, including enrollment ratios, which support this tendency even further. According to the All India Survey on Higher school (AISHE) 2020–2021, which was issued by the Ministry of Education, enrollment is more beneficial for females in elementary and secondary school since the associated Gender Parity Index (GPI) has beyond the threshold of one (1). But, on positive side, the total enrollment in higher education has increased to nearly 4.14 crore in 2020-21 from 3.85 crore in 2019-20. Moreover, the Gender Parity Index (GPI), which is the ratio of female GER (The Gross Enrolment Ratio) to male GER, has increased from 1 in 2017-18 to 1.05 in 2020-21. This indicates that the gender gap in higher education enrollment is narrowing.

But the divide exacerbates in rural settings, where conventional gender roles and societal norms serve as barriers to girls' educational access (Rammohan & Vu, 2018). Social and gender norms have a role in attaining gender equity in education, according to the UNICEF Gender Action Plan (2014-2017). They might create hurdles but they can also open doors to education. They operate as hurdles to females much too frequently, restricting and undervaluing girls and their contributions and leading them to a lifetime of hardship.

2.2. Literacy Rates

The literacy rates in India serve as another salient indicator of gender inequality in education. According to the 2011 Census, female literacy is markedly lower at 65.46%, in comparison to male literacy rates, which stand at 82.14%. This 17% differential is emblematic of the systemic obstacles that impede female educational progress and is indicative of entrenched gender biases within both the educational framework and broader society (Kumar & et al, 2016).

The trajectory towards development is inherently linked with the promotion of female education; however, its progress in India remains constrained by various historical, social, and economic factors. Particularly in rural settings, females are disadvantaged due to poor educational infrastructure, domestic responsibilities, child labor, early marriage, and cultural perceptions influenced by caste and religion (Vaid, 2004; Unni, 2008).

Additional variables exacerbate the gender gap in enrollment and retention rates. Notably, societal preferences for single-sex educational settings contribute to lower female enrollment (Bandyopadhyay & Subrahmanian, 2008). Furthermore, the gender-sensitive nature of school infrastructure, such as the absence of separate sanitary facilities for girls and inadequate safety

measures, adversely affects female education. Rani (2010), however, advocates for co-education as a strategy to dismantle gender stereotypes and narrow the gender gap in educational outcomes.

III. BARRIERS TO EDUCATION FOR WOMEN

Female education in India is obstructed by a multifaceted array of barriers, including economic limitations and ingrained social norms. The financial burden of education, encompassing tuition fees and ancillary costs, often leads families to prioritize male education (Kriplani, 2023).

Key Obstacles: Social norms, economic constraints, and safety concerns are among the primary obstacles (Sen & Dreze, 2002).

- **Sociocultural Norms:** Particularly in rural sectors, deep-rooted cultural ideologies and social constructs often result in a preferential treatment of sons over daughters in educational investment.
- **Economic Constraints:** The prohibitive cost of education frequently necessitates familial choices that favor boys, exacerbating the gender disparity in educational access.
- **Safety Concerns:** The potential for harassment and violence towards females en route to educational facilities serves as a significant deterrent for families.
- **Early Marriages:** Certain communities engage in the practice of early marriage, leading to premature cessation of girls' formal education to assume domestic roles. (Lee-Rife et al., 2012)

3.1. Policy Initiatives:

Recent policy measures, such as the Union Ministry of Human Resource Development (MHRD), Government of India, in order to create the New Education Policy (NEP) in 2015 underwent an unprecedented collaborative, multi-stakeholder, and multi-pronged consultation process, initiated with the slogan "Educate, Encourage, Enlighten," aim to adapt to changing demographic dynamics. Concurrently, the Twelfth Five-Year Plan (2012-2017) is committed to elevating the overall literacy rate to over 80% and diminishing the gender literacy gap to below 10%. Aligned with the "National Vision for Girls Education in India: Roadmap to 2015," drafted by the United Nations Children's Fund (UNICEF) and Ministry for Human Resource Development (MHRD), aimed at building a comprehensive approach towards girls' education targeted investment in female education is planned to ensure gender equality in basic education.

IV. GENDER DISPARITY IN HEALTH

Health is a fundamental human right, intricately influenced by a myriad of factors such as economic conditions, social beliefs, and cultural paradigms, as well as genetic dispositions. Environmental variables further contribute to health disparities (Brulle & Pellow, 2006). Amartya Sen's seminal work in, 'The many faces of Gender Inequality,' from *The New Republic* (2001) elucidates multiple dimensions of gender inequality affecting women's health, notably natality and mortality disparities.

Both nationally and internationally, there is a lot of discussion on women's health issues. Studies (Basu, 1993; Habib, 1995; Pandit, 1997; Sen, 1998; Wang and Pillai, 2001) have identified a number of gender disparities in health and survival, including the preference for a son at birth, poor health and nutrition, and unequal access to health care, particularly reproductive health care. Women still have difficulties with their health because of barriers to education and work, high rates of illiteracy, poverty, social standards, and cultural influences.

A number of health indices, including the mortality rate for children under five, the death rate for people between the ages of 5 and 9, and the sex ratio, draw attention to the unequal treatment given to women in Indian culture. Evidence indicates significant gender differences in immunisation rates, access to healthcare, and nutrition (Malhotra and Parul, 2012). Gender imbalance in health is still a problem in many nations despite focused policies and programmes being adopted by the government to enhance women's health.

Klasen and Wink (2003) highlight the grim conditions faced by female children in rural areas, especially when the first-born is also female. A staggering 88 million women are deemed 'missing' in select Asian countries, aligning with Amartya Sen's earlier estimates (1990, 1992). Additionally, the UN Women – Asia-Pacific has published a report titled "Roadmap for Women's Economic Empowerment in India" in 2020. The roadmap emphasizes that investing in women's economic empowerment sets a direct path towards gender equality, poverty eradication, and inclusive economic growth.

4.1. On Sociocultural Constraints and Health in Indian Women:

According to Velkoff and Adlakha (1998), the social position of women in India affects their health. In Indian society, women are constrained by socio-cultural norms that ignore the labour they do at the family level. There they are also unable to make independent financial and health care decisions for herself (Ganjiwale, 2012). These actions damage a woman's health. Many Indian households prefer having sons due to socio-cultural issues.

This goal encourages illicit sex determination and female foeticides, which lowers the sex ratio and increases the sex ratio of children.

The preference for sons in India has a number of negative consequences for the health of women and girls. From birth, girls are often neglected and may not receive adequate nutrition or medical care. This can lead to malnutrition, delayed growth, and increased risk of death. In addition, the pressure to marry young means that many Indian women become mothers at a young age. This can be physically and emotionally demanding, and it can also increase the risk of complications during pregnancy and childbirth (Lee-Rife et al., 2012).

The lack of health facilities and knowledge in India also contributes to the high rates of maternal and infant mortality. Many women do not have access to quality healthcare, and they may not be aware of the importance of prenatal care and breastfeeding. The illness or death of a woman has serious and far-reaching consequences for the health of her children, family, and community. When women are healthy, they are better able to care for their families and contribute to the economic development of their communities.

4.2. Indicators:

4.2.1. Mortality Rates:

Gender inequality affects health outcomes, including death rates, in addition to educational achievement. According to Aghai et al. (2020), a secondary analysis of data from the Maternal Newborn Health Registry's Global Network data collected from two south Asian sites, two Indian sites, and one Pakistani site revealed that male infants had a significantly higher neonatal mortality rate than their female counterparts. Males also had greater rates of early neonatal death and stillbirths. The infant death rate for girls was, however, much higher than for men in a large database research from rural northern India (7.2% vs. 6.3%) (Chowdhury & et al, 2017).

Intriguingly, according to the Sample Registration System (SRS) Statistical Report 2020 released by the Registrar General of India (RGI), the Infant Mortality Rate (IMR) has registered a 2-point decline to 28 per 1,000 live births in 2020 from 30 per 1,000 live births in 2019. The Rural-Urban difference has narrowed to 12 points (Urban 19, Rural-31). No gender differential has observed in 2020 (Male -28, Female - 28).

Nevertheless, these statistics serve as a disquieting indicator of the fractured healthcare systems in these two countries, highlighting the urgent need for systemic reforms.

4.2.2. Access to Healthcare:

Another important lens for examining gender inequality is access to healthcare. Health-care expenditure on females was systematically lower than on males across all demographic and socio-economic groups (Saikia et al., 2016). This disparity expands even more in rural regions, where the infrastructure for providing healthcare is already constrained. Data from the National Family Health Survey (NFHS-4, 2015-16), which indicates that a quarter of women of reproductive age in India are undernourished, with a body mass index (BMI) of less than 18.5 kg/m².

According to studies, access to nutrition and healthcare is biased in favour of boys and men, which has an impact on how differently men and women do when it comes to mortality. Boys and male family members are disproportionately favoured when it comes to receiving nutrient-rich meals (Das & Mishra, 2021; Jose, 2017). Women face significant obstacles to accessing healthcare due to cultural norms and financial limitations (Sen & Dreze, 2002). Further aggravating the issue is the lack of female healthcare professionals, which prevents women from getting prompt medical counsel and care (Verma, 2020).

V. SOCIOCULTURAL DETERMINANTS OF WOMEN'S HEALTH: A COMPLEX WEB OF BARRIERS

Sociocultural factors exert a considerable influence on women's health in India, exacerbating existing disparities. Early marriage and childbearing, along with poor nutritional status, are implicated in elevated maternal mortality rates (Lee-Rife et al., 2012; Sanneving & et al, 2013). Furthermore, societal stigmas associated with reproductive health issues act as deterrents to timely medical intervention (Cousins, 2019; Kabeer, 2005).

5.1. Reproductive Health Stigmas: Societal Barriers to Care

Cultural taboos, particularly those surrounding women's reproductive health, serve as formidable obstacles to healthcare access. These stigmas often deter women from seeking the medical attention they require, perpetuating a cycle of neglect and poor health outcomes (Hussein & Ferguson, 2019).

5.2. Autonomy in Healthcare Decisions: A Missing Privilege

In numerous households, women are denied the autonomy to make informed decisions about their healthcare. This lack of agency further restricts their healthcare access and perpetuates existing disparities (Sarojini et al., 2006).

5.3. Economic Constraints: A Financial Glass Ceiling

Economic barriers, akin to those observed in educational access, further constrain women's healthcare access. Familial reluctance to allocate resources for women's health, often considered a lower priority than men's health, exacerbates these limitations (Sarojini et al., 2006).

VI. GEOGRAPHICAL VARIABILITY IN GENDER DISPARITY

The landscape of gender disparity in India is far from homogeneous; it varies significantly across states. While some states like Kerala and Himachal Pradesh exhibit commendable gender parity in key areas such as education and health, others like Uttar Pradesh and Bihar display acute disparities (Singh & Verma, 2021).

6.1. Uttar Pradesh: A Case of Persistent Inequities

Uttar Pradesh presents a stark example of gender inequity, with one of the lowest female literacy rates in the country, recorded at 57.18 percent (Census, 2011). Furthermore, the state's healthcare infrastructure is suboptimal, contributing to elevated mortality rates among women.

6.2. Bihar: The Lingering Challenges of Disparity

Bihar shares the grim reality of gender disparity with Uttar Pradesh. With a female literacy rate of a mere 53.57%, the state also suffers from limited healthcare accessibility, exacerbating the systemic inequities faced by women (Census, 2011).

6.3. Kerala: A Beacon of Gender Equality

In contrast, Kerala exemplifies successful efforts in mitigating gender disparity. With a female literacy rate of 92% and a maternal mortality rate substantially lower than the national average, Kerala stands as a testament to what can be achieved through progressive policies and community engagement (WEF, 2023; WHO, 2018; Ghosh & Kundu, 2021; Census, 2011).

VII. CONCLUSION

The issue of gender disparity in India is complex and multi-dimensional, manifesting most prominently in the sectors of education and health. For instance, female enrolment and literacy rates are conspicuously lower than those for males. This is compounded by various societal, economic, and cultural barriers. In the health sector, the challenges are equally grim; women face higher mortality rates and are less likely to access healthcare services,

partly due to state-specific factors that exacerbate these disparities.

The United Nations Development Programme (UNDP) has stated that gender inequality is a major source of inequality, and that women and girls often face discrimination in health, education, political representation, and the labour market. This discrimination can have negative consequences for women's development and their freedom of choice.

In India, gender disparities are a complex issue that affects many sectors, including education and health. The enrolment and literacy rates for women are significantly lower than for men, and cultural, economic, and social barriers often make it difficult for girls and women to access education. In the health sector, women face higher mortality rates and have less access to healthcare services. The situation is further complicated by state-wise variations, with some states showing more severe disparities than others.

The gender disparities in education and health in India are deeply entrenched and will require multi-faceted interventions to address. Policymakers must adopt a gender-sensitive approach that addresses the root causes of these disparities, including societal norms and economic barriers. This will require a concerted effort from all stakeholders, including governments, businesses, and civil society organizations (Bora & Saikia, 2015).

7.1. Recommendations for Policy Changes and Future Research:

- **Interventions in policy:** In places where there are sizable discrepancies, government policies should prioritise enhancing the educational and healthcare systems for women.

- **Awareness Campaigns:** Community-based awareness campaigns can aid in shattering social and cultural taboos that keep women from accessing healthcare and education.

- **Financial Incentives:** Offering families financial incentives to send their girls to school and to use healthcare facilities for women can be a successful tactic.

- **Additional Research is Needed:** Research is needed to identify the root causes of gender inequality in various states, which will aid in developing targeted remedies.

- **Support initiatives to raise community understanding of social norms that support gender inequality.**

- **Increase the amount of money allocated to enhancing rural regions' healthcare and educational infrastructure.**

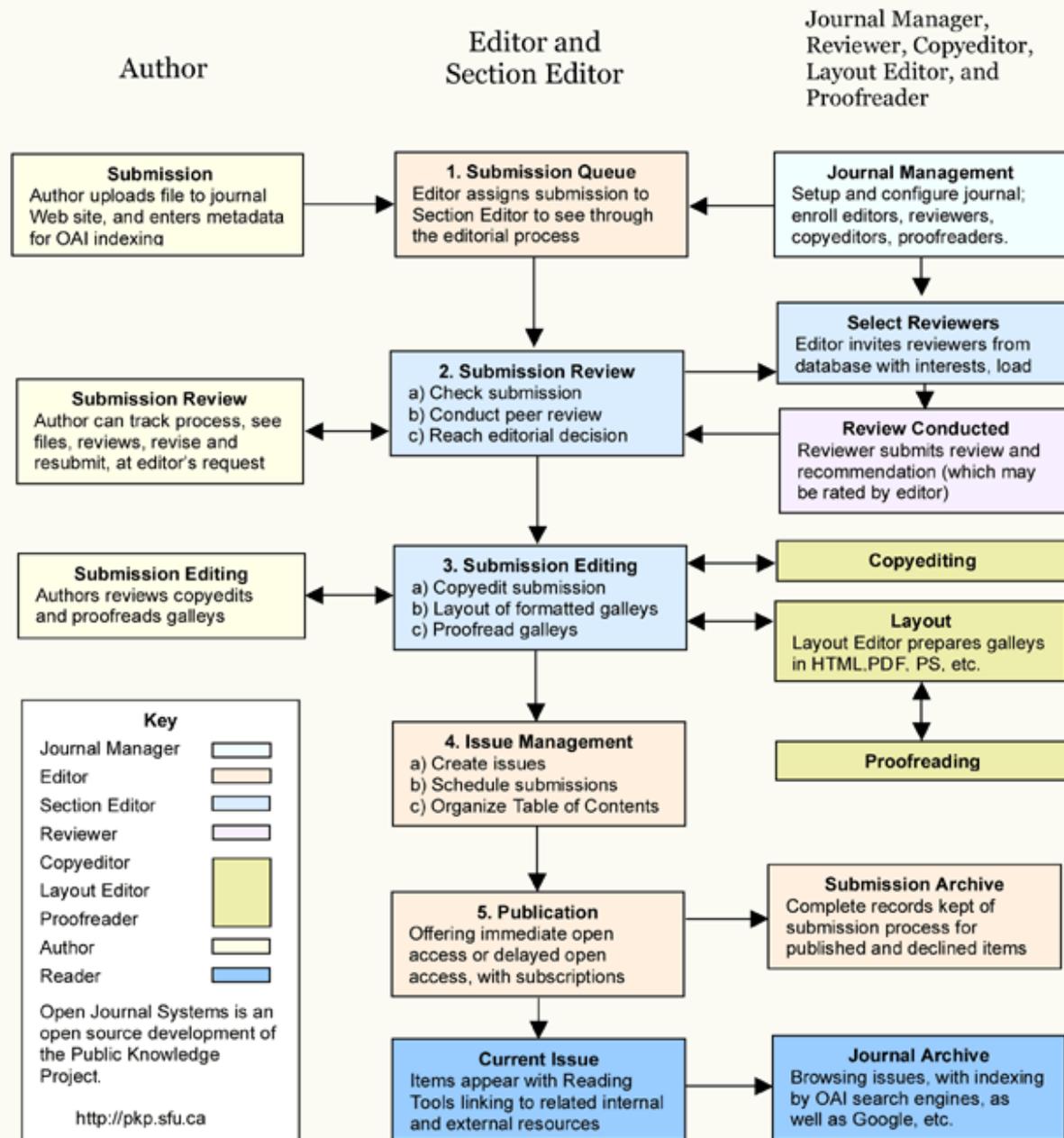
- **Form alliances with non-profit organisations to successfully carry out grassroots activities.**

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