

# GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCES

DISCOVERING THOUGHTS AND INVENTING FUTURE

exploration **11** of  
innovations

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## Highlights

Chinese migrants in Mauritius

Economic Growth:Evidence

A Study on Islamic Culture

Validation of the Persian Cultural



GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE

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# Working and Living conditions of Chinese migrants in Mauritius

By Rajen Suntoo, Hemant Chittoo

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**Abstract** - Chinese migrants are well known for being courageous, patient, hardworking and change competent. Their 'work culture' is well recognised in Mauritius. They come to Mauritius with the intent of working hard and saving money for their families back home. They make the least amount of complaints and adapt very quickly to changing conditions of work. Through their contributions during the last three decades in various sectors of the economy, more particularly in the Export Processing Zone (EPZ), it can be safely assumed that they have helped much towards the development of the country. The main objectives of this paper are to: (i) take stock of the working and living conditions of the Chinese expatriates and (ii) examine the extent to which they are satisfied with their work. For the purpose of this study, 50 Chinese workers have been interviewed. One of the main findings of this study is that the majority of Chinese migrants are often exploited in various ways by their employers. Quite a large number of the respondents argued that they were victims of discrimination in the country. One main recommendation would be to review the conditions of contract workers regarding their safety and security. The host country should take the responsibility of ensuring that new policies devised are translated into effective actions for the benefit of the expatriates.

**Keywords** : *Chinese migrants, work culture, living conditions, working conditions and discrimination.*

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Rajen Suntoo<sup>α</sup>, Hemant Chitto<sup>α</sup>

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## 1. INTRODUCTION

Mauritius has made much progress and development since its independence in 1968. The rate of economic growth has varied between 2 to 5 percent on an average during the past three decades. Successive governments have often called upon the population to join hands and work hard for the sake of economic development. The positive response from the population has been beneficial for the country. The standard of living of the people has been improved considerably and it is quite high compared to the other nations in the African region. The transformation of the country from a mono-crop based agricultural sector in the 1960s to a modern information, communication and technologically based society, passing through the industrial and service ages, is seen as an achievement by the population. For this reason, in particular, the island is regarded as the paradise of the Indian Ocean. Above all, Mauritius is a true multi-ethnic society where each group has its own culture and tradition and where everyone works and lives in peace and harmony.

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Although people from different communities have contributed much for the sake of socio-economic development, no one denies the enormous contribution made by foreign expatriates during the last three decades. Since 1970s, after the implantation of the Export Processing Zones (EPZ), the country has encouraged and invited both foreign capital and labour. At its infant stage of development, Mauritius relied on its local labour, particularly the reserved pool of labour, that is, women. Regarding capital for investment and skilled managerial expertise, the society had recourse to the Asian and European countries. Given that Mauritius had a guaranteed market for its exports due to the Lomé conventions and the GAAT, the country easily got foreign direct investment to develop its manufacturing sector.

The industrial sector took off in late 1980s and the Mauritius was enjoying full employment level. At the same time, the country was able to move and invest massively in the services sector. Mauritius started facing a shortage of cheap and skilled labour workforce. Given high level of competition, both locally and internationally, investors wanted to reduce their operating cost and consequently, they had recourse to cheap and low skilled foreign expatriates with the approval of the state. Chinese, Indians, Malagasies and Bangladeshis, amongst others, were recruited on contract basis. Foreign workers were mostly employed in the EPZ sector initially. As from 2000, expatriates are seen working in nearly all sectors of the economy.

The main objectives of this paper, amongst others, are to

- take stock of the working conditions of the Chinese expatriates
- account for the living conditions of migrants and
- examine the extent to which Chinese workers are satisfied with their work.

The first part of this paper will explain the rationale of carrying out the study. Moreover, an overview of the composition of the foreign expatriates in Mauritius since 1990s will be given. A brief literature on their working and living conditions will follow. In the second part, the methodology will be explained and the outcome of the survey will be analysed and discussed. Finally, a conclusion and few recommendations based on the paper will be stated.

## II. RATIONALE BEHIND THIS STUDY

China's commitment to increase its trade with Africa to total \$100bn by 2010 is expected to boost up socio-economic growth and development in the African continent. Its growing involvement in the region, particularly in Mauritius, through its Tianli Project (now called Jin Fei) worth Rs20 billion investments over the coming five years for development purposes has been well received by the Mauritian government in 2007 when the Prime Minister, Dr Navin Ramgoolam, signed the investment agreement with the Tianli group for the setting up of an economic cooperation zone. The project, which has started as early as 2010, is expected to create approximately 4000 jobs and generate export revenue of about Rs 200 million annually. Chinese businesses will bring their manpower to work on the site. Therefore, we expect many more Chinese workers in the future. Consequently, it is of utmost importance to take stock of the present working and living conditions of Chinese workers with a view to review and reinforce strategies to accommodate and treat the Chinese

expatriates with more indulgence and understanding.

## III. OVERVIEW OF EXPATRIATES IN MAURITIUS

The Republic of Mauritius is made up of four main 'ethnic groups' namely: Hindus, Muslims, Christians and Chinese. None of the latter has a homogenous population. People from the different communities get along well at the workplace and in the society. They share many common values like educational achievement, democracy and hardwork for the sake of socio-economic development. In a very subtle manner, as from the late 1980s, the population has given its approval to the state to import foreign workers to compensate for the lack of cheap labour in the different sectors of the economy, more particularly in the EPZ. Migrants, mostly from the Asian continent, came to work on contract. The table below gives an indication of the number of work permit delivered to expatriates employed in large establishments in Mauritius from 1990 to 2008.

Foreign Workers employed in large establishments March 1990-March 2008

Year	Manufacturing			Construction			Other			Total		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
1990	300	300	600	200	0	200	200	0	200	700	300	1,000
1992	550	650	1,200	2,000	0	2,000	800	100	900	3,350	750	4,100
1994	1,300	3,050	4,350	3,000	0	3,000	875	50	925	5,175	3,100	8,275
1996	2,091	4,024	6,115	1,400	0	1,400	675	25	700	4,166	4,049	8,215
1998	2,941	6,292	9,233	350	0	350	383	76	459	3,674	6,368	10,042
2000	4,342	9,506	13,848	299	1	300	351	75	426	4,992	9,582	14,574
2002	5,448	10,527	15,975	324	9	333	644	78	722	6,416	10,614	17,030
2004	6,364	9,211	15,575	1,405	6	1,411	899	177	1,076	8,668	9,394	18,062
2006	6,515	7,989	14,504	708	8	716	838	221	1,059	8,061	8,218	16,279
2008	11,128	8,684	19,812	1,566	5	1,571	1,132	301	1,433	13,826	8,990	22,816

Source : 2008 Central Statistical Office (CSO) - Survey of Employment and Earnings in Large Establishments

From the table above, we find that expatriates are mostly employed in the Manufacturing sector, more particularly in textiles and food processing. Throughout the different years it is found that out of the total number of expatriates, the majority was employed in the manufacturing sector. People working in the construction sector are mainly masons welders and painters whereas the 'other' sector comprises workers in hotels, restaurants, and the services.

workers are from the Asian continent followed by people from African region. Chinese and Indians are the largest groups of expatriates as shown in the table below.

## IV. COMPONENTS OF FOREIGN EXPATRIATES

During the last decades, Mauritius has welcome comparatively large number of Migrants workers on contract basis. Foreign expatriates are made up of people from all over the world. However, most foreign

## Number of valid work permits by country of origin &amp; sex

## MARCH 2006

## MARCH 2009

Country of origin	Male	Female	Both sexes		Male	Female	Both sexes
Bangladesh	1006	846	1852		4739	2284	7023
China	2197	6498	8695		3096	5480	8576
India	8723	350	9073		9633	230	9863
Madagascar	465	218	683		844	349	1193
Sri Lanka	286	1415	1701		556	2585	3141
Others*	1852	494	2346		1101	350	1451
<b>Total</b>	<b>14529</b>	<b>9821</b>	<b>24350</b>		<b>19969</b>	<b>11278</b>	<b>31247</b>

Sources : Ministry of Labour, IR and Employment, Monthly Statistics.

Others\* include 76 and 69 Countries in March 2006 and March 2009 respectively.

The table above gives a clear view of foreign workers to whom work permits were given by the Mauritian authority. It can be found that mostly Asian people are recruited principally because their cost of labour is cheap. The large numbers of migrants are Indians and Chinese workers followed by Bangladeshis, Sri Lankans and Malagasies.

Each and every day the Ministry of Labour (MOL), Industrial Relations and Employment deals with issue of new work permits and renewal of existing ones on demand. For the month of March 2009, 650 new work permits were issued out of which 412 related to the Manufacturing sector. From the 650 new work permits issued, 382 were allocated to Indian workers, 178 to Chinese and 48 to Sri Lankan workers. On the other hand, 1284 work permits renewed for the month of March 2009, out of which 994 were for the Manufacturing sector. The majority of the work permits renewed were for Indian, Chinese and Bangladeshi workers, with 414, 383 and 303 permits respectively. (Ministry of Labour, IR and Employment, March 2009).

The total number of valid work permits issued at the end of March 2009 was 31,247 comprising 19,485 new work permits and 11,762 renewals. It should be noted that the total number of valid work permits issued do not necessarily tally with the actual number of foreign migrants in the Island because it happens that some people do not come to work here after receiving official work documents. On the other hand, few migrants do not go back after the expiry of their work permit. They stay and work illegally in the country.

## V. CHINESE MIGRANTS IN MAURITIUS

Chinese migrants in this paper refer to all the people of Chinese origin who have come to work in Mauritius since the implantation of the Export processing zone (EPZ) in early 1970s. At the initial stage mostly Chinese businessmen from Hong Kong and Taiwan came to invest in the EPZ sector. They brought with them not only the capital but also experienced skilled labour with experience in textiles and garments. Mauritius offered panoply of facilities, ranging from infrastructures to fiscal incentives like 10 years tax

holidays, to investors at that time. Besides, the country had a reserve army of cheap labour, mainly unemployed women, to work in the new sector. By late 1980s and early 1990s, gradually most of the foreign investors, including the Chinese, started to cease their operation as the 10 year tax holidays was lapsing and also because of growing increase in labour cost in the country. Mauritius was no more competitive for them and many investors moved to other parts of the African region like Madagascar where cheap labour was available in abundance.

Mauritius had to rely on its local investors, who had gained much experience and expertise in the EPZ domain. The then Government took a series of monetary and fiscal measures to help sustain the sector. Mauritius was enjoying a comparatively higher socio-economic growth during that period and the country began to diversify its economy by expanding the service sector. Given that the society was experiencing high labour cost and available unemployed Mauritians were reluctant to work for low wages, the country had no other alternative than to resort to cheap foreign workers, particularly from the Asian continent. Consequently, many Chinese migrants started to come. At first, mostly female Chinese workers turned up. Male Chinese workers came only recently. Nearly all female migrants worked in the manufacturing sector, particularly in textiles and garment factories, and some were employed in food processing businesses with a few working in hotels and restaurants. Although the majority of male workers is found in the manufacturing sector yet quite a large number is employed in the construction sector. Few of them are employed in the service sector, particularly in hotels, restaurants, transportation and storage departments.

## VI. CONTRACT, WORK PERMIT AND RESIDENCE PERMIT

In the 1990s, the government of Mauritian and the Republic of China signed an agreement regarding the recruitment of Chinese workers. Only the authorized recruiting companies can facilitate movement of



Chinese migrants to Mauritius. Thus, there is a better control over immigration.

Businesses willing to import foreign labour have to follow a number of procedures. The Ministry of Labour, Industrial relations and Employment acts as a facilitator. Before applying for foreign workers, prospective employers should provide evidence that such labour is not available in the country. Work permits are issued by the government authority only when the provisions governing the application procedures are met. Foreign workers are normally granted work permits for a maximum of four years and any further renewal of such permit would entail certain conditions such as a worker would be required to swear an affidavit to the effect that he or she would not apply for Mauritian citizenship. Chinese expatriates normally get a work permit for two years with the possibility of renewal. The employer normally completes all the necessary procedures and formalities for obtaining the entry visa, work and residence permit for the employee and bears all the costs such as application fees, insurance cover and deposits, and the return air ticket cost.

The conditions of employment and living are clearly stipulated in the contract of employment which is duly agreed upon and signed by both the employer and employee. The conditions of the contract should be in line with laws, rules and regulations governing employment in the country. The Ministry vets all the contracts before giving approval.

After getting the work permits, migrant workers, through their potential employers, should apply for the necessary residence permit and also submit a complete medical certificate to the migrant section of the Occupational Health Unit of the Ministry, prior to their arrival, to get a provisional health clearance. Both work and resident permit are needed to be presented at the immigration office for foreign workers to get clearance to stay and work. On arrival, the medical examination is repeated in a government medical institution and the result sent to the migrant unit which issues a final health clearance if everything is in order.

## VII. RIGHTS OF MIGRANTS

Expatriates are human beings who leave their countries in search of work in foreign countries. They usually make lots of sacrifice with the hope of getting a job and earn decent amount of salaries. Besides, they help host countries in improving, achieving and sustaining socio-economic development. Patrick A. Taran, Senior Migration Officer at the International Labour Organisation (ILO), argues that there is a growing body of knowledge that demonstrates that migrants make large contributions to economic and social development in both their host and home countries. Therefore, there is a need for protecting the rights of migrants as migration benefits both sending and receiving countries. In Mauritius, the contract of

employment for foreign workers clearly stipulates all the necessary information concerning the expatriates' rights, conditions of work, accommodation and remuneration amongst others. The contract is in line with the existing labour law which is itself based to a large extent on the principles of the ILO labour conventions. Whatever be the domain in which the foreign workers are employed, the contents of the contract are to large extent the same with some slight differences in conditions of work.

Mauritius has ratified the ILO conventions and is committed to protect the rights and interests of all workers including migrant employees. The ILO is a UN agency which has a constitutional mandate to protect migrant workers, and this mandate has been re-affirmed by the 1944 Declaration of Philadelphia and the 1998 ILO Declaration on Fundamental Principles and Rights at Work. Since its inception in 1919, ILO has pioneered international Conventions to guide labour migration policies and programmes for the protection of migrant worker.

Mauritius has adopted the good practices in relation to labour migration and has spared no efforts to develop migration policies and programmes to maximize benefits of labour migration and minimize its negative consequences. However, still some further improvements need to be done regarding living and working conditions of migrants.

## VIII. ILO PROMOTING THE DECLARATION ON FUNDAMENTAL PRINCIPLES AND RIGHTS AT WORK

In 1998 the International Labour Conference adopted the Declaration on Fundamental Principles and Rights at Work and its Follow-up. The Declaration is a pledge by all member states to respect, promote and realize in good faith the principles and rights relating to freedom of association and the effective recognition of the right to collective bargaining and the elimination of discrimination in respect of employment and occupation amongst others. In Mauritius, however migrant workers have always been discouraged to form a trade union or to join the existing ones. In 2006, some workers from China and India who had either tried to form a trade union or to protest against bad working conditions were deported.

The 2008 International Trade Union Confederation (ITUC) report was critical for Mauritius. It was stated that trade unionists get difficulties to convince foreign workers to join unions as they were not able to approach them because they did not really get access to the factories where migrants worked.

## IX. EMPLOYMENT AND INCOMES

Decent work means productive work in which rights are protected, which generates an adequate income, with adequate social protection. However, Chinese migrants tend to be concentrated in the lower-status and lower-paid jobs. Patrick A. Taran rightly

observes that 'migrant labour often fills the 3-D jobs, dirty, dangerous and degrading'. Most of Chinese women work in the EPZ sector as machinists and the majority of men work in the construction sector as masons, plumbers and electricians. Therefore, the goals of decent living standards, social and economic development and personal fulfillment remain illusory for these expatriates. Foreign employees in the EPZ suffer dismal working conditions according to Ackbarally N (2008). Even the National Economic and Social Council (NESC) 2008 points out the unequal treatment given to foreign workers compared to their Mauritian counterparts. According to the NESC report the working conditions of migrants are inferior to what they were promised by their recruitment agencies. Besides, mostly all face the glass ceiling phenomenon. They barely have any chance of getting a promotion.

On the other hand, many times it has been reported that they have not received their salaries on time. When the Chinese workers who have worked for very long hours of overtime protest for late payment, they are threatened to face deportation. It is a well known fact that Chinese workers in EPZ earn very low amount of salary, which varies from 120 to 150 dollars per month. Many believe that this is the reason for them to go for longer hours of overtime to survive and save a little bit to be sent back home. However, the Director of Mauritius Export Association, representing EPZ employers, argues that migrants are informed about their rights and conditions of work well before taking employment (Acbarally, N 2008). Based on this explanation, expatriates should not complain because they knew the contents of their contract which are written in the language they understand. Nevertheless, it is a fact that most expatriates are lured by the recruiting agencies with the complicity of exploitative employers.

## X. ACCOMODATION AND LIVING CONDITIONS

Migrants normally get difficulties to adapt in the host countries at early stage of their migration. The Chinese migrants face more difficulties than Indians to integrate the society. The main problem is the language barrier. There is the communication problem between nationals and the Chinese workers. It is mainly through non verbal communication that the many Chinese express their views both at the workplace and in the society. This language barrier prevents them to socialize with others and therefore integrate the society according to the 2008 NESC report.

The living conditions of Chinese migrants have been subject to many criticisms. It is sometimes an eyesore to find out the degradable conditions of the dormitories in which they are accommodated. Chinese expatriates live in a rather very poor condition. Three to four people share a room which is very small. The sanitation system is in a deplorable situation. In the EPZ sector no one is allowed to visit the dormitories of the

expatriates. It is a known fact that foreign workers live in bad conditions there and four to five people live packed in one small room. They rarely complain about their inhumane living conditions for fear of being deported. In 2007, the Compagnie Mauricienne de Textile (CMT), a big factory which employs many Chinese expatriates, caused 177 foreigners to be deported when the latter manifested illegally about the lack of running water, the insufficient number of toilets and poor accommodation, among other complaints (Acbarally, N. 2008). However, the Mauritian authority, particularly inspectorates of the Migrants Units, is prompt to act whenever cases of poor living and working conditions are reported. But unfortunately, foreign workers rarely make official complaints.

## XI. ANALYSIS AND DISCUSSION

To get a better insight of the living and working conditions of Chinese expatriates, field work was carried out. Some questions were prepared to get information on the profiles of the respondents, their reasons for coming to work in Mauritius, the extent to which they are satisfied with the work they do, what are their feeling about life in Mauritius, what do they have to say on their living arrangement made for them, how far they have been able to integrate the society, what are their views on the society and how the host population view them, amongst others. It was not an easy task to interview the Chinese. The majority, not to say all, do neither speak and nor understand English. Those renewed contract workers understand and speak Creole a little bit. At first the potential respondents were approached at caudan waterfront with a questionnaire. On seeing that their answers were noted, most of them either stopped straight away or gradually stopped giving their views and opinions. Their behaviour was not understood at the initial stage. It could be they did not appreciate their answers to be noted down or feared that their answers would be revealed to their employers. Consequently, there was the necessity to change the tool used and consequently informal conversation in English and creoles were used and questions were posed in a very subtle manner. This worked with most of the respondents. The latter were approached mainly at the Caudan Waterfront shopping centre, Phoenix Jumbo supermarket, Ebene and Quartier Militaire construction sites. Chinese are normally found in groups wherever they go. In some groups, the views of nearly all members were received. At the Quartier Militaire construction site, few respondents could speak English well and at phoenix supermaket, some respondents could understand and answer in creole.

Most of the respondents were between 20 and 50 years of age and they have came mainly from Shanghai City, Guangzhou, Zhejiang, Shandong and Jiang Su. The majority of the 26 female respondents at shopping centers were on their second contract term. Most of them could respond in Creole and they were

employed in the textiles with the exception of two who work in the food processing factory. At the construction site most of them came here only at the beginning of the year and all the 24 interviews were males working there as mostly masons, electricians, plumbers, painters, supervisors and engineers. The two engineers could speak very good English and they were very helpful to me as two of them acted as interpreters translating the questions asked and answers given by others.

When asked about their work and work environment, the majority of respondents in the textiles were generally satisfied with the work they do. But they argued that they were being exploited most of times and that they were not well treated by management. For most of them it is the immediate Mauritian supervisors who were the ones to harass them often. Regarding their salaries, surprisingly, all of them were very satisfied but they would be happy to get some more money. As far as their long hours of overtime were concerned, they advocated that they were here to work and earn the more they could. 'In my home country, I was working for peanuts', said one Chinese girl. Another one said that she has left her three years son to come here as she could not get a job in the home country. The latter added sadly that "I have to come to work whether I'm satisfied or not does not matter provided I get enough money to cater for my family and my son."

Those respondents who have renewed their contracts seem to be more satisfied with their work environment. One of them argued that in Mauritius the conditions of work were satisfactory and this was why she, like her other friends, had renewed their contracts. She proudly said, "Here I get many types of paid leaves and there are many public holidays where I get double pay when I work overtime." One respondent said, "The Mauritian machinists are lazy and jealous when we accept working overtime." She added, "We get problems at work mostly because of the Mauritian colleagues and they don't like us."

At the construction sites, the majority of workers seemed to be less satisfied with their work and the working conditions. They do not always get the protective tools and equipment on time. They are scared about their health and safety. One said that when he came here in March, he fell sick for ten days. He did not work and had no money to send to his family. During the first year, contract workers do not get any paid leave. Regarding their salaries and overtime they are also happy with the amount of money but would like to get more. The two Chinese supervisors, on the other hand, were not satisfied with their pay packets. They said they were qualified people and should earn more. They were doing the work because they had no choice but would leave them as soon as they would secure better paid jobs. For them the conditions of work were fair.

When asked about their living conditions, answers received differed considerably. The majority of them were not satisfied with their accommodation. They said that they were lured by the authorities responsible

for devising the contract. "In our home country we had better hygienic living conditions" one of them argued. At the construction sites, the male respondents said that they were living in small room. "There is no space left to sit comfortably", one respondents said. The toilets and bathrooms are in a very deplorable situation. They confirmed that four to five people live in small unhygienic rooms. "When one friend is ill it becomes even more difficult for us to sleep at night," said one. On the other hand, most of the female respondents have already got used to the living conditions and for them the accommodation was not a problem. One said that sharing rooms for them was something positive as they felt more secure. However, they would have liked to get better living conditions.

Regarding their views on Mauritius and its people, their perception is nearly similar. The majority of the respondents views Mauritius as one of the most beautiful places to live in the world. It seems to be their 'El Dorado'. They like the different nightlife at the casinos and disco clubs at Caudan and Grand-Baie. One lady respondent said, "The nightlife at Grand-Baie is really great, we were there last Saturday night and came back home on the following morning." They all seem happy to stay and work in the country. However, when they were asked how well they have been received by the population, most of them argued that Mauritians are not welcoming at all to them. One respondent said, "At the workplace we can manage but in the society we are treated in a very bad way." From their answers on their views of the Mauritians perception on Chinese expatriates, it can be easily deduced that they are nearly all of the view that Mauritians do not always like them. They stated that many times bus drivers do not stop when they are at the bus-stop. One lady respondent argued, "Often when we enter the public transport, the bus conductors show rude behavior towards them." A group of male respondents stated that they were refused entrance at a disco club last month. "The Mauritian gatemen denied us entrance saying that the club was full but when other people came after us they were allowed to go in" responded one. They voiced their grievances but had to leave the place when the bouncers arrived. Most of them stated that they were constantly victims of discrimination be it at the food court or at the shops. "Mauritians do not like to mingle with us," said one lady who is here since the last four years. "We know we are strangers but the treatment and public services provided to us should be just because we pay for them," argued one Chinese worker.

The survey justifies part of the literature on the conditions of living and working of the expatriates. Although Chinese workers feel exploited and have poor living conditions yet they seem to be very satisfied of having a job and a relatively decent amount of pay packets. It is also found that migrants are vulnerable. They cannot voice their grievances properly for fear of reprisals and consequently repatriations. Given that many of them have families to look after back home,



they prefer to be exploited and preserve their employment. On the other hand, if expatriates in the textiles are renewing their contracts this means that in one way or the other they are satisfied with the conditions of work like enjoying paid leaves for sickness, vacation, casual and above all bonuses.

What is disturbing is the way they think Mauritians view them. For Chinese migrants to integrate the society, Mauritians have to accept the fact that migrants made, are making and will make considerable amount of contribution for economic growth. Therefore, there should be a change in the mind set as Mauritius will continue relying on cheap foreign labour. Expatriates should be given a warm welcome as they contribute towards economic development. There should be campaigns to sensitise the host population to change their attitudes towards foreign workers. Besides, stakeholders, particularly the capitalist employers, should review their strategies to improve the living conditions of the expatriates. The contents of the contract should be put into practice. The authority, particularly the Ministry of Labour inspectorates, should make more surprise checks to take stock of the working conditions of foreign employees and redress any form of exploitation. On the other hand, the New Employment Rights Act which makes provision for migrants rights to join trade unions should be put into practice more rigorously by encouraging and facilitating trade unions to take on board foreign workers.

## XII. CONCLUDING REMARKS

It is a fact that expatriates contribute to the socio-economic development of both the receiving and home countries. In this paper, we have examined the working and living conditions of Chinese migrant workers and the extent to which the latter are satisfied with their work. With information from the government authorities, like the CSO, MOL, and other secondary data, we have given an expose of migrants, particularly foreign Chinese workers, in Mauritius.

The fieldwork has helped to get an insight view of the actual situation of Chinese migrants to better understand their perception on work, accommodation and the host society. The principal observations have been that there exist exploitation of migrants at work and their accommodation is not proper. Furthermore, Chinese workers feel being discriminated in the society. Nevertheless, it has been found that Chinese expatriates are satisfied with their pay packets and they keep a positive image of the country.

Given that migration is likely to continue in the future, there seems to be a necessity for the all stakeholders, particularly government and employers, to revisit their strategies regarding the contract of employment in relation to the working and living conditions of expatriates with a view to improve them and make provision for the effective social integration of the migrants in the host society.

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## The portrayal of local and the international cultures in the Sudanese English Language Syllabus (Spine)

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**Abstract** - This paper explores issues related to the portrayal of the local culture as well as international culture in the English Language materials used in Sudanese schools. The researcher then, intends to venture into a thorough evaluation of the elements of different cultures in SPINE syllabus (Sudan Practical Integrated national English) series book 1to6. This study employs a set of checklist which has been used as a guideline to analyze the cultural aspects in a curriculum in order to examine English Language textbooks used in schools in Sudan. The findings show that there was insufficient incorporation of cultural aspects into the English materials. Many of the available cultural elements were presented at a superficial level and not discussed within the holistic cultural experience. The findings suggest that the absence and the lack of certain cultural aspects in the materials may be due to the fact some cultural topics are avoided fearing sensitivity, and that they may be implicitly portrayed through, for example, value integration, moral and educational emphasis. This study recommends that language learning materials must be able to present the language learners' own culture and all the cultures that surround them and the materials must be useful and effective both as English learning materials as well as a tool for promoting cultural knowledge and understanding among Sudanese students.

**Keywords** : *Multiculturalism, syllabus design, local and international culture.*

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*Strictly as per the compliance and regulations of :*



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**Abstract** - This paper explores issues related to the portrayal of the local culture as well as international culture in the English Language materials used in Sudanese schools. The researcher then, intends to venture into a thorough evaluation of the elements of different cultures in SPINE syllabus (Sudan Practical Integrated national English) series book 1to6. This study employs a set of checklist which has been used as a guideline to analyze the cultural aspects in a curriculum in order to examine English Language textbooks used in schools in Sudan. The findings show that there was insufficient incorporation of cultural aspects into the English materials. Many of the available cultural elements were presented at a superficial level and not discussed within the holistic cultural experience. The findings suggest that the absence and the lack of certain cultural aspects in the materials may be due to the fact some cultural topics are avoided fearing sensitivity, and that they may be implicitly portrayed through, for example, value integration, moral and educational emphasis. This study recommends that language learning materials must be able to present the language learners' own culture and all the cultures that surround them and the materials must be useful and effective both as English learning materials as well as a tool for promoting cultural knowledge and understanding among Sudanese students.

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## 1. INTRODUCTION

Culture in second-foreign language course is not an expendable fifth skill, it is always in the background right from day one ready to manifest and unsettled the good learners. In an article on discourse, for example, Brown (1994) questions whether or not language may be value-free or independent of cultural background. Culture in second-foreign course reflects an axiom in second-and foreign-language (L2 and FL) pedagogy, but it remains unclear to many L2 and FL educators just how this has come to be the case and what impact this has on their classroom practice paring in mind the fact that English has been adopted and transformed by communities all over the world to fit into local customs and local cultures. Consider a case of two speakers from the same ethnic converse in English, what is important that they share or negotiate norms of use together, not that they have adopted a specifically British or American set of norms. If English

language learners don't assume that there are fixed cultural 'rules' about expressing themselves in English, but instead learn that these patterns of use may vary widely across English users, they will be open to learning 'culture' more deeply. Here is where cultural syllabus can help students become 'pragmatically flexible' as part of their global cultural competence. The major theorists and researchers in multicultural education agree that the movement is designed to restructure educational institutions so that all students will acquire the knowledge, skills, and attitudes needed to function effectively in a culturally and ethnically diverse nation and world. Multicultural education, as its major architects have conceived it during the last decade, is not an ethnic- or gender-specific movement. It is a movement designed to empower all students to become knowledgeable, caring, and active citizens in a deeply troubled and ethnically polarized nation and world. Another harmful misconception about multicultural education has been repeated so often by its critics that many people take it as self-evident. This misconception is based partly on questionable assumptions about the nature of Sudan society and partly on a mistaken understanding of multicultural education. The claim that multicultural education will divide the nation assumes that the nation is already united. While we are one nation politically, sociologically our nation is deeply divided along lines of race, gender, and class. Society and the schools tried to create unity by assimilating students from diverse racial and ethnic groups into a mythical culture Sudanese that required them to experience a process of self-alienation. In the language education of today, the teaching of multiculturalism plays an essential role. The main objective of multiculturalism is to increase pupils' awareness of foreign cultures and to teach them, for example, about equality, human dignity, and human rights. In addition, internationalisation and the unification of their country i.e. Sudan and the Sudanese people. This referred to as the true challenges of language education. A multicultural Sudan Should be visualised not only as a possibility but rather as a probability for which language education should prepare all comprehensive school pupils. (John. 2001) argues that the highest objective of foreign language education is "to let and give a learner a chance to grow beyond the boundaries that are set to him/her by his/her own

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mother tongue and native culture". More than before, pupils' attention in foreign language lessons is to be drawn to international matters such as co-operation between nations and their citizens and to peaceful coexistence of all people irrespective of their backgrounds. Pupils should be encouraged to keep an open mind towards those who may look, think, or sound different from them. As a school subject, English language should be considered by school teachers as an excellent opportunity to familiarise their pupils with foreign countries, cultures, and people. Because of the nature of the subject, teachers can introduce their pupils, alongside with the target language itself, the geographical, cultural, and social contexts in which the target language is actually spoken. This, in turn, will increase Sudanese pupils' awareness and understanding of the target language as a natural means of communication for people speaking the language as their mother tongue (the target language community) and, also, provide them with a more extensive view on the nature of the language. By acquainting pupils with a diversity of contexts that interact with the target language, for example the target language speakers and their ethnic backgrounds, teachers may be able to motivate their pupils more in language lessons and also to convey them a greater appreciation of foreign cultures and people.

## II. THE SCHOOL PROGRAMME (SPINE)

In the early 1990s, a new series was introduced. That was the **SPINE** series, **SPINE** stands for 'Sudan Practical Integrated National English'. This series was designed by a number of Sudanese experts helped by some experts who are native speakers of English and who helped in the designing and editing of the series. The series is composed of 6 books; 3 for the Basic Level and 3 for the Secondary Level. **SPINE** is the current course now and it has been in use since 1992. **SPINE** series was written with a different learner profile in mind. It was written in the early 1990s by authors who belonged to the traditional methods of teaching and syllabus design. They are not to blame for that. What they did was the state-of-the-art in those days. The paper also stressed the importance of viewing the issue in a new frame of mind; one that is not biased by stereotyped thinking. It argued for a multicultural approach to the syllabus design. An approach that take on board all possible hypotheses and assumptions and tries to search for answer that are based on vital data which, in themselves, are the result of solid facts and not just personal opinions or feelings.

## III. STATEMENTS OF THE PROBLEM

There are various materials for English language teaching and learning that can be obtained in the market and from other various sources. Obviously, there are different cultural elements presented in most of the current English learning materials. However, one can

argue whether they are sufficient and comprehensive enough to tap on the culture of the English language learners. As known to the world, Sudan is a multiracial and multicultural country. It is rich of cultural practices and traditions of many cultural communities. Therefore, the materials will not be able to present these cultural practices and traditions of all cultural communities that exist in this country. The English materials available also may not provide enough cultural information to the teachers in order for them to fully utilize cultural aspects that can enhance the learning of English among the learners. This is important especially when the English teacher does not really belong to the learners' community that he or she is teaching. How can a teacher teach a language to a group of learners without understanding the cultures that surround them and when language teaching must be incorporated with cultural elements? Let us take a situation for instance. So the moral of the story is clear that the presence of local cultural elements in the English materials (Spine) is important not just for English language learners but also for English language teachers. Although we live in a multiracial and multicultural society, the local and international mass media are still discussing racial misunderstanding and polarization in segments of our society. All the discussions of the sensitive issues are made worse when the international community interferes. As a result, all the impressions of harmony and peacefulness presented through the cultural elements in the English materials do not really hit the target. This happens when the learners are exposed to negative perceptions and at the same time, those can be negative stimulations toward learning English. Since Sudan is a multiracial and multicultural country, its stability and social cohesion are so much depending on harmony, understanding and tolerance among all members in all communities. Without these elements, then such word like 'harmony' is impossible to be possessed. A social community needs to have the respect to other social communities so that an impressive multiracial and multicultural country still exists on this planet. In summary, in order to understand the problems better, one can ask the following questions:

1. How relevant are cultural aspects in the Sudan?
2. How can English language teaching be more effective in Sudan?
3. Have the materials sufficiently incorporated the cultural aspects?
4. Are the available cultural aspects useful and effective in order to be used as English learning materials and as tool for understanding cultures?

The answers to the questions allow us to see the major role of the English language materials in incorporating the cultural aspects. They also inform us on the status of the English language syllabus, its materials and the teaching.

#### IV. OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To determine the degree that the English language materials provide the wholeness of experiences of ethnic and cultural groups in Sudan;
2. To examine the extent that the materials present the ideals and realities of Sudan societies;
3. To discover the way the materials support ethnic and cultural diversity in Sudan;
4. To ascertain the degree that the materials offer opportunities for participation in aesthetic ethnic and cultural experiences;
5. To find out the degree that the materials present the culture of the native speakers of English (C2) and make use of the learners' first language (L1).

#### V. SIGNIFICANCE OF THE STUDY

The textbook is the main source of teaching in many subjects. Many modern textbooks strive to give students at least a superficial knowledge base for understanding other cultures and people. The study on local cultural aspects presented in the English language materials is necessary for the reason that Sudan is a multiracial and multicultural country. The learners' social background factors need to be taken into teachers' serious consideration. This study will enable to guide materials developers or textbook writers to identify proper cultural elements to be integrated into the materials. Besides that, this study is important for English language teachers who need to fully utilize cultural aspects in order to enhance the learning process of the language. The English materials that they are using may not provide sufficient information on those aspects. This will, at the same time, bring difficulties to the teachers in order to link the cultural background of learners and English language learning. With the exposure to such matters and issues in this study, English teachers in Sudanese schools will have the awareness of the importance of culture in any second language classrooms. The study also provides better understanding for English language teaching (ELT) practitioners as it links the teaching of English to broader but more important cultural dimension. There is a tendency among practitioners to confine ELT within the teaching of structures or grammar, neglecting its communicative aspects. Also learner factors and the differing needs as well as their sociocultural are overlooked. Besides, the study also offers policy makers or curriculum planners' useful insight into the area of teaching culture across the curriculum. We need to participate in the global society and curriculum can be a useful tool to impart cultural knowledge and skills.

#### VI. LIMITATIONS OF THE STUDY

The analysis of this study would be based on a set of textbooks used by Basic and secondary schools (Spine). The quantity and quality of the materials in the

textbooks examined would depend on many factors, such as the limitations posed by the Curriculum Specifications designed by the Ministry of Education as well as the requirement by the publishers. The description of the cultural aspects in the textbooks depends on the selected criteria in the checklist used in this study. There are other aspects in Banks' checklist as well as from other scholars. Those aspects may not have been examined.

Another limitation is due to the fact that cultural aspects can be implicitly portrayed. The cultural aspects were also sometimes presented in different forms such as value integration and moral education. It was thus difficult to identify or describe the aspect within the scope of this study.

#### VII. METHODOLOGY

##### a) *Research Instruments*

This study utilizes a checklist adapted from Banks' (2001) checklist for multicultural curriculum to examine Form 1 to Form 6 English textbooks (Spine). Here are the questions adapted from the checklist which was used to evaluate the English materials:- The checklist was adapted to fit the focus of this study. Banks' checklist was designed for the evaluation of multicultural curriculum. It has broader scope of inquiry and much more comprehensive criteria. Since the focus in this study is on the English language material within the context of second language learning (ESL materials), only relevant items from the checklist were selected to be used. The following criteria were taken into consideration when identifying and adapting Banks' guidelines for this study:

- In English language materials, cultural elements must be linked to the linguistic items intended for teaching.
- Integration of both culture and language has to translate into manageable content for classroom procedures.
- In Sudan national English language curriculum, multiculturalism may not be explicitly stated or it may appear in different forms, such as value integration, moral emphasis, and broader educational emphasis.
- Multiculturalism may entail some sensitive issues that are sometimes avoided in public discussions.

#### VIII. DISCUSSION

##### a) *Participation of the Whole Cultural Experiences*

According to Banks (2001), a multicultural curriculum must make the learners understand the wholeness of experiences of ethnics and cultural groups. Based on the findings, all the textbooks do not include the study of societal problems experienced by some ethnics and cultural group members that live in the same environment. The diversity is hardly even mentioned. Issues like racism, prejudice, discrimination,



and exploitation are serious issues which have never being touched in the textbooks. Banks (2001) really emphasizes the presence of these aspects in all multicultural syllabuses. It will help learners to understand the wholeness of the experiences of all the cultural groups around them. When all these aspects are Portrayed in the English materials (Spine), Sudan ESL learners will become freer to express their ideas and perceptions toward what is really happening in their environment. Just let them view and interpret the situations or problems in their own beliefs and principles. Therefore, biasness towards certain cultural groups in this country does not exist. Living in this multiracial and multicultural country, they need to be open-minded in accepting the existence of other cultural groups in their big community. It will also help them to understand the roles of other cultural groups in the environment. The absence of these aspects in our English textbooks means all of these benefits are being ignored. Our students do not have the chances to understand the wholeness of experiences of ethnics and cultural groups in Sudan and at the same time to see the beauty of it. The findings also prove that the study of historical experiences, cultural patterns, and social problems of ethnics and cultural groups are not sufficiently included in the English Language Textbooks (Spine). There is an exposure of few festivals like, Christmas, Ramadan, Eidilfitri are given as the examples of festivals in Sudan. However, there is no information given about those festivals. There are many other festivals are not given any due attention. These festivals really reflect the cultural events practiced by few out of many other ethnics in Sudan. This is somehow, the only ethnics' cultural distinctiveness in Sudan portrayed in the Spine books. This shows that only positive experience and cultural patterns of ethnics are portrayed in the textbooks (Spine). The appearance of group members from different ethnics in books is just made nothing more than to represent some of the main ethnicities that really exist in our community. These findings however prove that the portrayal of historical experiences, cultural patterns, and social problems of ethnicities and cultural groups in the English Language materials are insufficient. At the same time it can be concluded that Sudanese ESL learners do not really understand what is really happening in their living and learning environment since it has never been a topic to be freely discussed with their English teachers in schools. This is for the reason that the textbooks used in their schools never include the study of historical experiences, cultural patterns and social problems of ethnicities and cultural groups in the country. In all Spine English Language Textbooks, nothing of any ethnic in Sudan is judged as positive or negative. Students can only see the distinctiveness through the characters' names and the way the characters are illustrated such as their costumes. This brings us to one conclusion that Sudanese ESL learners are never given the chance to

make interpretation and comparisons among ethnics that exist in the environment they live in. One easy example can be taken as one case which really happens in our community now and it can discuss to enlighten our students about what's happening in the society. The problematic issues, which are social and societal problems, can be discussed in terms of the reasons of its existence, reason why they have been illegalized, and its implication on our multicultural environment. Let the students have some ideas of what is positive and what is negative in all what they witness in their everyday lives. They need to be given the chance to think freely using their own criticality and perceptions towards all the cultural issues that exist in their environment. This is also why Banks (2001) views this aspect is important to be portrayed in ELT materials.

## IX. PRESENTATION OF IDEALS AND REALITIES

Banks (2001) also emphasizes that a multicultural curriculum must be able to help students identify and understand the ever-present conflict between ideals and realities in human societies. None of the textbooks exposes anything related to value conflicts that ever happened in this multicultural society. Different ethnics sometimes have opposite values which may create conflicts among each other. Sudanese learners are not given the chance to identify and understand this phenomenon. Worse than that, they do not have the chance to have any idea about the confliction of values around them. Every culture consists of various good values. Sudanese students deserve to agree or disagree to whatever values they perceive. A lot of lessons can be learnt through values. Therefore, it is a disappointment to say that students are never taught to identify and understand any value conflict that exists in their environment. It is quite obvious that many ideal situations are being presented in the textbooks rather than the realities. Thus, students are not equipped with the exposure and awareness towards what is really happening in the society they are living in. Not even one case is found in the English Language textbooks (Spine). A few cases do appear in the English Language textbooks (Spine), but those cases do not really answer the question of the checklist. In textbooks (Spine), there is a revelation on the reality where our green heritage is being destroyed by men. There are also some pictures of men planting trees and criticisms toward men's irresponsibility in preserving the nature. This is the only reality exposed in the textbook, which is not enough in order to instill students with the consciousness about what is really happening in the environment they live in. This case, though, has nothing to do with ethnics and cultural groups. In textbooks (Spine), there is a revelation on the reality of some cases like dumping and draining toxic and domestic waste into the river. These cases however reveal the reality done by all human



beings as one big group of community instead of by specific ethnic groups. This happens in order to avoid discrimination to ethnics in the community. Issues like racism and religion are not once being mentioned. In textbook, children of Down's and Dyslexia syndromes are not exposed. Conditions that happen to a Down's syndrome child are never viewed racially. Their races are never mentioned and no discrimination is given to them because they do not deserve to be ignored. All Sudanese are given the equal treatment since Sudan is considered as one big multicultural community. No racial or religious emphasis is portrayed in the textbook in order to avoid diversity among Sudan, yet to maintain the unity.

## X. SUPPORT TOWARDS DIVERSITY

A multicultural curriculum must also support ethnic and cultural diversity through promoting values, attitudes and behaviours. The study has found that all English textbooks contain quite a lot of values, attitudes and behaviours that support ethnic and cultural diversity. However, the appearance of this aspect in the textbooks is only in terms of the illustration of the characters in the textbooks. In the English textbook, there are some evidences that supports this statement. It is in terms of the graphic illustration of the characters in the textbook. Few Muslim characters in the textbooks are illustrated as wearing jalabia with imam and girls with scarf. This illustration also shows students that Muslim girls have distinctive appearance from girls of other cultural groups. This also means that the textbook at the same time promotes values, attitudes and behaviours of some cultural groups in the society by putting a little emphasis on letting students to examine differences within and among ethnics and cultural groups. In the English Language textbook, there are some values, attitudes and behaviours promoted in the textbook but none of them support ethnic and cultural diversity. Still, the only value that is related to racial issue is that the one portrayed through the graphical illustration and characters in the textbook, where each group of friends consists of members from different races and ethnics. This can be seen that there is no discrimination towards races and religions in schools in Sudan. In the English Language textbooks, a lot about Sudanese culture is presented through the graphical illustration of the characters. They could actually promote the tourism of Sudan and at the same time promoting the beautiful various cultures of people called Sudanese. The lack of emphasis towards cultural distinctiveness in the materials makes the value, attitudes and behaviour embedded in every ethnic and culture hardly to be seen by learners. Values, attitudes and behaviours shown through the illustration of characters may be insufficient in order to instill cultural awareness among the students. Besides, the illustration, the distinctiveness can also be seen through the names of the characters. Well, how much cultural awareness

will be able to be provided for them through only the characters? Students do not have the opportunities to examine the differences within and among ethnics and cultural groups. The diversity that students have in the community is not seen anymore.

## XI. OPPORTUNITIES FOR PARTICIPATION IN AESTHETIC EXPERIENCES

Banks (2001) also highlights the importance of students' participation in the aesthetic experiences of various ethnic and cultural groups to be present in a multicultural curriculum. In the English Language textbooks (Spine), there is no Literature segment is given. Students do not have real opportunities to read of poems, short stories and essays. No literature of any cultural groups is given any kind of attention. Obviously, students' exposures towards literature of foreign culture as well as the exposure towards their own culture and other cultures are not given any attention. In his Multicultural Curriculum checklist, Banks (2001) also states that students must be provided with opportunities to develop full literacy in at least two languages. This means Sudanese ESL learners need to be taught about the culture of the native speakers of English. Based on the findings, students, of English as second language learners, are not exposed at all to the culture of the native speakers of English. There are not Literature segments which use English, short stories and folklores.

## XII. PRESENTATION OF TARGET CULTURE AND USE OF L1

It is also important that a multicultural curriculum to be able to teach ESL students through their native languages. In textbooks (Spine), there is the presence of a few Arabic words. This, though, does not show that English is taught to Sudanese students using their first language (L1). It is just the translation of the same instruction in English to Arabic language. English is never taught to students using their native language (L1). There is no even a word of any language other than English exists in the textbooks. Banks (2001) puts a very significant emphasis on the presence of local as well as world cultural aspects in all multicultural syllabuses. Based on the findings, the lack of local cultural aspects portrayed in the English Language Materials used in all schools in Sudan shows that English language syllabus in our education system cannot be described as a multicultural syllabus.

## XIII. CONCLUSION

This study has investigated the portrayal of local cultural aspects in English Language Materials used in this country with a beautiful gift of multiracial and multicultural community. This paper has made use of a set of checklist from Banks (2001) as the guideline to analyze the local cultural aspects portrayed through English Language textbooks (Spine) used in schools in

Sudan, As mentioned earlier in the introduction part of this paper, this study has set out to ascertain the aspects of local culture that are reflected in the English language materials used in this multiracial and multicultural country. Based on the findings of the research, these following conclusions can be drawn:-

1. There is insufficient portrayal of cultural aspects in the English Language Textbooks used in all secondary schools in Sudan. There is a lack of exposure to all the local ethnicities and cultures available around the learners in their living and learning environment through the English Language Textbooks provided by their schools.
2. Cultural aspects were not evenly presented in all the themes or chapters throughout the textbooks of the English Language Textbooks.
3. There was lack of exposure to and portrayal of local cultural aspects in the materials in the textbooks.
4. Local languages or the learners' first languages were not highlighted throughout the materials, suggesting their insufficient contribution to English language learning. The result of this study indicates that Sudanese curriculum developers and materials writers have not fully utilized culture in language materials, generally, and second language learning, specifically. There are some aspects that need to be taken into consideration before selecting global materials. All the aspects stated are obviously related to learners' culture and environment. One point that has captured my agreement is the author's awareness towards cultural sensitivity in the learners' environment. Global materials are often likely to ignore the learners' local cultural aspects. There are, of course, a lot of things in our culture here in Sudan that are different from other cultures especially the English ones. For instance, a man and a woman living together before marriage is out of our culture and of course will be an embarrassing thing to discuss about it openly especially to be presented in the English language materials. The same thing goes to some other issues like homosexual, illegitimate children, virginity loss before marriage, gambling and drinking which are viewed as very sensitive or impolite to be openly discussed in our culture. (Dat, 2006) *"Course books need to repair such misconceptions by allowing characters to demonstrate more diversity in appearances, behaviours, viewpoints and personalities."* (Dat, 2006) As Dubin (1992: 17) highlights, writers should create characters who appear to be real people with recognizable ages, traits, backgrounds, among other features. When the characters are illustrated in a different way and look weird, communication becomes flawed and context loses its significance (Dat, 2006). Characters in the materials, in fact, must be illustrated and presented the same as how they are in the real life. Therefore, it is important that all illustration of characters in the English Language Materials to be parallel to or at least not too far to be different from the characters that

exist in all the cultures in students' environment in order to let them find the learning is more meaningful.

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# Innovativeness as Essential Part of Entrepreneurial Training in Developig the Competitive Advantage: Terengganu Creative Industry

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**Abstract** - Basically, the main objective of this study is to measure the significance of entrepreneurial training of innovativeness toward the competitive advantage in Terengganu creative industry. This paper will look into the influence of innovativeness in four major business elements, there are; product innovation, production innovation, generating source of supply and management structure. Furthermore, the moderating effect of utilising market opportunity was also investigated. This study was conducted by distributing questionnaires to 107 creative entrepreneurs who are registered in Kraftangan Malaysia, Terengganu. However, they are only 105 respondents returned the questionnaires. Analysis of the data revealed that the entrepreneurial training of innovation with the four major business elements (e.g. product development, production, source of supply and management structures) are weakly correlate with competitive advantages. In addition, the moderating of utilising market opportunities make the relationship of entrepreneurship training of innovations and competitive advantage become very weak correlation. These findings indicated that most of creative entrepreneurs are not excited to practice the innovation in their business. In fact, most of them are not desire to utilised the market opportunities as a supportive to their entrepreneurship training of innovations toward the competitive advantage.

**Keywords** : *Innovation, competitive advantage, entrepreneurship training, entrepreneurship education, creative industry, Malaysia.*

**GJHSS-A Classification** : *FOR Code: 150304, 160506, 150307 JEL Code: L26, O14, O31*



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# Innovativeness as Essential Part of Entrepreneurial Training in Developing the Competitive Advantage: Terengganu Creative Industry

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**Abstract** - Basically, the main objective of this study is to measure the significance of entrepreneurial training of innovativeness toward the competitive advantage in Terengganu creative industry. This paper will look into the influence of innovativeness in four major business elements, there are; product innovation, production innovation, generating source of supply and management structure. Furthermore, the moderating effect of utilising market opportunity was also investigated. This study was conducted by distributing questionnaires to 107 creative entrepreneurs who are registered in Kraftangan Malaysia, Terengganu. However, they are only 105 respondents returned the questionnaires. Analysis of the data revealed that the entrepreneurial training of innovation with the four major business elements (e.g. product development, production, source of supply and management structures) are weakly correlate with competitive advantages. In addition, the moderating of utilising market opportunities make the relationship of entrepreneurship training of innovations and competitive advantage become very weak correlation. These findings indicated that most of creative entrepreneurs are not excited to practice the innovation in their business. In fact, most of them are not desire to utilised the market opportunities as a supportive to their entrepreneurship training of innovations toward the competitive advantage.

**Keywords** : Innovation, competitive advantage, entrepreneurship training, entrepreneurship education, creative industry, Malaysia.

## 1. INTRODUCTION

The Malaysian Handicraft Development Corporation (Kraftangan Malaysia) has identified the small and micro-enterprises in the Malaysian creative industry as a priority in increasing the Malaysian gross

domestic products. Currently, the Malaysia government provides excellent support towards the development of creative industry (Hatta Azad Khan, 2006). One of the areas that were government considered is increasing the ability of the creative entrepreneurs in innovations of their products and other elements of their business such as production, source of supply and their management structure. The researchers argue that one of the major contributors to the ability of the entrepreneurs to innovate is through the education and training that they received.

As mentioned by previous researchers, the development of knowledge and skill of entrepreneurs, to a large extent may be dependent on the type of education that they received. Ehrlich et al (2000) argues that entrepreneurial education and training significantly impacts participants' perceptions of their abilities to develop and expand their business. Mike et al (2004) has added that several of the syllabuses of entrepreneurial education that aims to develop personality traits and business knowledge includes innovation, creativity, vision, commitment, perseverance, autonomy, locus of control, and risk taking toward their business. However, there is lack of researches carried out on the teachings of innovativeness in micro and small business training.

Innovation has become a major component in entrepreneurship, where through innovation entrepreneurs will be looking for new opportunities, changes as opportunities for new markets changes and also develop their competitive advantage (Bird, 1989). There are diverse perceptions regarding the definition of innovativeness in entrepreneurship which may create positive business performance, such as the ability to identify opportunities in a new market (Zacharakis, 1997); distinguishing one's offering from competitors (Stewart et al, 2003); better personality traits (Ab Aziz Yusof, 2009); improving on any business weaknesses (Gurol, 2006); and created new sources of supply (Bird, 1989). Hence, innovativeness become as a crucial part in entrepreneurial training in developing their sense of competitive advantage. Based on the findings of past research, the researchers hope that this paper will

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contribute to the determination of the significance of innovativeness as part of the development of entrepreneurial training in the Malaysian creative industry.

As the Terengganu creative industry grows from the producing sector into more complexes in industrialization, entrepreneurship will draw more attention to the need for emphasizing on creative industry. In fact, Successful entrepreneurs will contribute to the growth of creative industry in Malaysia, especially Terengganu (Rais Yatim, 2006). In United Kingdom, for example, the creative industry has become a main sector which contributed to its gross domestic product where the growing rate from 1997 to 2003, is faster than any other economic sector (Einarsson, 2002). Additionally, it had expanded by an average of 6 percent per annum (Carey and Naudin, 2006).

At present, the Malaysian government hopes to develop and expand several sectors which are related to the development of creative ideas in art composition by craftsman and artisan in areas such as batek, songket weaving, wood carving, furniture making, music, and film. Furthermore, the creative industry was identified as one of the key industry to transform the Malaysian economy. This sector has the potential to grow and take the role as a catalyst in product and business innovation across other sectors within the economy. Innovative become as a major components to develop the Malaysian creative entrepreneurs to become more opportunistic in a competitive advantage. Malaysia Handicraft development Corporation was identified as an agency which is responsible to develop a sense of innovations, creative, and business-oriented among creative entrepreneurship in a Malaysian creative industry.

#### a) *Entrepreneurship in Malaysia Handicraft Development Corporation*

Malaysia Handicraft Development Corporation or known as Kraftangan Malaysia was founded in 1<sup>st</sup>. October 1979 under Act 222, Malaysian Craft Agencies Act. Basically, the main role of Kraftangan Malaysia is to preserved Malaysian craft heritage, to develop and upgrade the craft activities as an important industry. In addition, Kraftangan Malaysian has been emphasising the development of the local creative entrepreneurs to become successful business, in the context of product development, promotion, business management, and marketing. As a result, Kraftangan Malaysia has been implemented various programs which are able to increase the level of entrepreneurship among artists, such as research and development program, promotion development program, craft entrepreneurship program, and craft training and development centre.

The Department of Development Craft Industry tin Kraftangan Malaysia takes responsibility to accommodate facilities, technology, and workshop training program to develop local creative entrepreneurs. In term of product innovative, the

research and development department at Kraftangan Malaysia has put great emphasis on the product development in the context of product design, packaging, craft inventory and interior design; technological study in productivity and quality; identifying alternative material in craft producing and to maintain standard of quality in handicraft production. Many entrepreneurs in the Malaysian creative industry belong to the small and medium scale industry. A variety of product are produced by local creative entrepreneurs, like batik, ceramics, wood, forest based fiber, pewter, songket, silver, crystal and leather. Kraftangan Malaysia also takes responsible to develop creative entrepreneurs through several programs, such as, to build up the sense of entrepreneurship among craft producers, like to instruct entrepreneurship among craft producers, to establish the existing craft entrepreneurs, to develop the invention of craft product, to upgrade the level of producing through innovation, to promote the craft product either domestic or international level, and also to protect the traditional heritage.

Furthermore, Kraftangan Malaysia has been working hard to bring local product into international market through several international exhibitions, such as Hong Kong Gifts dan Premium Fair, Spring Fair Birmingham, and "Minggu Malaysia Di London". The purpose of this program is to expand the size of market segment among creative entrepreneurs into global market through product export and tourism. Therefore, Kraftangan Malaysia has implemented two approaches to make sure this program became reality, there are *Khidmat Dagang* (Trade Service) and Promotion. The objective of Trade Service activity is to assist the creative entrepreneurs to grab opportunities either at local or international market through exhibition, showcase events, and electronic medium (E-Business). Kraftangan Malaysia has allocated several locations for exhibition and showcase activity for the local entrepreneurs in the creative industry to exhibit their product. Examples are Komplek Kraftangan Kuala Lumpur, Kompleks Kraf Langkawi, Perkampungan Pelukis, Kedai Kraf, Galeri Batik dan Tenun, and Muzium Kraf. In addition, Kraftangan Malaysia has also offered e-business service to the creative entrepreneurs to use the internet as medium to penetrate the global market.

#### b) *Innovativeness as Part of Education and Training in Entrepreneurship Education*

Innovativeness has a comprehensive study which includes the creation of new products, new methods of production, new quality product, to get into a new market, to create a new source of supply, to create new organization and also structuring in business. According to Zacharakis (1997), good entrepreneurs are always looking for new opportunities for the changes in opportunities in the market place. Stewart et al (2003) argued that innovation is inherent in the role of entrepreneurship and it distinguished between entrepreneurs and managers.



Meanwhile, the word of entrepreneurship has become a common term used to describe people who are innovative, creative and open to change. Education and training become as a medium to transfer entrepreneurs to become more on innovation oriented. Ibrahim and Soufani (2002) also agreed and have supported in their research that entrepreneurial education and training is an effective way to reduce small business failure in Canada. In addition, Einarsson (2002) has looked the important of education in culture activities, economic, society and ideology as factors in a creative industry that affected the manager or artists to make any decision about their arts producing. Therefore, creativity, innovative and cognitive thinking is important part to educate creative entrepreneurs to become a good producers, wholesalers and retailers in a creative industry.

## II. REVIEW OF THE LITERATURE

Antonicic et al (2004) suggested that the term entrepreneurship education can be defined as a structure, formal conveyance of entrepreneurial knowledge. Entrepreneurship also can define as a capacity for innovation, investment, and expansion in new markets (Nathaniel H. Leff, 1981). In addition, Young (1997), has defined that the meaning of entrepreneurial knowledge is a concepts, skills, and mentality of individual business owners' use during the course of starting and developing their growth-oriented business.

Education and training can lead to development and improvement in some elements of entrepreneurship, especially in development of entrepreneurial personality. Nowadays, most of entrepreneurial study has included several factors in the development of entrepreneurial personality, such as; need for achievement (McClelland, 1961; Rotter, 1966); locus of control (Rotter, 1966); risk-management (Casson, 1982; Caird, 1988); tolerance for ambiguity (Shane et al, 2003), self-confidence (Gurol et al, 2006), and also innovativeness (McClelland, 1961; Casson, 1982; Littunen, 2000; Gurol et al, 2006; Bird, 1989). However, Gartner (1990) has argued that the entrepreneur theme is the idea that entrepreneurship involves individuals with unique personality characteristics and abilities in a context of creativity, vision, commitment, perseverance, autonomy, locus of control, innovative, and risk taking. In additional, Zimmerer et al (2005) has added that a good value entrepreneur is a person who can utilize an idea in their business, has good attitude, and is innovative in a product development to match in a market. As well as highlighted by previous researchers, innovativeness plays an important role in the characteristics of an entrepreneur during the start-up phase of a firm. Innovative means that the entrepreneur must have the ability to produce solutions in new situations (Bird, 1989). Innovation has a comprehensive definition including creating new products or new quality, to create

new methods of production, to get into new a new market, to create a new source of supply or to create new organization or structure in business. Meanwhile, Drucker claims that innovation is the major tool of entrepreneurship, where through innovations entrepreneurs will looking for new opportunities, changes as opportunities for new markets, products or ideas. Stewart *et al* (2003) argues that innovation is inherent in the role of entrepreneurship and it can separate entrepreneurs from managers. In fact, the term of entrepreneurship describe the process undertaken by an entrepreneur to augment his business interest (Desai, 2007). It is an exercise involving innovation and creativity that will go towards establishing enterprise.

Both Gurol (2006) and Littunen (2000) argue that in order to overcome their weakness, entrepreneurs must be innovative enough to develop better product and production process. Meanwhile, Bird (1989) adds that innovation must be implemented in the creation of new source of supply. As highlighted by previous researchers, four main indicators have been identified to support the measurement of innovation in entrepreneurial personality; they are innovation to develop current product performance, to develop current production, to create new source of supply and new structure in management.

## III. HYPOTHESIS AND THEORETICAL FRAMEWORK

The main objective of this paper is to determine whether there are any significant relationship between entrepreneurship training in innovations and the competitive advantage in Terengganu creative industry. Based on literature study, the researchers have divided innovativeness into four major elements, they are; innovativeness in product development; innovativeness in production; innovativeness in generating new source of supply; and innovativeness in management structure. In addition, this study constructed nine hypotheses related to the main objective. The nine hypotheses that have been developed for this paper are as follows;

- H1: There is significant relationship between entrepreneurship training in product development and competitive advantage
- H2: There is significant relationship between entrepreneurship training in production and competitive advantage
- H3: There is significant relationship between entrepreneurship training in source of supply and competitive advantage
- H4: There is significant relationship between entrepreneurship training in management structure and competitive advantage
- H5: There is significant relationship between utilizing market opportunities and competitive advantage
- H6: Utilising Market Opportunities would significantly affect the relationship between

- entrepreneurship training in product development and competitive advantage
- H7:* Utilising Market Opportunities would significantly affect the relationship between entrepreneurship training in production and competitive advantage
- H8:* Utilising Market Opportunities would significantly affect the relationship between entrepreneurship training in source of supply and competitive advantage
- H9:* Utilising Market Opportunities would significantly affect the relationship between entrepreneurship training in management structure and competitive advantage

Figure 1 presented the theoretical framework based on the nine hypotheses that were constructed before.

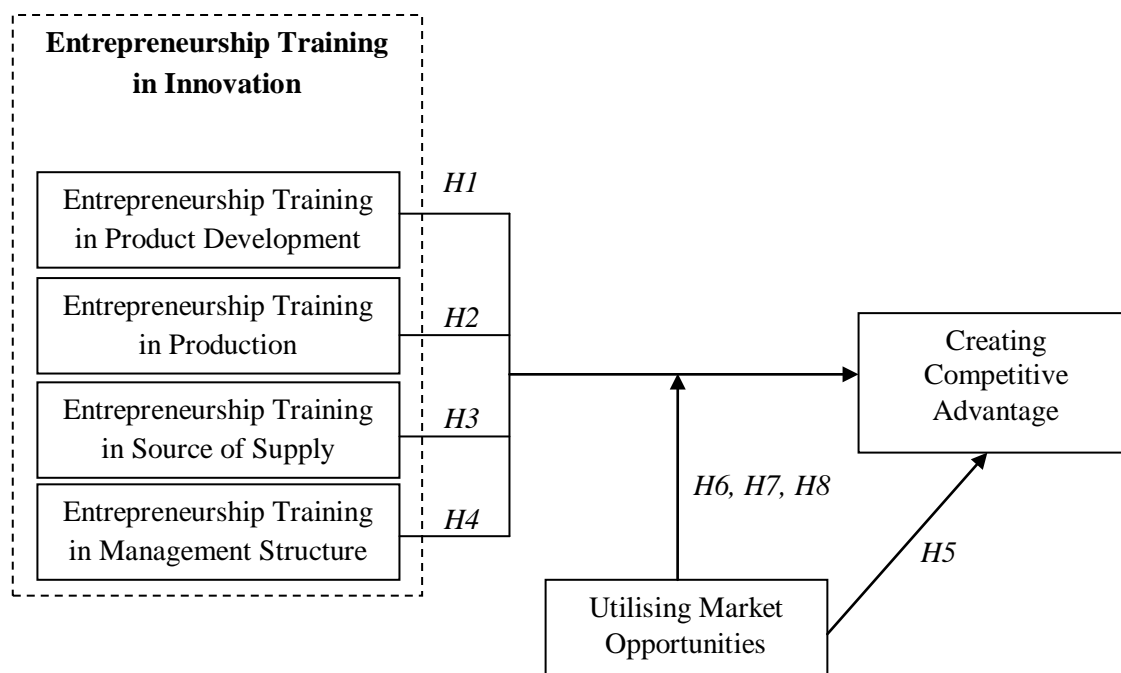


Figure 1 : Theoretical Framework on Innovativeness and Competitive Advantage

#### IV. METHODOLOGY

Since this study is aimed at addressing the phenomenon of entrepreneurship training of innovativeness to the competitive advantage among creative entrepreneurs in a Kraftangan Malaysia, a quantitative approach was used through distributed questionnaire to the respondents. As set of questionnaire was used as the main instruments in the data collection process adopted so that investigating the variables was made possible.

A population of 309 entrepreneurs in the handicraft industry was determined as respondents and 107 respondents were chosen as the sample in this study. A total of 107 questionnaires were distributed to the target respondents (Sekaran, 2005), however, only 105 respondents returned the questionnaires which equal to 99% of the total sample.

#### V. DATA ANALYSIS AND FINDINGS

The data was analysed using the Bivariate Correlation test to determine the association between innovativeness in Product Development, Production, Source of Supply and Management Structure with the ability of the entrepreneurs in the creative industry to create high competitive advantages. In addition, the moderating effect of the entrepreneurs desire to "utilise

market opportunities" was tested in the Partial Correlation. Results are shown in table 1 and 2.

When the correlation was tested without controlling the element (zero order correlation); "Utilising Market Opportunities", the results indicates that there is positive and significant association between the entrepreneurs innovativeness in product development, production, generating source of supply, management structure with the ability to create competitive advantage in the creative industry, however, all relationship are weakly correlated. In fact, the correlation between the entrepreneurs' innovativeness in product development with their ability to create competitive advantages is seen very weak correlated ( $r=.215$ ,  $p=0.029$ ). Being highly innovative in production and generating new source of supply has the weakly correlation with the entrepreneurs' competitive advantage in the industry with a correlation value of 0.426. This value of less than 0.500 indicates that the relationship is weakly correlated. All results are shown in table 1.

The Correlation between Entrepreneurship Training in Innovation and Competitive Advantage	H	Variables in Entrepreneurship Training in Innovation	Creating Competitive Advantages	Description
	<i>H1</i>	Product Development	$r = 0.215$ $p = 0.029$	Very weak correlated
	<i>H2</i>	Production	$r = 0.426$ $p = 0.000$	Weakly correlated
	<i>H3</i>	Source of Supply	$r = 0.426$ $p = 0.000$	Weakly correlated
	<i>H4</i>	Management Structure	$r = 0.408$ $p = 0.000$	Weakly correlated
	<i>H5</i>	Utilising Market Opportunities	$r = 0.496$ $p = 0.000$	Weakly correlated

*Table 1 :* The Correlation between Entrepreneurship Training in Innovation and Competitive Advantage

The researchers also conducted the test correlation between the innovativeness in the four elements of product development, production, source of supply and management structure with the entrepreneurs' competitive advantages in the creative industry by controlling their ability to utilise market opportunities. Results indicates that by controlling the elements of utilising market opportunities, three out of four factors are become very weak correlated between the entrepreneurship training of innovativeness with the creating competitive advantages. In addition, entrepreneurship training of innovativeness in product development is not significant with the entrepreneurs' ability to better compete in the market place.

Comparing these results with the results in table 1, it is clear that the correlation value in table 2 is substantially lower. In fact innovativeness in product development is not significantly related to the entrepreneurs' competitiveness in the market place as shown by the significant value of 0.906 which is greater than 0.05. Values from the correlations indicate that the entrepreneurs are not desire to utilised market opportunities is the underlying factor in strengthening the influence of innovativeness in product development, production, generating source of supply. All results can be observed in Table 2.

Controlling for Utilising Market Opportunities	H	Variables in Entrepreneurship Training in Innovation	Creating Competitive Advantages	Description
	<i>H6</i>	Product Development	$r = 0.012$ $p = 0.906$	Not significant
	<i>H7</i>	Production	$r = 0.313$ $p = 0.001$	Very weak correlate
	<i>H8</i>	Source of Supply	$r = 0.253$ $p = 0.010$	Very weak correlate
	<i>H9</i>	Management Structure	$r = 0.200$ $p = 0.043$	Very weak correlate

*Table 2 :* Correlation Result of controlling for utilising market opportunities

## VI. CONCLUSION AND RECOMMENDATION

Results of the correlation tests revealed that the entrepreneurship training of innovativeness in four major elements of a business; product development, production, source of supply and management structures are critical in helping the entrepreneurs in the creative industry to better compete in the marketplace. Furthermore, the moderating variable of utilising market opportunities has effected the relationship of entrepreneurial training in innovativeness and competitive advantage become very weak correlation.

The literatures of this paper which highlighted the importance of innovativeness in the four elements considered are not accepted by entrepreneurs in Terengganu creative industry as well as to create the sustainable competitive advantages. In fact, the findings of this study is not supported the previous literature as suggested that education and training may contribute to the innovativeness of entrepreneurs which will help them create a sustainable competitiveness advantage in the marketplace.

As recommended, results of the partial correlation indicates that the weakly correlation of entrepreneurs in the creative industry need to utilised the market opportunities in the industry in order to increase their competitiveness. In order to create innovated entrepreneurs, this paper has provided support for the inclusion of innovativeness as part of the curriculum or syllabus in the training of entrepreneurs in the creative industry. Furthermore, the findings of this study are also applicable to a wide range of creative industry in Malaysia. It can be use to increase the level of productivity in the creative industries which may help the entrepreneurs to penetrate new markets. The Malaysian government can utilize this finding as a foundation to plan and create better policies, procedures and programs for the entrepreneurs in the handicraft and creative industry.

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## Impact factors model of internet adoption and use: taking the college students as an example

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**Abstract** - The goal of this study was to explore the impacts of factors model of internet adoption, along with discussing the impact of the variables on internet adoption time, internet use time and internet use related to study and work. This study comes up with the hypothesis based on the theoretical frameworks of diffusion of innovation, uses and gratifications, technology acceptance model. Through taking XX university's students as sample (N = 302), the article reveal that socio-economic status significantly influences the time of internet adoption and use. The adoption time of the internet significantly influences the time of internet use. However, the adoption and time usage of the internet do not significantly influence the internet use related to study and work, as it is significantly affected by the college students' perception about the usability and ease of use of the internet.

**Keywords** : the adoption of the Internet ; Internet use; innovation diffusion; uses and gratification; technology acceptance model.

**GJHSS-A Classification** : FOR Code: 160506, 130306, JEL Code: O32,



*Strictly as per the compliance and regulations of:*





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## 1. INTRODUCTION

According to the 27th statistical reports of China's Internet development published by China Internet Network Information Center (2011) on Jan 19th, 2011, the scale of internet users has rapidly exceeded 450 million to reach 457 million by the end of December 2010, with increased 73.3 million. The internet access rates have raised to 34.3%, 5.4 percent increased compared with 2009. The increase of Internet access rates reflects the elevated access and adoption of the Internet in China. The government and researchers have been concerned about the access and adoption of the Internet since this increase, such as the American reports named Falling Trough the Net from the National Telecommunications and Information Administration (NTIA, 2001) in 1995, 1998, 1999&2000. The reports illustrate the rapid increase of population who utilizes the Internet. Reports also depict that young, high educated and high-income population will gradually obtain higher income and better employment opportunities through the use of Internet. On the other hand, the aged and the lower income segment will face a more difficult life without the use of Internet. The relevant research displays the impact factors of Internet's adoption between countries, including the economic development, knowledge, and opening up and communication technology import level. While the internal impact factors include the economic growth, urbanization level and information technologies

application on levels; these studies offer a widespread development of theoretic and empirical evidence of this particular topic.

As Internet grows stronger, researchers change their angle from original study to the time, mode and purpose of Internet use. For instance, some researchers analyzed the age difference between different users; the conclusion was that the younger population is likely to use Internet as the tool of communication and interaction as compared with the older generation. Whereas some researchers argued that people in a higher socioeconomic status use Internet more frequently as a recreational tool as well as in advanced vehicles to access information as compared with those of lower socioeconomic status. These studies reflect that different people have different ways of usages of the Internet even if they have the same Internet adoption.

However, the comprehensive understanding about the impact of Internet on different people has not been obtained through the studies of the adoption and use of the Internet respectively. People would use Internet only after they have adopted it, while the same level of Internet adoption does not mean the same level of Internet use. Therefore, a study the adoption of Internet combined with the use of it should be undertaken.

Researchers from other countries have conducted similar researches. For example, Kyung (2004) found that factor such as socioeconomic status, attitude towards Internet and social support (especially family support) have a significant impact on the Internet access of population through the data from South Korea. Such research also noted the way of Internet use in South Korean, such as using search engines, playing online games, communicating with others, shopping online, as well as social networking. However, results from other countries' research should not be applied or assumed to the ways people use Internet in China. In order to comprehend the impact of Internet on Chinese, a study of the influencing factors of Internet adaption and their relationship should be undertaken. However, the empirical research on the adoption and the use of Internet in China was relatively vague, particularly on the model's establishment of the influencing factors of adoption and use of Internet. This particular report illustrates the research that has been undertaken to attempt to comprehend the influencing factors of adoption and use of Internet through empirical methods and the possibility of proposing a complete model by

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selecting the college students as example. The reason of using college students as the sample population is that relevant research shows that the rate for college students' users was 97.5% in 2007; seven times of the rate (12.3%) of its overall internet users which shows that the college students are the main adopters and users of the Internet. More importantly, as most college students will be working in the future, the use and impact of Internet on them will directly affect the social development in the long term. Hence they will be selected as the object in this particular study.

From the above analysis, there are two aspects of meaning to this study: (a) Theoretically, organize theoretical models to describe the relationship between adoption and use of the Internet (including the time and the purpose); (b) Practically, the major influencing factors between Internet adoption and use found by the empirical data which can be used to improve the adoption and use of Internet, especially for college students as it is important and practically helpful to facilitate the appropriate use of Internet.

## II. THEORETICAL MODEL AND HYPOTHESIS

Most noticeably diffusion of innovation (Rogers, 1995) or uses and gratifications (Rubin, 1994). While Dutton, Rogers, & Jun (1987) explicitly underscores the causal links among diffusion, use, and social impact of home computing and thus integrates these processes into a unified framework. Figure 1 (see Appendix A) below summarizes the exogenous, intervening, and dependent variables proposed by Dutton, Rogers, and Jun (1987).

Home computing involves a three-stage process: individual socioeconomic and demographic characteristics, perceptions and attitudes towards Internet, socio-cultural setting, and hardware and software features serve. These independent variables have a direct impact on: (a) the adoption of home computers, which in turn determines; (b) the use of home computing, which in turn affects; (c) a wide range of perceptions and behavior including learning and education, family functioning, leisure activities, work from home, household routines, privacy, civil liberties, and property rights. The 11 survey-based investigations reviewed by Dutton, Rogers, and Jun (1987) have provided supporting evidence, in varying degrees, for some portions of the model. They have depicted that social economic status as well as formal education create a remarkable influence on home computers, and that capabilities growth is higher than its entertainments features' growth.

This chain process model is substantial for the model on the predictors of the adoption and use of the internet as both Internet and home computers are related as an "instrumental tool" (e.g., for work, word processing, education, home budgeting, etc.) However, this model is incomplete and inadequate, as the

relations between adoptions with use of home computing and the impact of this model lacks in detailed statistical data. Moreover, though home computers have predictors on the Internet adoption and use, it cannot be used directly. Therefore, the model of the adoption and use of the Internet should be created.

With regards to the Internet adoption and use, researchers employ innovation diffusion theory and uses and gratifications as main frameworks. A study conducted by Rogers (1995), demonstrates that the diffusion theory addresses the characteristics of innovations and their adopters (Rogers, 1995) According to Rogers (1995, p. 11), "an innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption." He also defines "innovativeness" as "the degree to which an individual or other unit of adoption is relatively earlier in adopting new ideas than the other members of a system" (p. 22). This diffusion theory suggests that adoption of technological innovations is a function of one's innovativeness, or willingness to try new products (Atkin, et al., 1998; Neuendorf, et al., 1998; Rogers, 1995) Roger's (1995) research has focused on the socioeconomic characteristics of an individual, the perceived attributes of innovations, technology cluster, situational factors, as well as the characteristics of the innovations which influenced adoption which has allowed him to comprehend the potential predictors of adopters in innovation. Zhu (2004) has further emphasized this particular study by developing a new construct of needs for new media technology, called "Weighted and Calculated Needs for New Media (WCN)". This allowed the research to fill a gap in the literature on diffusion and uses and gratifications. WCN not only integrates two mentioned theory but also elaborate mechanisms underlying the adoption and use of new media: contrasting between the conventional and the new media, and the weighting among different needs. As such, WCN predicts that individuals continuously adopt and use a different medium when the conventional media cannot satisfy their specific needs. For instance, social network websites are used in order to satisfy the needs of communication. Take the Internet for example, only when people feel the conventional media can't satisfy certain need (e.g. express personal advice of meet some friends) and Internet is able to satisfy this need, they will use the Internet. Based on this, this study uses WCN to balance people's use need of Internet.

Technology Acceptance Model (TAM) has been used to further explore impact factors as some researchers believed the innovation diffusion theory and uses and gratifications contains lack of supporting the relations of Internet adoption and use, The Technology Acceptance Model (TAM) was developed to address this key problem surrounding the field of information technology. The primary objective was to assess why performance gains were often inhibited or obstructed by a user's unwillingness to accept new technology. It has stated that "Because of the persistence and importance

of this problem explaining user acceptance has been a long-standing issue in MIS research" (Davis, 1989, p.319). The Technology Acceptance Model (TAM) was an adaptation to the Theory of Reasoned Action (TRA) developed in 1980 by Fishbein & Ajzen. TRA was an original theory in the sense that the researchers hypothesized that a person's intention to perform a behavior (BI) was influenced by a person's attitude (A) and subjective norm (SN).  $BI = A + SN$ .

The Technology Acceptance Model (TAM) is the information systems theory that illustrates how users accept and adapt a technology (See figure 2 in Appendix A). The model suggests that a number of factors influence their decision about how and when they will use it when presented with a new technology, notably including the following:

**Perceived usefulness (PU)** - This was defined by Fred Davis as "the degree to which a person believes that using a particular system would enhance his or her job performance".

**Perceived ease-of-use (PEOU)** - Davis defined this as "the degree to which a person believes that using a particular system would be free from effort" (Davis 1989).

TAM postulates that compute usage is determined by BI, and BI is determined by the person's attitude toward using the system, and PV, and the attitude is determined by PV and PEOU.

According to the theory above, this study attempt to test figure 3 (see Appendix A) after adjusted the variable of figure 1:

Research depicts that Internet usage by college students are essentially for education and work. However, it does not illustrate other activities of students' Internet usage. According to figure 3, this study tries to answer the following questions and testing the following hypothesis:

**RQ1:** How the variable of Personal attributes, Social status, Weighted and Calculated Needs, Perceived usefulness (PU), Perceived ease-of-use (PEOU) predict the Years of Internet use, Internet use time and Internet use about learning and working.

**Hypothesis 1:** The more years of Internet use, the longer Internet use time of college students is

**Hypothesis 2:** The more years of Internet use, the more Internet use about learning and working of college students is.

**Hypothesis 3:** The more Internet use time, the more Internet use about learning and working of college students is.

### III. METHODOLOGY

#### a) Sample

This survey was conducted in XX universities in Guangzhou during May, 2010. A total of 335 respondents completed the questionnaires and 302 questionnaires are valid, therefore the survey completion rate was 90.1%. Demographic Characteristics of sample was shown in Table 1(see Appendix B).

Inevitably, the key demographic variables of this convenience sample is valid (All the data in this study can be obtained from researchers after authorization) Meanwhile, the data shows that the minimum of the average online time is one hour, while the minimum Internet age of is one year. Combined with the popularity of the University Internet, it can be drawn from the sample of these students who has no difference between Internet access, which leads to be unnecessary to analyze whether they adopted Internet or not.

#### b) Dependent variable

1. Years of Internet adoption: Measurement question is that "How long are you online until now?" Years of Internet use is a continuous variable.

2. Internet use time: Measurement question is that "How much average time do you spend online per day?" Internet use time is a continuous variable.

3. Internet use about learning and working: According to the research needs, the conduct of Internet use was focused to obtain knowledge about learning or working. Therefore, this article uses the following questions measure: As following actions, the frequency is (1 = never use, 2 = rarely used, 3 = sometimes used, 4 = more frequently used, 5 = often used). A, use e-mail to learn and study work-related information; B, participate in online, discussion and learning things about life; C, through a search engine on the Internet for research purposes in learn living-related information; D, visit relevant website, BBS that published professional knowledge and related to learning and living; E, to use blog for posting articles about study and life. For this purpose, Internet access will directly change into online behavior and learning, life, the extent of knowledge related to measurement. All items will add up to a subsidiary of another branch dependent variable, work-related Internet use index which also belongs to a continuous variable.

#### c) Independent variable

1. Social status: (1) Parents' level of education. Past research has shown that parents' level of education affects the acquisition of cultural knowledge of young population (Feng, 2005). In order to further explore the influence of parents' level of education on young population's Internet skills, categories have been created: any college and above the standard level of education as standard, father or mother received any college education and higher level = 1; not received any college education = 0. (2) Living expenses per months. Living expenses per months represent the ability of consumption per months, and on behalf of the income of their household. It is a continuous variable and recorded according the actual figure. (3) Birthplace. As the Internet usage between city and non-urban becomes different, we set urban = 1, suburban and rural = 0 for the assignment. (4) Educational level. We set undergraduate = 0, graduate students and beyond = 1.



2. Weighted and Calculated Needs. According to the measurement by Zhu (2004), this study measures the variables of college students needs: need for news, need for personal information, need for work/study information, need for entertainment, need for expression, and need for relationship. In view of these needs, Measurement questions are: (a) how much the conventional media have satisfied these needs, (b) how much the Internet may satisfy these needs, and (c) how important each of the needs is. The respondents answered the first two questions on a 5-point scale and the last question by ranking the importance of the six needs. (6 is the most important). A composite score for each dimension was then calculated by multiplying the difference between Questions 1 and 2 by Question 3. For example, if a person considers his or her need for news, ranked as the most important (6), is totally unsatisfied by the old media (1) but could be fully met by the Internet (5), then the person will have a score of  $24 = [(5 - 1) \times 6]$  on need for news from the Internet.

3. Perceived usefulness (PU) and Perceived ease-of-use (PEOU). (1) The concept of Perceived usefulness is regarded as the perception of the object which is helpful to the living. This study adopts six items to measure the degree of advantageous of Internet which is helpful to the living. The respondent is required to state clearly their attitude towards the six statements in the Likert Scales, which 1 means "totally disagree", 5 means "totally agree". The six statements is as following: A, using Internet can assist in the completion rate of a task; B, using the Internet can improve work (learning) performance; C, using Internet can strengthen my work (learning) ability; D, using Internet can improve my work (learning) efficiency; E, Internet allows things to be achieved easier; F, Internet is useful in my daily life. The measurement of Perceived usefulness is summed up by the figure of six statements. (2) The concept of Perceived ease-of-use is the attitude toward the particular system is easy to learn and use by users. This study adopts six 6 items to measure Internet which is helpful to the living and request the respondent to state clearly that the attitude toward six 6 statements in 5-Likert Scales, which 1 means "totally disagree", 5 means "totally agree". The six statements is as following: A, learning how to use the Internet is an easy thing for me; B, Doing the things what I want through the Internet to is much easier; C, I understand how to use Internet; D, In my opinion, the use of network system process is very flexible; E, Grasping the skill of using the Internet is not a difficult task to me; F, I think Internet is easy to use. The measurement of Perceived ease-of-use is summed up by the figure of 6 statements.

4. Personal attributes. (1) Gender.  $M = 1$ , female = 0. (2) Age (continuous variable)

#### IV. RESULTS

In this study, as the three dependent variables are all continuous variables, independent variable is category variables (dummy variables) or continuous

variables, multiple linear regression analysis of the three dependent variables has been used respectively, Years of Internet use is Independent variable when dependent variables are Internet use times and Internet use about learning and working in the model, and years of Internet use is also independent variable when dependent variable is Internet use about learning and working in the model. This can be seen in table 2 (see Appendix B).

##### a) Firstly, the answer of RQ1

Model 1 shows that the age variable, the living expenses per months, the Place of birth variable, Perceived ease-of-use are significant predictors to the years of Internet use, while the Betas of all independent variable are positive ( $B > 0$ ). It shows that the college students with older, more living expenses per months, bore in urban areas are using more years of Internet use than those contrast. Among these factors, age is easy to understand for older students are more advantageous than younger students, while the conclusion which living expenses per months and place of birth are positive predictors to the years of Internet use is the same as previous study. The variables of gender, father education, mother education, educational level have no influence on the variable of the years of Internet use. The educational level has no influence as the social status of college students does not correlate with the education level nowadays.

Model 2 shows that the living expenses per months, the Place of birth, the educational level are significant predictors to Internet use time per day, while the Betas of living expenses per months, the Place of birth are positive ( $B > 0$ ). It shows that college students with more living expenses per month, bore in urban areas are using more Internet use time per day than those contrast. The Beta of education level is negative ( $B < 0$ ), shows that the undergraduate college students are using more Internet use time per day than graduate students.

Model 3 shows that gender, place of birth, education level, Internet's perception of the usefulness and usability are significant predictors to Internet use about learning and working. The Beta of gender is negative ( $B < 0$ ), suggests that the number of male students who use internet for learning and working are higher than female students., The Beta of Internet's perception of the usefulness and usability is positive ( $B > 0$ ), suggests that college students with more perception of the usefulness and usability are more using internet for learning and working more than those contrast. Compared to model 1 and model 2, Internet's perception of the usefulness and usability play an important role on Internet use about learning and working other than the years of Internet use and Internet usage time per day.

##### b) Secondly, the hypothesis testing

According to the model 2, Years of Internet use has significant influence ( $B = 0.142$ ,  $p < .05$ ) on Internet

use time per day, and the regression coefficients are positive, therefore, hypothesis 1 is tested, which suggests that the more years of Internet use, the longer Internet use time per day is. While according to the model 3, the variables of Years of Internet use, Internet use time per day have no significant influence on Internet use about learning and working. Therefore hypothesis 2 and hypothesis 3 are not tested.

c) *Thirdly, a model on the predictors of the adoption and use of the internet after compositing the questions and hypothesis:*

Figure 4 (see Appendix A) model shows that, in general, social economic status variables have significant influence on the years of Internet use, while the years of Internet use is a significant predictor to Internet use time per day. Therefore the variable of social economic status, the years of Internet use, Internet use time per day compose a chain predicting model.

However, the Internet use about learning and working does not correlate with Years of Internet use and Internet use time per day as it correlates with the variable of Internet's perception of the usefulness and usability, which suggests that if there is an increase in Internet use about learning and working, the cognition of internet among college and minus the difficulty of internet using by college students should also be increased.

## V. CONCLUSION AND DISCUSSION

This study proposes a variable of Weighted and Calculated Needs from Figure 3 model, however, it does not significant influence on the three dependent variables, which are not consistent with previous researches (Zhu, 2004, Zhou, 2008) In order to discuss this problem, the comprehensive value of Weighted and Calculated Needs are divided with the following results in Table 3 (see Appendix B):

According to the analysis of table 3, the average of six demand values is concluded as positive which depicts that the attitude of Internet use by college students is positive. Among these values, the opinion expression demand value is highest, the following is: the interpersonal relationship needs, recreational needs, personal information needs, working information and news information needs. This indicates among the university student group, the most important is opinion expression but not for working and learning information. Therefore, when the dependent variable is based on Internet use for learning and working, the variable of Weighted and Calculated Needs will have no influence.

From the above findings and discussions, it has been concluded that the following kinds of countermeasures to improve the Internet adoption and use of students include:

(1) To reduce the cost of using the Internet. According to the above research, socioeconomic status has a positive impact on the time of Internet adoption

and use. The reason is probably that the high expense of using Internet, embarrass the students in lower socioeconomic status to better use of the Internet. To provide free or low-price computer products, it's conducive for students to overcome the economic costs while enhancing the efficiency of Internet.

(2) To provide the education of using Internet effectively, it involves two aspects: firstly, educate students' knowledge of the Internet use, such as searching for study materials, identifying misconduct uses of Internet and harmful information. In addition, necessary hardware and software knowledge should also be taught to students to enhance the facility of Internet; secondly, increase in students' confidence and positive attitudes on using the Internet. As there have been reports on students' inappropriate use of Internet from the media, it has been difficult to cultivate students' confidence and positive attitudes towards the aspects of Internet. Therefore, the university should provide relevant courses and seminars to overcome this difficulty while enhancing the facility of Internet for the students. According to the front study conclusion, enhancing Internet facility for the students will promote the use of Internet for study or work purposes. On the other hand, educating students will allow them to slowly adapt the appropriate use of Internet.

(3) Internet has become an essential tool for students in order to obtain relevant information for work and study as well as an efficient communication for social interactions. Therefore, it will provide effective resources for both teachers and students while achieving a solid basis in building socialist in the current society as the aspects of Internet grows stronger.

Inevitably, this research contains some limitation, including the sample not being selected randomly enough. Therefore, the sample was able to test the hypothesis but could not deduct to the whole. In order to overcome this limitation, future research should adopt an enhanced random sample while acquiring a relatively larger sample to increase reliability and validity of the research results.

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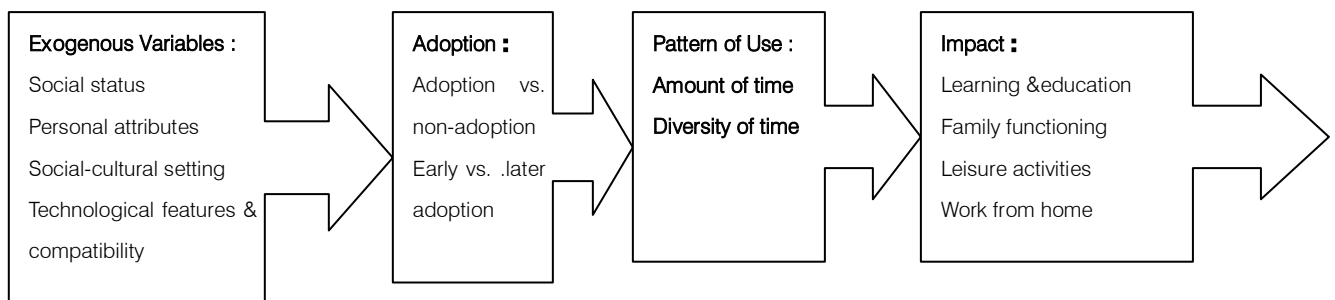
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## APPENDIX A

*Figure 1 :* A chain process model of the adoption, use, and social impacts of home computing.



*Figure 2 :* The Model of Technology Acceptance Model

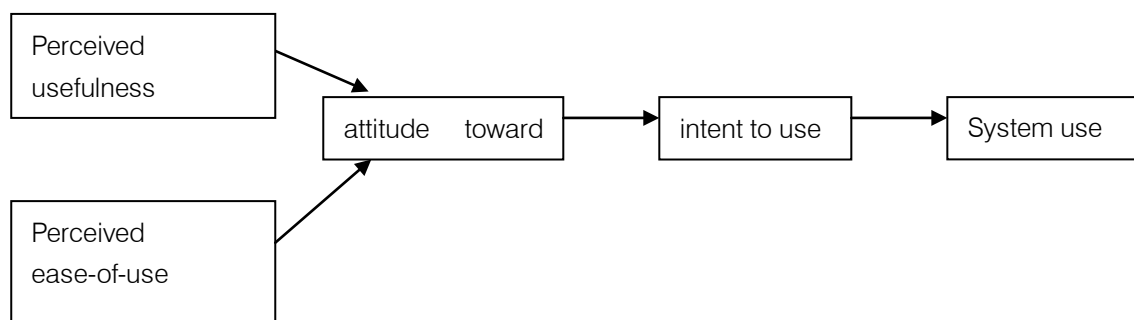


Figure 3 : A model on the predictors of the adoption and use of the internet

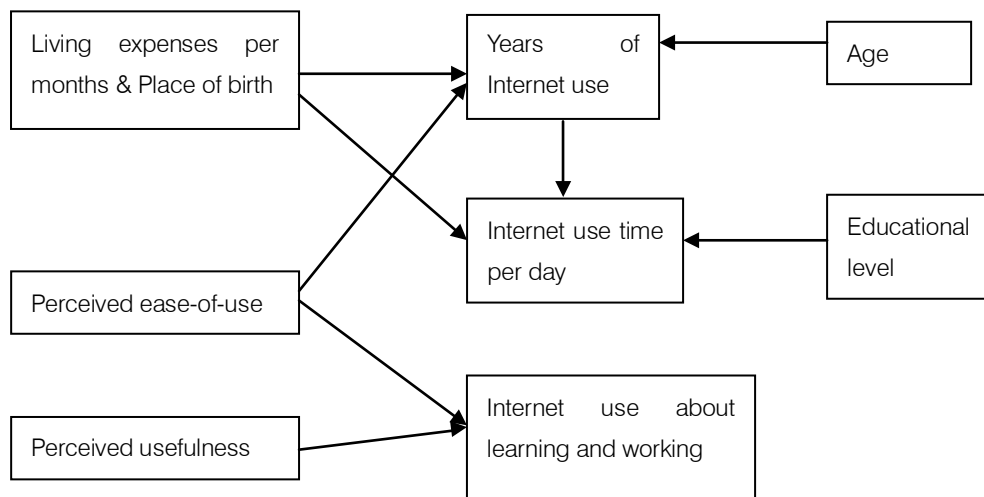
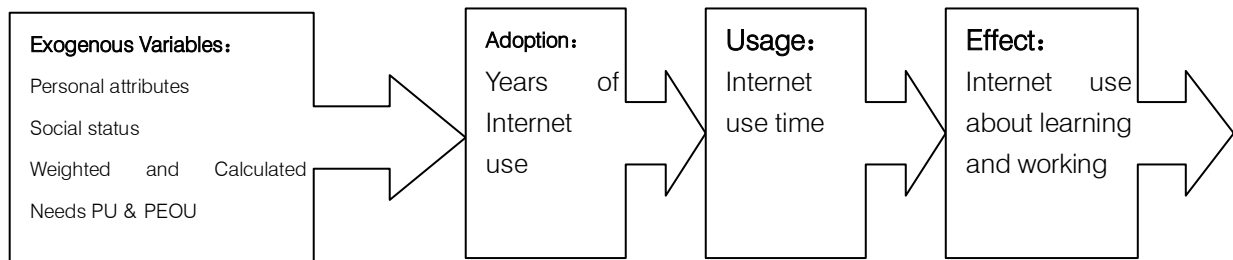


Figure 4 : A model on the predictors of the adoption and use of the internet after adjusted

## APPENDIX B

Table 1 : Demographic Characteristics of sample

Variable	Demographic Characteristics of sample
Gender	111 Male (36.8%), Female 191 (63.2%)
Age	20 years old and less (29, 9.7%); 21-22 (115, 38.1%), 23-24 (125, 41.4%), 25 years old and beyond (33, 10.9%); Average age: 23
Educational level	Freshman and sophomore (29, 9.7%), juniors and beyond (131, 43.4%), graduate students and beyond (142, 47%)
Political position	Communist (105, 34.8%), Democratic staff (3, 0.99%), Communist Youth League (91, 30.1%), Mass (103, 34.1%)
Enrollment status	Enrollment in mainland China (199, 65.9%), Hong Kong's enrollment (66, 21.9%), Macao's enrollment (26, 8.7%), Taiwan's enrollment (5, 1.7%), other regional enrollment (6, 1.99%)

*Table 2* : multiple linear regression analysis of the three dependent variables

		Years of Internet use (model 1)		Internet use time per day (model 2)		Internet use about learning and working (model 3)	
		B	SE	B	SE	B	SE
constant		-4.249	2.072	0.510	2.500	12.326***	2.799
Personal attribute	Gender	-0.432	0.282	-0.089	0.339	-1.223**	0.380
	Age	0.31**	0.087	0.082	0.107	-0.048	0.120
Social status	Father education	0.263	0.354	-0.075	0.425	-0.676	0.476
	Mother education	0.142	0.398	-0.094	0.477	0.914	0.534
	living expenses per months	0.001***	0.000	0.001***	0.000	0.000	0.000
	Place of birth	1.306***	0.326	1.186***	0.401	-0.682	0.456
	Educational level	0.481	0.374	-1.257**	0.449	0.986	0.509
Weighted and Calculated Needs	The index of Weighted and Calculated Needs	-0.003	0.008	0.006	0.010	0.011	0.011
PU and PEOU	Perceived usefulness	-0.019	0.034	0.002	0.041	0.180***	0.046
	Perceived ease-of-use	0.124**	0.037	0.035	0.045	0.176**	0.050
Years of Internet use				0.142*	0.070	0.039	0.079
Internet use time per day						0.036	0.066
R Square		0.269		0.278		0.256	
Adjusted R Square		0.244		0.251		0.225	
N		302		302		302	

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

*Table 3* : The statistical values of Weighted and Calculated Needs of 6 items

	the news	information about personal living	information about working	entertainment	express personal opinion	personal relation
Mean	0.75	1.57	1.50	1.95	3.34	2.39
Standard deviation	3.26	3.64	3.01	4.66	6.56	4.83
Maximum value	-18	-12	-8	-15	-24	-15
Minimum value	24	18	16	24	24	24



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## Correlates of Socio – Economic Characteristics of Housing Quality in Ogbomoso Township, Oyo State, Nigeria

By Toyobo A.E., Muili A. B., Ige, J.O.

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**Abstract** - Housing problems in terms of their quality is a serious concern in ogbomoso. Majority of the houses has one form of defect. The study examined the socio-economic characteristics of residents types of houses, facilities and condition of buildings. A total of 204 questionnaires were administered using systematic random sampling techniques. Data were further analyzed with the aid of simple descriptive analytical technique. The hypothesis was tested using ANOVA. The study showed inadequate provision of facilities such as pipe – borne water, erratic power supply, poor solid waste management and presence of substandard houses in the study area. However, there is urgent need for enforcement of planning regulations to improve the housing quality and facilities in the study area.

**Keywords** : *Housing, Dilapidated, Facility, Upgrading, Enforcement.*

**GJHSS-C Classification** : *FOR Code: 160403, 160301 JEL Code: H31, R21, Z13*



*Strictly as per the compliance and regulations of:*





# Correlates of Socio – Economic Characteristics of Housing Quality in Ogbomoso Township, Oyo State, Nigeria

Toyobo A.E.<sup>α</sup>, Muili A. B.<sup>α</sup>, Ige, J.O.<sup>β</sup>

**Abstract** - Housing problems in terms of their quality is a serious concern in ogbomoso. Majority of the houses has one form of defect. The study examined the socio-economic characteristics of residents types of houses, facilities and condition of buildings.

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## I. INTRODUCTION

Housing in any society is one of the basic human needs. It is expected to satisfy certain biological, psychological, social, cultural and economic needs of the people. Housing development in both rural and urban is therefore an important aspect of a nation's development programme. Although housing problems exist in all nations of the world. These problems however differ in terms of their fundamental causes, magnitude and dimension from one nation to another (Ahianba *et al.*, 2008, Abayomi *et al.*, 1995 Bala Kabir *et al.*, 2008 and Jiboye *et al.*, 1995).

Nigeria is not exempted from the housing problems, while cities and towns in Nigeria continue to grow in population and expand in physical terms, the state of housing condition in urban areas have continued to evoke considerable concern. Despite the establishment of housing corporation and loan facilities by the federal government for housing development in Nigeria, the very little done to improve urban housing problems have not received the desired attention in terms of functionality and improved housing living standards of the urban populace (Popoola 1985, Yinusa 1985 and Abiodun 1995, Layi Egunjobi 1995).

The rapid urbanization in Nigeria has substantially increased the need for urban housing (Josephine, 2010). In addition, housing the teeming

population and the required services became a formidable task for successive governments in Nigeria (Olayiwola *et al.*, 2005). He further stated that, the supply of adequate and affordable housing has not kept pace with increasing population growths. Adequate supply of housing has remained a mirage to all carder of the society in Nigeria despite government effort in introducing low cost housing programmes. Millions of people are today without a decent home and many are completely homeless. This gives a measure of the need and the importance of the housing problem to be addressed (Olatubara, 2007).

In Ogbomoso, situation of housing has been deteriorating fast and there is no solution in sight by the land lords to improve the standards of their houses, despite the high cost of building materials. Any policy aimed at improving the living environment of Ogbomoso must take into account the physical attributes of housing as they reflects the living pattern and socio-cultural values of the people. The emphasis of this paper is on housing condition in Ogbomoso township. The specific objectives of the study are to: (i) examine the socio-economic characteristics of respondents in the study area, (ii) carryout the enumeration on the types of houses in the study area, (iii) assess the nature of facilities and condition of the dwelling units in terms of its standard, sub-standards and dilapidation. The hypothesis in a null form states that there is no significant difference between socio-economic characteristics of residents and housing quality in the study area. The reverse is the case for the alternate hypothesis.

## II. MATERIALS AND METHODS

### a) Brief of the study area

Ogbomoso lies approximately, 8°7' North of the equator and 04°5' East of Green Wish Meridian. It is one of the most important towns in Yorubaland. Ogbomoso Township is made of two local government area, Ogbomoso North and south with 10 political wards each with a total population of 232,775.

### b) Methods of data collection

Data were collected through primary and secondary sources. On the primary source, data collection were divided into two parts. The first dealt with

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the general observation of housing problems in terms of their quality in ogbomosos. The second focused on the administration of questionnaire on the socio-economic characteristics of the resident and housing condition, facilities environmental sanitations. A total of 204 questionnaires were administered on random systematic sampling method.

The respondents were from the two local government areas in Ogbomosos. Considering the small number of questionnaire administered, a simple frequency count was adopted. The information collected helps the authors to link the socio-economic class with the type of houses which people are living. Based on the questionnaire, the types of housing condition were classified into three major groups: standard, sub-standard and dilapidated.

### c) Method of data analysis

The information extracted from the questionnaire administered were analysed and explained through descriptive statistics. Suggestions were made on the basis of finding in the study area. The hypothesis was tested using analysis of variance (ANOVA) to explain the significant difference in the housing characteristics and conditions in the study area.

## III. RESULTS AND DISCUSSION

### a) Socio-economic characteristics of respondents

Majority of those interviewed were males 91.67% while only few 8.33% of them were females. About 60% of the respondents were in the age bracket

of 30-49years and 40% were above 50 years. The study further revealed that 53.42% were illiterate, those that had primary education were 26.11%, secondary education 14.0% and post secondary education 6.47%. The respondents engaged in different types of occupation such as bricklaying 26.39%, weaving 7.7%, carpentry 4.6%, trading 15.8%, blacksmith 2.5%, civil servant 25%, no secondary education 15%. The study area is dominated by Christian 66.0%, Muslim 31.0% and traditional herbalist 3.0%. About 60% of the respondents' incomes were below ₦15,000 only per month. This implies that the presence of low income earners couple with the level of education of respondents are factors that contributed to the quality of housing standard in the study area.

### b) Types of houses in the study area

Table 1 revealed various form of houses in the study area. The Brazilian type of building were more prominent in Ogbomosos North (45%) and this is due to its proximity to Ladoké Akintola University of Technology. New buildings are cropping up in the study area due to influx of staff and students. Also, the compound buildings recorded 25% and this is as a result of the traditional nature of some parts of the study area. The newly developing area of Ogbomosos South exhibited duplex development (11%) and Ogbomosos North recorded 5%. The findings further shows that there is even distribution of various forms of houses in Ogbomosos Township.

Table 1: Housing form in the study area

Local Government Area	Brazilian type	Storey building	Compound building	Duplex
Ogbomosos South	41%	23%	25%	11%
Ogbomosos North	45%	22%	21%	5%

Source : Author's fieldwork, 2010

### c) Types of material used for housing construction

Table 2 shows the characteristics of the materials used for housing construction. For instance, about 61.7% and 68.6% of the residential area of Ogbomosos south and north are built with mud respectively. This cannot be compared with houses built with block which recorded 34.3% in Ogbomosos North

and 27.4% in Ogbomosos South. Some mud houses are plastered with cement and most houses in the area are roofed with corrugated iron sheet. The importance of burnt bricks are only for decorating houses with courtyards, and for easy aesthetic views while the usage of stone are for foundations, and block for house development.

Table 2 : Characteristics of the building materials in the study area.

Local Government Area	Mud	Block	Burnt brick	Stone
Ogbomosos South	61.7%	34.3%	0.9%	2.9%
Ogbomosos North	68.6%	27.4%	1.9%	1.9%

Source : Author's fieldwork, 2010

### d) Housing facilities in the study area

However, facility like pipe-borne water, electricity, well-water and solid waste management were used as variables to determine the quality of housing environment.

Table 3 reveals that the area suffers basic facilities. The erratic power supply recorded 64.15% in Ogbomosos South and 66.48% in the Ogbomosos North. Also, the majority of the residents depends on well water than pipe borne water because of the ineffective water

supply distribution by Oyo State water corporation, Ogbomoso zone. The unsanitary condition of the study area reveal poor solid waste management. Most part of the study area are characterized with heaps of refuse

disposal without adequate management of the same. This has contributed to environmental deterioration and its attendance effects on housing condition in the study area.

*Table 3 : Housing facility in Ogbomoso in percentage.*

Local Government Area	Pipe-borne water		Electricity		Well water		Solid waste management	
	Yes	No	Yes	No	Yes	No	Yes	No
Ogbomoso South	33.82	66.18	35.85	64.15	83.05	16.95	15.58	84.42
Ogbomoso North	12.12	87.88	33.52	66.48	88.45	11.55	32.45	67.55

*Source : Author's fieldwork, 2010*

*e) Housing condition in the study area*

A standard house in the study area is one that has no defects, or only slight defects are, lack of paint, slight damage to stair case, small cracks in walls, plaster or cracked windows, slight wear on floors, door sills, door frames, window sills, or window frames, among others. Table 4 reveals that standard building accounted for 20.58% in Ogbomoso North and 18.63% in Ogbomoso South.

Houses considered substandard in the area needs more repairs than what could be provided in the course of regular maintenance, such houses has one or more defects of an intermediate nature that must be corrected if the units is to continue to provide safe and adequate shelter. Examples of intermediate defects are: holes, open cracks, rotted, loose or missing materials over a small area of the foundation, walls, roof, floors, or ceiling, or unsafe steps, or railings, several broken or missing windowpanes, some rotted or loose window frames that are no longer rainproof or windproof, broken or loose stair treads, or broken loose, or railings or outside stairs, door frames, outsides or inside steps on floors, missing bricks, a hole in the roof, wall or window e.t.c. Such defects are signs of neglect which leads to serious structural deterioration or damage if not corrected. It was observed that residents were constructing buildings without any building regulations.

The table reveals that substandard building recorded 50% in Ogbomoso South and 53.92% in Ogbomoso North. This further indicates poor development control exercised by local planning authorities in the study area.

A case with dilapidated housing does not provide safe and adequate shelter and its present condition endangers the health, safety or well-being of the occupant. Such housing unit has one or more critical defects or has a combination of intermediate defects, insufficient number of extent to require considerable repairs or rebuilding. Defects are either so critical that the structure should be repaired, rebuilt or turn down. Table 4 further reveals that dilapidated structure recorded 29.42% in Ogbomoso South and 27.45% in Ogbomoso North.

Housing corporation established in Nigeria to cater for housing development are based only in the state capitals and operated under the control of the federal government of Nigeria. Cities like Ogbomoso has suffered neglects from the corporation. It is therefore, very difficult to propose any coordinated effort to solve the housing problems because of the fragmentation of housing authority and the responsibly at the local level and the uncertainty of federal and state housing programmes. However, results can occur with a coordinated approach with defined responsibility.

*Table 4 : Condition of housing standards in Ogbomoso*

Local Government Area	Standard	Sub standard	Dilapidated
Ogbomoso South	20.58	50.0	29.42
Ogbomoso North	18.63	53.92	27.45

*Source : Author's fieldwork, 2010*

*f) Test of research hypothesis*

The result revealed that the p-value of 0.03 recorded at 0.01 level of significance, (2 tailed test) is lower than 0.05 (critical value). The testing of hypothesis confirms that there is significant difference between the socio-economic characteristic and housing quality in the

study area. This is responsible for different form of houses in the study area. The income and educational background of residents determine the quality of housing. Therefore, adequate efforts should be made by development control at local planning authorities for effective upgrading programmes.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

The study revealed the presence of low income earners, substandard buildings, difference forms of housing development and inadequate facility and poor environmental management in the study area. It is therefore necessary for a vital agency(s) be assigned the responsibility of creating and implementing a comprehensive, coordinated housing programme for Ogbomoso town. It is difficult to specifically define the activities and elements of the programme because of availability and funding uncertainties. However, the programme should include the following elements;

1. A rehabilitation grant and low interest loan programme should be established in ogbomoso. This programme should be similar with the federal programme that provides grants to individual for the development of dwelling units.
2. An intensive code enforcement programe requiring strict compliance with housing, building and other codes should be established for areas in Ogbomoso which are in need of this type of action.
3. A programme to demolish unsound structures should be established in prescribed areas. Condemnation and forced removal of dilapidated structures is costly in terms of inspection, legal services and administration. A large number of the dilapidated structures in the study area which complicates the condemnation process be demolished and compensation paid to those affected.

A capital improvement programme should be initiated including a complete inventory of condition of existing facilities and the creation of plans and cost estimates for implementation. Those needed improvement should be programmed to provide the study areas with facilities and services at the earliest possible date. Some other efforts should be made forward:

1. The purchase of essential building materials in bulk for the distribution to members. This could be subsidized by government funding.
2. Reorientating people for new construction towards a home improvement scheme for the rehabilitation of the existing housing stock.
3. Organization and direction of the self-help process in building to capture the people's initiative and their creative genius, and
4. Ensuring a coordinated use of convectional building materials by monitoring the activities of builders so as to control the environmental consequences.

##### a) *Alternative approaches*

In order to show good examples of physical development control, the two planning authorities in Ogbomoso South and North should the strengthened. In pursuance of the various objectives of development

control, the planning authorities should carry out its activities in ogbomoso through;

- i. Preparation and implementation of development schemes
  - ii. Approval of private developed layout
  - iii. Provision of building permits and policing developments e.t.c
- b) The second alternative is to create some kind of a "housing oppourtunities centre" which would be closer aligns to Ogbomoso than Federal housing Corporation. Initially, when one person would be required to coordinate code enforcement activities and assist the areas with particular problem such as home improvement programmes, process complaint, assist with condemnation proceedings. This person should also serve as a liaison between area residents and Housing Authority, Health Department both at local, State and Federal level. It would be the responsibility of the agency to keep current on housing programmes and apply for funds, when and if appropriate.

The housing structures today in Ogbomoso are products of a long process of cultural adaptation to physical environment an embodiment of our artistic heritage. The aim of any housing strategy should be to improve the life span of buildings through improved strength of conventional building materials thereby improving the structures without disruption form.

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# ‘International-mindedness’: a field of struggle, confusion and hope

By Leanne Cause

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**Abstract** - Typically, educators of today recognise the importance of international-mindedness and realise that it is in some way related to international education. However, it has been particularly hard for educators to pin down exactly what international-mindedness is and what its development actually involves. This paper examines current literature on the topic of international-mindedness. It sets out to illustrate that in the literature on international-mindedness, no single narrative account that clearly defines international-mindedness or explains developmental ways of developing it exists. Rather, many divergent and convergent discourses surround this term creating confusion and unresolved debates related to international-mindedness. The paper concludes by highlighting areas that are silenced and places where there are gaps in research and literature on international-mindedness, from which proposals for future research can then be contemplated.

**Keywords** : *International-mindedness, international education, IB learner profile, International Baccalaureate.*

**GJHSS-B Classification** : *FOR Code: 160506, 130108, JEL Code: Z13, F59*



*Strictly as per the compliance and regulations of:*



# 'International-mindedness': a field of struggle, confusion and hope

Leanne Cause

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## I. INTRODUCTION

This paper sets out to illustrate that in the literature on international-mindedness, no single narrative account that clearly defines international-mindedness or explains developmental ways of developing it, exists. Complex and newly emerging literature discussing its notion or ways of developing it present innovative ideas, yet many clashing themes. Given that many international schools are currently exploring the term international-mindedness, it is time that tensions in the literature as well as gaps in current research on international-mindedness are examined. It is anticipated that by examining the literature and research to date and connecting shared themes, silenced areas and points of contention on international-mindedness, more research enthusiasts may be able to consider this topic as a needy topic worthy of further investigation.

## II. INTERNATIONAL-MINDEDNESS AND CURRENT LITERATURE

Literature devoted to the development of international-mindedness is exceptionally scarce. As Haywood (2007) argues: 'The literature is scanty as regards research to identify hard learning outcomes' (p. 80). The most recent additions to literature devoted to the topic of international-mindedness are from Skelton (2007), Cambridge and Thompson (2008), Theresa

(2008), Cause (2008, 2009, 2011), Ellwood (2010) and Haywood (2007). Other literature from Marshall (2007), Sampatkumar (2007), Hill (2000, 2003, 2007), Snowball (2007, 2009), and McKenzie (2004) make close reference to the term international-mindedness either through discussion on its relationship to international education or in relation to ambiguities over different terms associated with international education. Overall, this newly emerging literature on international-mindedness presents many innovative ideas, yet many opposing themes. The risk is that the deficiency of literature, along with the clashing themes may lead educators to the idea that the term international-mindedness is too vague and cannot be achieved.

At the time of writing, the most recent addition to literature that combines dialogue on international education was the book titled *The SAGE Handbook of International Education*, edited by Mary Hayden, Jack Levy and Jeff Thompson (2007). This book mainly presents current discussions, results from research and debates that exist on issues related to the topic of international education. Contributing authors maintain a close association with international education and international-mindedness, referring to the term from time to time throughout their discussions on issues related to international education. Four contributing chapters specifically provide emerging ideas on the definition of international-mindedness and address problems with the development of international-mindedness (Gunesch 2007 ; Haywood 2007 ; Marshall 2007 ; Skelton 2007). Haywood (2007) recognises the struggles over defining the term international-mindedness and urges for a clearer consensus:

Regarding international-mindedness, there seems to be a prevailing perception that "we know what we mean" even if the definition is still under construction...we cannot simply assume that "we know what we mean"...It is time that we face these issues and move towards identification of what our educational objectives should really be since the absence of a more articulate position is not helpful to schools or to students. (p. 80).

Haywood argues that by getting closer to understanding what international-mindedness is, the objectives of international education could become clearer. This follows on from an earlier proposal presented by Hill (2000), who recommends that the term education for international-mindedness could replace the term international education. Haywood explains that

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Hill's suggestion could move educators closer to focusing on the outcomes of education rather than the processes. They both agree that this change may make it easier for schools to adapt key international educational experiences for their particular school context. However, Haywood's main reservation with this suggestion is that the existing confusion over the term international-mindedness could cause more confusion for educators, as 'Hill's invitation to explore the meaning of this term has still not led to any agreed understanding on what is really involved' (p. 80).

Ian Hill, (2000) Deputy Director of the IBO in Geneva believes that an internationally-minded person is someone who understands that people of different backgrounds hold different views, examines why they hold them and respects other points of view without necessarily accepting them. He claims that international-mindedness is fundamental to the mission statement of the IBO. The IB learner profile exists in order to offer a broad common ground from which any teacher or student in any IB school worldwide can understand international-mindedness (2007). It lists the outcomes that the IBO claim an internationally-minded person should demonstrate. These outcomes are expressed as ten attributes: reflective, principled, inquirer, knowledgeable, thinker, communicator, principled, open-minded, risk-taker, balanced, caring and reflective (IBO 2007). The attributes of the IB learner profile are expected to be reflected in the 'school's organization, philosophy, the formal and informal curriculum and in all interactions with the wider school community in order to provide a learning environment in which international-mindedness can be nurtured' (Hill 2007, p. 35).

Hill asserts that the IBO hopes that each student will graduate from an IB school as a student who demonstrates the attributes of the IB learner profile – someone who 'in the struggle to establish a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish' (IBO, 2007, p. 4). However, although the IB learner profile explicitly defines the attributes that the IBO believes an internationally-minded person would embrace, many educators in the literature argue that the model has its shortcomings. For example, Haywood (2007) argues that although the IB learner profile explicitly states the outcomes any child from any culture needs to express, it lacks guidance on specific learning experiences to form the basis of international-mindedness:

The IBO has gone some way towards defining international-mindedness through the ten attributes of the learner profile and international educators have become familiar with their generic aspirations. Even so, there is scant guidance on assessment and reporting and little formal basis for understanding precisely what outcomes each attribute will lead to or how the profile might be reflected in students at different stages of development through the programme. (Haywood 2007, p. 79)

Findings from a recent research project on international-mindedness (Cause 2009) raise another concern with the IB learner profile. Findings suggest that it is possible to demonstrate all attributes of the IB learner profile yet not really demonstrate them in an international sense. For example, it is possible to be knowledgeable but not necessarily be knowledgeable about global issues. Cause argues that teachers often forget that these terms need to be understood with a strong sense of internationalism. If the attributes are taught by themselves and not embedded in a curriculum and school culture that offers a deep international experience, then the attributes merely provide the background to becoming a friendly person – not necessarily an internationally-minded one.

Haywood (2007) argues that 'there is no monopoly on the right way to think and act internationally and the educator ought to avoid any form of indoctrination even if well intended' (p. 85) - yet the IB learner profile states that an internationally-minded person must demonstrate all ten attributes of the learner profile, suggesting that there is one set way to act internationally-minded. In this way, Haywood claims that the IB learner profile is too dictatorial. Recent research substantiates this notion, as it suggests that educators teaching international-mindedness from the IB learner profile feel limited to developing the ten attributes, leaving little room for students to come to their own realisation of international-mindedness and develop their own expression of international-mindedness (Cause 2009).

#### a) *Research on International-Mindedness*

Theresa Hurley's (2008) publication *International-Mindedness in Education* represents one of the only books ever published solely on the topic of international-mindedness. The book discusses her single case study on international-mindedness at the IB secondary school she taught in, which was located in Chairo, Egypt. Her main research questions were:

1. How does international-mindedness manifest itself at AISS-E?
2. How is international-mindedness constructed by selected stakeholders of AISS-E, specifically, administrators, parents/guardians, students, and faculty?
3. How do selected stakeholders of AISS-E, specifically, administrators, parents/guardians, students, and faculty negotiate international-mindedness in their host culture? (p. 22)

Hurley interviewed 11 stakeholders from her school and analysed documents, artefacts and her own field notes to try and understand how international-mindedness was understood and constructed at one school at one point in time. Her conclusions support her initial premises of international-mindedness, as they indicate that international-mindedness is experienced differently by different people and, that human perceptions and perspectives of international-



mindedness can vary from person to person. For this reason, she argues that international-mindedness should not have one definition because students and educational organisations will inevitably make their own sense of the term as they 'constantly reconstruct their own versions of reality' (p. 6). However, her conclusion to the project also suggests that a clear consensus is necessary. She concludes that the term is a 'slippery concept for the purposes of implementation and development in an educational setting' (p. 129).

Hurley urges for more study and research to be undertaken on the construction of international-mindedness as 'there is not yet any clear social consensus of how it manifest itself or how it can be effectively negotiated' (p. 140). The analysis of literature found her project and the fore mentioned project by Cause (2008) to be the only empirical studies ever completed on international-mindedness. This confirms Hurely's notion that there is a severe lack of attention to this topic. Considering the term now plays a significant role in many school mission statements around the world, one would think this topic would be worth far more attention.

Gunesch's (2007) recent research on international education included a focus on the overabundance of terms under the topic of international education. Gunesch's main research interests are cosmopolitanism, internationalism and globalisation, and the relationship between these terms. He acknowledges confusion in literature when defining international-mindedness and hypothesises that this could be because of the sheer overabundance of terms now circulating in current literature on international education. Gunesch, argues that it is time to stop squabbling over different terms and time to stop trying to further clarify international-mindedness and its relationship to international education. He suggests that the term be abolished altogether. As such, he proposes the model of 'cosmopolitanism as an alternative or complementary element' (p. 91) to international-mindedness:

It may come as a surprise that within the literature on international education, there is no single coherent picture of the 'internationalism' or 'international-mindedness' within the individual that, presumably, international education aims to develop. Indeed, current concerns over international education appear to centre on definitions of the field and of international schools, the nature of an international curriculum...even those contributions that imply aims and outcomes of international education in terms of desirable developments and transformations in the individual learner contain remarkable little in terms of clarification and theorization of their nature. (Gunesch 2007, p. 90).

The notion of cosmopolitanism could provide engagement with different cultural identities and cultural issues within and outside the nation-state but the model,

like literature suggested on the IB learner profile and other literature on international-mindedness, lacks objectives, specific aims and expectations for students of different ages. Gunesch acknowledges himself that cosmopolitanism 'is only concerned with cultural diversity' (p. 96). Yet at the same time, he states that 'cosmopolitanism can soundly and emphatically inspire international education's internationalism, now and in the future' (p. 97).

Although he proposes that cosmopolitanism could be viewed as complimentary to internationalism, his model leaves many quandaries. Furthermore, given that cosmopolitanism needs to be understood as a term to be amalgamated with internationalism, ensuring educators merge the two terms into one could make an even more ambiguous term to understand than international-mindedness, as educators would be faced with deconstructing two terms rather than one. Like the IB learner profile, his model lacks empirical research on its implementation – aspects educators suggest are necessary in order to reduce frustration when implementing it. Hence, his ideas stand to be tested.

Skelton's (2007) research on international-mindedness is also theoretical but is combined with recent brain research. He defines international-mindedness as 'a part of the continuum that represents the development of "self"' (p. 380) and argues that there are difficulties with children becoming internationally-minded. His central concern is that international-mindedness is 'the most complex development of the relationship between "self" and "other"' (p. 380). As such, he proposes that its development is problematic. Skelton states that 'the development of international mindedness, then, is anything but straightforward...we need to see international-mindedness as essentially problematic rather than straightforward' (p. 382).

Skelton argues that the complexity of international mindedness is often far too easily overlooked by educators. He claims that typically, educators comprehend the term with far too much optimism in hope that the frightening state of the world's environment and conflict between nations will be solved if everyone becomes internationally-minded. Although he puts a lot of emphasis in the difficulties of becoming internationally-minded, he believes that it would be very worthwhile finding out how to develop international-mindedness in children. In particular, he urges for a more sophisticated understanding of how to develop internationally-minded children so that teachers and parents can understand and take more of an active part in the process.

Skelton draws from the work of Gardner (1981) to demonstrate the difficulties of children developing international-mindedness. He argues that children initially start the continuum of human development in the egocentric stage, where they are incapable of thinking about themselves and unable to differentiate themselves from others. Gradually, their egocentric inclination starts

to decline as they move through the other stages of human development and the 'self' starts to develop and emerge. As the 'self' starts to develop the child can then start to develop an awareness of others around them. He claims that children must become aware of their 'self' before they can develop an understanding of other identities. Skelton proposes that the development of international-mindedness depends on each child successfully moving from the egocentric stage to a sophisticated understanding of their 'self' that understands the interdependence and independence of humans and nations at a global level.

Haywood (2007) acknowledges confusion over the term international-mindedness, but unlike Gunesch, he proposes that international-mindedness can be developed in children. However, he stresses that teachers need to understand that international-mindedness is expressed in different ways amongst different people. Haywood urges educators to move beyond the IB learner profile into new ways of thinking about international-mindedness. Central to his thesis is the contention that international-mindedness 'is actually a multifaceted entity that can be represented in a wide variety of practical forms' (Haywood 2007, p. 81). This coincides with Hurley's (2008) conclusion that international-mindedness is negotiated by different people in different ways.

Haywood proposes a typology to illustrate some of the various ways that international-mindedness may manifest itself. His typology breaks the different ways that international-mindedness can be articulated into the following broad categories: Diplomatic international-mindedness, Political international-mindedness, Economic and commercial international-mindedness, Spiritual international-mindedness, Multicultural international-mindedness, Human rights international-mindedness, Pacifist international-mindedness, Humanitarian international-mindedness, Environmentalist international-mindedness and Globalisation and international-mindedness. His typology is not an exhaustive list of all possible the ways that international-mindedness can be recognised but serves to demonstrate that international-mindedness is not an invariable, constant state of being. They also serve to demonstrate that international-mindedness can be represented in a variety of way by different people and at different times.

As such, Haywood stresses the need for students from different cultures to be encouraged to each come to their own realisation of international-mindedness rather than teachers promoting one set way of being internationally-minded:

The educator's role is not to direct students towards a particular style of international-mindedness, but is instead to encourage a predisposition towards international-mindedness in general that will allow students to develop their own responses and channels of expression...there can be many distinct ways of

educating for international-mindedness. We must not be limited by our current cultural conditions but neither must we promote any single model for international learning as universal in relevance or as superior to other forms. (Haywood 2007, pp. 85-6)

However it is important to remember that his research, like Skelton's, is theoretical. To draw any significant conclusions from this thesis, one would need to investigate if his ideas actually reflect school practice. As Hurley argues, the term international-mindedness represents an area of research that is severely lacking in empirical research. Hence, his thesis stands for further verification.

Conclusions from Cause's (2008) project on international-mindedness concur with Haywood and Hurley's premise of international-mindedness. Cause concludes:

International-mindedness can be articulated or expressed slightly differently and different priorities may be given to different attributes of international-mindedness that may affect the ways in which different people demonstrate international-mindedness. Therefore, it is not the teacher's role to indoctrinate the teacher's own understanding of international-mindedness. Rather, educators need to be open-minded to variations of the interpretation of international-mindedness and must not promote their own interpretation of the attributes or values of international-mindedness as the only acceptable way of being internationally-minded. (Cause 2009, p. 13)

However, the project did not pinpoint explicit and developmental strategies for developing international mindedness – areas currently lacking in research.

### III. CONCLUSION

Clearly, confusion related to defining the term international-mindedness is a palpable recurring theme in all literature on international-mindedness (Cause 2009; Hayden & Thompson 1995; Haywood 2007; Hill 2007; Hurley 2008; Marshall 2007; Räsänen 2007; Sampatkumar 2007; Sylvester 2007). Given that the only projects ever completed on international-mindedness have not yet focused on the development of international-mindedness, it is too soon to consider moving forward with Gunesch's suggestions of abolishing the term altogether.

With the significant gap in research on international-mindedness and the absence of research on ways of developing it, what is happening in literature on international-mindedness is a developing acceptance that international-mindedness is too complex to describe. This idea can be clearly seen in the discussion on cosmopolitanism, where Gunesch (2004, 2007) proposes introducing a new term to replace international-mindedness. Even if Gunesch's premise is correct, further research is still necessary before we can confidently move towards the remote possibility of reconsidering this term's future.

Overall, the literature is newly emerging with several unresolved issues. Many scholars contributing to the literature base lack empirical evidence to support their proposals. Specifically, more research is necessary that focuses on developing curricula and assessment practices of which international-mindedness is an intrinsic part - even if this just means clearly underscoring the difficulties in providing answers. More empirical research could also work towards validating, contesting or extending existing theories on international-mindedness. It would enable some of the unresolved debates on international-mindedness to become constructive ideas that can encourage social consensus in the field of international education and our global thinking.

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# Workers' Remittances and Economic Growth:Evidence from Azerbaijan and Armenia

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**Abstract** - The basic objective of every state is to uplift social welfare of the society. There are different ways to boost the process of socio -economic growth, welfare and development but the role of workers' remittances is not the sole but very decisive and eminent in its nature. Therefore, this aims to explore theoretically and empirically the impacts of workers' remittances on economic growth of Azerbaijan and Armenia's economies. The statistical analysis has been made through simple log linear regression model and the method of least square has been used. The finding of the study indicates that worker remittances are significant and have positive impacts on economic growth and development for the study area. Thus, findings suggest that the relevant authorities of both the countries need to formulate appropriate conducive policies in order to encourage worker remittances. In addition, it is further, suggests that workers' remittances received from other countries must also be utilized more efficiently to have similar impacts.

**Keywords :** *Worker remittances, Economic Growth, Regression Analysis, Azerbaijan, Armenia.*

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*Strictly as per the compliance and regulations of:*





# Workers' Remittances and Economic Growth: Evidence from Azerbaijan and Armenia

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**Abstract** - The basic objective of every state is to uplift social welfare of the society. There are different ways to boost the process of socio-economic growth, welfare and development but the role of workers' remittances is not the sole but very decisive and eminent in its nature. Therefore, this aims to explore theoretically and empirically the impacts of workers' remittances on economic growth of Azerbaijan and Armenia's economies. The statistical analysis has been made through simple log linear regression model and the method of least square has been used. The finding of the study indicates that worker remittances are significant and have positive impacts on economic growth and development for the study area. Thus, findings suggest that the relevant authorities of both the countries need to formulate appropriate conducive policies in order to encourage worker remittances. In addition, it is further, suggests that workers' remittances received from other countries must also be utilized more efficiently to have similar impacts.

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## 1. INTRODUCTION

History reveals that process of population migration from one place to another place in order to improve living standards or living conditions are continued from centuries. International migrations have many advantages, because not only a simple physical change occurred in places but it certainly improves the living condition of the families in their home country as well. Therefore, workers remittances have become the most influential source to enhance the socioeconomic condition of the people living in the country of migrated people and bolster economic development (Khan 2005). The literature survey revealed that there are a number of channels to spur the process of economic growth and development like increasing physical capital, investment in human capital, expanding volume of exports, adopting appropriate technology, development assistance, politically stability and many others. However, one can't ignore importance of workers' remittances in the process of economic growth and development. Adams and Page (2005) described that remittances help in poverty alleviation because the poor portion of the society which are economically isolated class of the population receives it directly.

Money received through remittances is generally spent on children education, health care and to run micro business as well (John, 2004). Obviously, finance is the much needed investment in most of the under-developed host countries to contribute to increase productivity and bolstering economic development. Substantially on account of the increase in remittances, poverty can be alleviated because it has been statistically observed that migrants sending money to their home countries for their families, remittances increase income of the households increase consumption. Furthermore, migration of the unskilled workers on return to their home countries acquires practical and useful skills in abroad. Puri and Ritzema, (1999) and Martin, (2001) stated that at the macroeconomic level, remittances are a considerable source of foreign exchange as they enhance the level of national income. However, remittances can also have negative macroeconomic effects as it is generating dependence among the recipients; encouraging continued migration of the available labour force; reducing the likelihood of national or foreign investment due to an unstable or untrustworthy workforce; and motivating greater inequity among rural communities (i.e., those families who are receiving foreign remittances is comparatively better off than those non recipient families). Ratha and Mohapatra (2007) have rightly stated that international migration can make significant welfare gains for migrants, as well as countries of origin and destination, and diminish poverty. Explicitly, remittances are sound source of external finance for less developed countries.

However, there are countable disadvantages of remittances as some emigrants may be educated or highly skilled causing what commonly known as "brain drain" and this is not a good sign in the context of economic development for developing countries because home country invested time, effort and money on their education. Leon-Ledesma and Piracha (2004) suggests that international migration/remittances paralyze countries making them dependent on remittances. Reliance on remittances distorts development and creates inequalities and disparities among the people within the country.

As per the report of World Factbook and other sources like CIA (2011) Azerbaijan economic performance during 2006-08 was remained sound and it was all due to large and expanding oil exports along with some non-export sectors including growth in the

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construction, real estate and banking sectors. Economic growth during 2009 was estimated above 9%, while the economic growth during 2010 remained sluggish and estimated almost 3.7% accordingly. Though, currently for the economy of the Azerbaijan there are certain challenges in respect of oil export which currently have been seen on declining, however efforts are needed to diversify its economy appropriately, because dependency only on one sector have always negative impacts. Less increase has been estimated in the gross domestic product (GDP) of Armenia in 2009, because of some imbalances in macroeconomic indicators includes decline in the construction industries. The inflow of foreign remittances in 2009 was US\$ 11 million as it was in 2008, so no change has been recorded. However, Armenia's economy started to recover during 2010 and economic growth recorded 4.7% on account of economic diversification. The report further reveals that Armenia is mostly dependent on Russian commercial and official support and most of the key Armenian infrastructure is Russian-owned and managed, especially in the energy sector. To boost the process of economic development, Armenia needs to follow more additional economic reforms (World Factbook and CIA, 2011).

Objective of the present study is to test quantitatively the impact of worker remittances on economic growth of Azerbaijan and Armenia economies during the study period from 1995 to 2010. Moreover, empirical findings of the study will indicate the impact of remittances in the form of socioeconomic development and also as a guiding instrument to assist policy makers.

## II. LITERATURE REVIEW

The literature review revealed that sources of economic growth are technological change and physical capital investment (Solow, 1956), surplus labour (Fields, 1980), foreign aid (Levy, 1987; Burnside and Dollar 2000), foreign direct investment Andreas (2006), Ndikumana and Verick (2008) openness of the economy and investment in human capital (Lucas, 1988), increasing returns from investment in new ideas and research and development (Romer, 1986; Barro, 1991). Azam and Gubert, (2005) and Adam, (2006) reported that a negligible amount of empirical studies have been carried out on the role of remittances in alleviating poverty based on household survey data from various countries. Guiliano and Ruiz-Arranz (2006) and Acosta (2007) found positive effects of remittances on economic growth. Mihalís and Ekanayake (2008) explored that foreign remittances and FDI both have positive and important effects on economic growth of the developing countries during 1980 to 2006. Empirical studies like Korobkov and Lev (2007); Ivakhnyuk (2006); Jones, Black and Skeldon (2007) shows that worker's remittances and remittances in general can be very beneficial for less developed countries because

remittance have a positive impact on socio-economic development. Ivakhnyuk (2006) reported that workers' remittances which are closely related to migration obviously have an impact on the stable economic development, particularly for smaller countries such as Kyrgyzstan or Tajikistan. While Jones, Black and Ronald Skeldon (2007) analyzed the impact of remittances on Tajikistan development and found that migration and remittances in Tajikistan have been taking a role of a "shock absorber" that has been reducing socio-economic difficulties in this specific developing economy. Cohen (2005) evaluated the impact of remittances on socio-economic development and found a negative impact of remittances on less developed countries. Fayissa and Nsiah (2010) investigated the aggregate impact of remittances on the economic growth of 18 Latin American Countries for the period from 1980 to 2005 and found a positive and significant effect of remittances on the growth of Latin American Countries.

The study of the literature further reveals that theoretical and empirical evidences on the impact of workers remittances on economic development and growth have made the issue debatable, because some researchers are in favour of remittances positive impacts, while some negate its outcomes but a few are of the view that there are no relations between the two. However, comparatively the major portion of literature found is in favour of positive impact of workers' remittances on economic growth and development of developing countries.

## III. TREND OF WORKERS' REMITTANCES

Data regarding resources inflows into World, developing countries and Europe and Central Asia are summarized in Tables 1, 2, 3 and 4 respectively. Table 1 shows increasing trend in workers' remittances from 1995 to 2010 to developing countries as remittances were only US\$ 55 billion in 1995 and increased to US\$ 325 billion in 2010. US\$ 270 billion remittances increase to developing countries in 2010 if compared with remittance flows in 1995. Table 2 shows a comparison of remittances into World, developing countries and Europe and Central Asia. The data demonstrates that in 1995 total inward remittances flows to Europe and Central Asia were 6.67% of the World and 11.78% of all developing countries but in 2009, it is estimated 15.49% of the World and 14.10% of all developing countries. So the data indicates that inward remittances have been increased from 1995 to 2009 at the rate of 8.82% of the World and 2.33% of the all developing countries into Europe and Central Asia. Table 3 shows that inward remittances flows into Azerbaijan in 2003 was US\$ 171 million, where worker remittances are US\$ 154 million and outward remittances flows was US\$ 169 million where workers remittances are US\$ 169 million. The data further shows that a visible change occurred in the worker remittances into Azerbaijan that is of US\$ 1182

million in 2009. Data presented in Table 4 depicts that inwards remittances flows into Armenia in 2003 estimated US\$ 168 million where worker's remittances are US\$ 9 million. In 2009 inward remittances into

Armenia were estimated US\$ 769 million where workers remittances are US\$ 86 million. Thus the data demonstrate upward trend in workers' remittances into Armenia and enhanced amounting US\$ 77 million.

*Table 1 : Resource Flows to Developing Countries* US\$ billion

Years	1995	2000	2004	2005	2006	2007	2008	2009	2010e
FDI	95	149	208	276	346	514	593	359	.....
Remittances	55	81	159	192	227	278	325	307	325
ODA	57	49	79	108	106	107	128	120	.....
Private debt and portfolio equity	83	27	93	165	211	434	157	85	.....

Sources : *World Factbook (2011), Second Edition, Migration and Remittances The World Bank, 2011 page 17 & 21*

Note: Private debt includes only medium- and long-term debt. FDI = foreign direct investment; ODA = official development assistance ..... means data not available.

*Table 2 : Comparison of remittances in to Europe and Central Asia (E&CA), developing countries and World* US\$ billions

Years	1995	2000	2004	2005	2006	2007	2008	2009	2010e
Inward remittance flows to E&CA	6.5	10.4	16.0	23.3	28.4	39.3	45.8	35.4a	36.7
All developing countries	55.2	81.3	159.3	192.1	226.7	278.5	324.8	307.1	325.5
World	101.3	131.5	237.0	274.9	317.9	385.0	443.2	416.0	440.1
Outward remittance flows E&CA	4.5	1.9	7.4	10.2	16.5	24.7	33.0	24.5b	.....
All developing countries	10.4	9.5	28.5	33.0	41.0	52.7	67.3	58.7	....
World	97.5	108.5	168.0	185.3	213.7	255.2	295.7	282.5	...

Source: *Migration and Remittances, Factbook (2001), Second Edition, Page No. 21, 25 & 26*

a. 1.3% of GDP in 2009

b. 1.2% of GDP in 2009

....means data not available

*Table 3 : Workers Remittances into Azerbaijan* US\$ million

Years	2003	2004	2005	2006	2007	2008	2009	2010e
Inward remittance flows	171	228	693	813	1,287	1,554	1,274	1,472
Workers' remittances	154	191	490	662	1,192	1,416	1,182	.....
Compensation of employees	2	12	133	128	76	102	73	.....
Migrants' transfers	15	24	70	22	20	36	19	.....
Outward remittance flows	169	200	269	301	435	593	652	.....
Workers' remittances	78	65	127	149	273	399	522	.....
Compensation of employees	54	108	112	125	131	168	116	.....
Migrants' transfers	38	28	29	26	31	25	14	.....

Source: *World bank Factbook, 2011, The Migration and Remittances*

Table 4: Workers Remittances into Armenia

US\$ million

Years	2003	2004	2005	2006	2007	2008	2009	2010e
Inward remittance flows	168	435	498	658	846	1,062	769	824
Workers' remittances	9	43	58	74	94	124	86	.....
Compensation of employees	153	382	429	576	743	929	677	...
Migrants' transfers	6	10	11	8	9	9	7	.....
Outward remittance flows	27	138	152	154	176	185	145	.....
Workers' remittances	6	10	16	19	5	11	11	.....
Compensation of employees	19	122	133	130	166	169	130	.....
Migrants' transfers	2	6	3	6	5	5	....	....

Source : Worldbank Factbook, 2011, The Migration and Remittances

....means data not available

#### IV. METHODOLOGY AND DATA

The following simple linear regression model uses exploring the impact of remittances on economic growth.

$$gdp = \alpha_0 + \beta_1 wr + \mu \quad (1)$$

$>0$

Where

gdp = gross domestic product, wr= workers' remittances, and  $\mu$ = error term and show effects of the other factors. Lower case letters denote the natural logarithm of variables. Equation (1) expects that remittance has positive impact on economic growth.

It is clear from the nature of the study that this study is based on secondary data. It was thought in the beginning to analyze a long period data but unluckily data were not available on required variables for the study area and therefore, only data for the period from 1995 to 2010 was analyzed. For analysis data have been obtained from World Development Indicator (various issues) and World Bank Factbook (2011) respectively. The data uses for regression analysis are in current US\$. Simple log linear regression model and the method of least square as an analytical technique has been used. Eviews statistical software has been utilized for computation analysis.

#### V. OLS RESULTS AND DISCUSSION

Results obtained are acceptable and statistically significant on the basis of R-squared (R<sup>2</sup>) and adjusted R-squared values, though Durbin Watson statistics values are less desirable but however, acceptable. A summary of the ordinary least squares results are reported in tables 5 for Azerbaijan and Armenia. The non-availability of data for a long period of time has restrained the study for further time series analysis. However, least square results found are virulently support the study hypotheses and are encourageable.

In case of Azerbaijan results presented in Table 5 found are satisfactory with 90 % R<sup>2</sup> value and it shows total 90% variation of this explanatory variable worker remittance in the economic growth of the economy. The impact of worker remittances on economic growth found

statistically positively significant at 1% level of significance. The coefficient size found is 0.40 which shows that one unit change in worker remittances will bring 0.40 unit change in the economic growth. Certainly, coefficients of the parameters show elasticity as well. Likewise, empirical result on Armenia presented in Table 5 found with R<sup>2</sup> value 60 % and shows that overall model is significant and shows 60% variation by the explanatory variable in economic growth of the economy. The impact of worker remittances found positively significant at 1% level of significance. The coefficient size found is 0.46 and it shows that one unit change will bring 0.46 unit change in the economic growth. Studies like Guiliano and Ruiz-Arranz (2006; Acosta 2007; Korobkov and Lev 2007; Jones et al., 2007; Fayissa and Nsiah 2010) also found positive effects of remittances on economic growth.

Table 5 : OLS Estimates

	Azerbaijan	Armenia
Explanatory variables	Coefficients	Coefficients
wr	0.41 [0.03] (11.75) <sup>a</sup>	0.46 [0.10] (4.63) <sup>a</sup>
C	15.70 [0.63] (25.01)	13.12 [1.94] (6.76)
R <sup>2</sup>	0.91	0.60
Adj. R <sup>2</sup>	0.90	0.57
S.E. of regression	0.32	0.54
D.W.	1.33	1.55
Akaike info criterion	0.66	1.72
F-statistic	138.19	21.17
N	16	16

Note : t-statistics are in parentheses ( ) and standard errors are in brackets [ ].

-Asterisk a show statistically significant at 1 percent level of significance

-N=Number of Observations

## VI. CONCLUSIONS

Results of the present study are meaningful and will help policy makers of each country in respect of improving socio-economic development. The basic objective of every state is to increase social welfare of the community. As discussed in the beginning of this study a number of ways lead to boost the process of economic growth and development but the role of workers' remittances should not be ignored rather needs to be considered equally. This study proved empirically through regression analysis that worker remittances are significant for the acceleration of economic growth for the study area. It is concluded that the management authorities of both countries i.e. Azerbaijan and Armenia need to formulate appropriate conducive policies for the encouragement of worker remittances. It further suggests that the worker remittances received from the other countries must be utilized more efficiently in order to improve society living conditions.

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## Customer Satisfaction towards Service Quality: A Study on Islamic Culture

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*Introduction* – Malaysians have traditionally apportioned the largest amount of household expenditures on food consumption. This item covers consumption of food-at-home (FAH) and food-away-from-home (FAFH). Statistics shows that while expenditures on FAH declined steadily from a share of 33.7% to 22.2% between 1973 and 1999, FAFH expenditures rose from 4.6% to 10.9% during the same period (Department of Statistics Malaysia 2000). This discernible shift in the mode of food consumption, whereby having a meal at home is becoming less often while eating out has become more frequent, reflects the changing lifestyle of the Malaysian population.

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# Customer Satisfaction towards Service Quality: A Study on Islamic Culture

Mohd Hafifi Murad<sup>α</sup>, Maznah Wan Omar<sup>Ω</sup>, Mohd Ikhmal Fadzil<sup>β</sup>

## 1. INTRODUCTION

Malaysians have traditionally apportioned the largest amount of household expenditures on food consumption. This item covers consumption of food-at-home (FAH) and food-away-from-home (FAFH). Statistics shows that while expenditures on FAH declined steadily from a share of 33.7% to 22.2% between 1973 and 1999, FAFH expenditures rose from 4.6% to 10.9% during the same period (Department of Statistics Malaysia 2000). This discernible shift in the mode of food consumption, whereby having a meal at home is becoming less often while eating out has become more frequent, reflects the changing lifestyle of the Malaysian population.

Eating away from home for Malaysian households has increased over the years, and this has drawn a significant interest by policy makers for many reasons. This country has achieved high income growth and experienced rapid structural transformation and urbanization in the recent years (Gazi N. I. et. al., 2010). The changes in socio-economic and demographic structure have also occurred – the average household size has been falling (from 5.2 in 1980 to 4.3 persons in 2005), while the percentage of the population in the 65 years and above age category is increasing (Department of Statistics Malaysia, 2006). Women working outside home also showed an increasing trend from 44.5% to 46.7% between 2000 and 2005 (Ministry of Finance, 2004).

In addition, the growing popularity of eating out has paved the way for the development of the FAFH industry in Malaysia. From 1999 to 2003, the Malaysian consumer food service market increased by 16% to a total of 20,235 consumer food service units (Euromonitor International 2004). During the same period, consumer food service transactions and market worth grew by 22% and 39%, respectively, to 1,026 million and RM16,312 million (US\$4,315 million) in current value terms. Moreover, the 60 % growth ( in unit

terms) of the one-hundred percent home delivery or take-away food sector has been primarily attributed to the increasingly busy work schedules of Malaysians. With the continued global economic recovery, and the growing trend towards the independence of women and their participation in the labor market, the consumer food service market in Malaysia is projected to grow by 19% in unit terms, 30% in total transactions, and as much as 32% in current value, respectively, over the forecast period of 2003–2008 (Euromonitor International 2004).

The increasing trend of home delivery and take-away food sector clearly demonstrates that the Malaysian households are spending less time in preparing FAH, a reflection of busy work schedules outside the home. There is a rapid growth of food service facilities, such as fast food restaurants and *street food stalls*, available throughout the country. At the same time, a variety of food items and the service facilities are now available in the FAFH sector. This will likely to have continuous impacts on the distribution, marketing, food service system, and the nutritional intake. With growing urbanization, it is expected that there will be significant changes in future food consumption in terms of dietary habits and food preferences in Malaysia. The important concerns for FAFH are related to the nutritional value, food safety and the ambient environment of the eateries.

### a) Problem Statement

In the last decade, the importance of small and medium sized enterprises (SMEs) has seen an increase in literature both political and academic. The SME sector has been described as the engine of growth of an economy (Arinaitwe, 2006) and in most economies SMEs account for the vast majority of firms. For example, in the USA, at least 95% of all businesses belong to the SME group (Storey, 1994). Furthermore, in the USA, SMEs accounted for approximately 60-80 percent of the net new jobs created annually over the last decade (SBA Department of Commerce, 2005). There are also significant problems in and experienced by this sector.

In Malaysia, SMEs can be defined based on the number of employees and sales turnover (Azizan Abdullah, 2010). There are several sector of SMEs in Malaysia which were Manufacturing sector (7.2%), Services sector (86.6%) and Agriculture sector (6.2%). Sub-sector in restaurants industry is 14.2 percent from

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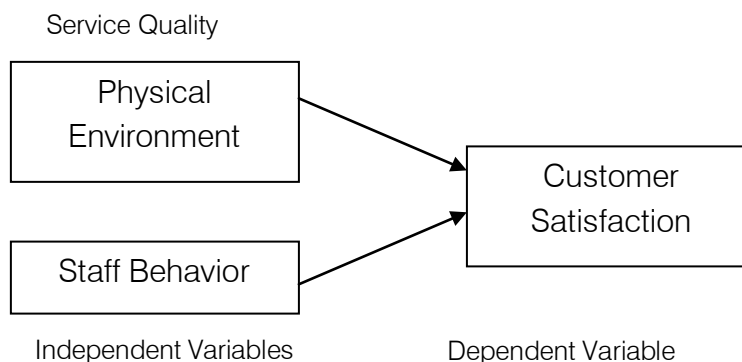
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overall total SMEs in Services sector which are 474, 706. In general, the FAFH food service industry or restaurants in Malaysia can be classified into five main categories, namely dine-in restaurants (including hotel coffee houses), fast-food outlets, coffee shops, food courts or hawker centers, and roadside hawkers. First, dine-in restaurants are normally air-conditioned establishments where uniformed staff provides a full range of services; these cater mostly to those in the upper income groups. Patrons in most of these establishments are also subjected to a service charge and government tax. Second, fast-food outlets consist mainly of franchise holders of Western-style menus. These outlets follow strict serving and preparation specifications, charge standardized prices, and are typically frequented by the upper and middle income groups. *Third, coffee shops are, by and large, non-air-conditioned establishments operated by individual owners who sublet sections of their premises to others selling local gourmet food.* Fourth, the bulk of food courts or hawker centers are located at major shopping complexes or at urban townships. These hawker centers generally serve local cuisine; the ambience in such establishments varies widely according to their location. Lastly, roadside hawkers are commonly sighted congregating along the streets, peddling their foodstuffs. These hawkers remain a favorite among Malaysians from all walks of life, owing to the informal settings and the cheap price ranges.

Knowing what customer want and what makes them come back is important for the restaurant sector. According to Daily (1998), restaurateurs are worrying about customer expectations over the following years.

#### *Theoretical Framework*



#### *e) Research Hypothesis*

H1= Physical environment positively and significantly influencing Customer Satisfaction

H2=Staff behavior positively and significantly influencing Customer Satisfaction

#### *f) Significance of study*

Firstly, in the SMEs restaurant world, the market environment is increasingly competitive. For example, international fast foods restaurants such as Kentucky Fried Chicken (KFC) and McDonalds have found themselves competing with SMEs restaurants such as Radix Fried Chicken (RFC) and Tat Nasi Ayam. At the

One way to find out is to ask customer. The slow rate of growth among Malay food restaurant as compared to others ethnic in the food-service industry suggests that management may wish to seek attributes that are responsible for customer return business success. Customers have their own reasons want to return to any restaurant. They are constantly seeking quality, value and desirable environment away from the pressure of daily life. Offering good service is not enough to attract and retain customer. To gain a competitive advantage in today's market, restaurants have attempted to offer meals that offer good value in favorable ambience.

Thus, this study will look into two variables in service quality which are physical environment and staff behavior. These variables have been chosen to seek whether the two variables have significantly influence customer satisfaction towards the SMEs restaurant and bring happiness to them. These variables have been adopted from Parasuraman et. al.(1988) for physical environment and Brady & Cronin (2001) for staff behavior.

#### *b) Research Questions*

- i. Does physical environment have any influence on customer satisfaction
- ii. Does staff behavior have any influence on customer satisfaction

#### *c) Research Objectives*

- i. To determine whether physical environment effect customer satisfaction
- ii. To determine whether staff behavior effect customer satisfaction

same time, SMEs restaurants are looking for ways to catch customers, try to fulfill the needs for good ambience and environment in restaurant and staff behavior that meets the expectations of customers. When customers buy foods in the restaurant they may evaluate ambience in environment in the restaurant and give an image for that restaurant. An appropriate service quality is crucial for SMEs restaurant to succeed. Therefore, service food industry should pay more attention on this aspect.

Secondly, this study combines the two schools of thought in service quality to get better understanding on what customers want and make them come back to



the restaurants which are The North American and Nordic that have dominated to the fact that research in this area which have different assumptions regarding the service quality dimensions. Parasuraman from North American Schools identified ten service qualities known as SERVQUAL meanwhile Gronroos from Nordic School's analysis of service quality is mainly based on two scopes, that is: what customers get as a result of interaction with a service firm; and how customers get services.

## II. LITERATURE REVIEW

### a) Customer Satisfaction

Satisfaction is a person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations (Kotler, 2000, p.36). Based on this review, customer satisfaction is defined as the result of a cognitive and affective evaluation, where some comparison standard is compared to the actually perceived performance.

Achieving customer satisfaction is the primary goal for the most service firms today (Jones and Sasser, 1995). Increasing customer satisfaction and customer retention leads to improved profits, positive word-of-mouth, and lower marketing expenditures (Heskett et al., 1997). Typically, service firms monitor customer satisfaction on an ongoing basis using Likert-type scales that measure customers' level of satisfaction based on their last service encounter (Peterson and Wilson, 1992; Heskett et al., 1997).

### b) Value-percept theory

The value-percept theory views satisfaction as an emotional response triggered by a cognitive-evaluative process (Parker and Mathews, 2001). In other words, it is the comparison of the "object" to one's values rather than an expectation. Customers want a meeting between their values (needs and wants) and the object of their evaluations (Parker and Mathews, 2001). More recently, renewed attention has been focused on the nature of satisfaction – emotion, fulfillment and state (Parker and Mathews, 2001).

Consequently, recent literature adds to this perspective in two ways. First, although traditional models implicitly assume that customer satisfaction is essentially the result of cognitive processes, new conceptual developments suggest that affective processes may also contribute substantially to the explanation and prediction of consumer satisfaction (Fornell and Wernerfelt, 1987; Westbrook, 1987; Westbrook and Oliver, 1991). Second, satisfaction should be viewed as a judgment based on the cumulative experience made with a certain product or service rather than a transaction-specific phenomenon (Wilton and Nicosia, 1986).

### c) Service Quality

Service quality is the consumer's subjective assessments of service performance like have been said before by the previous researchers (Cronin and Taylor, 1992; Dabholkar et al., 2000). The outcome of research is inconclusive and there has been little agreement on the generic and specific service quality dimensions, although service quality is multidimensional. The North American and Nordic were the two schools of thought that have dominated to the fact that research in this area which have different assumptions regarding the service quality dimensions. There were ten service quality identified by the North American School which are best known as the SERVQUAL dimensions (Parasuraman et al., 1985). On the other hand, five dimensions of SERVQUAL have been classified as original dimensions to be the highly correlated. There are: tangibles, assurance, reliability, empathy, and responsiveness (Parasuraman et al., 1988). In addition, empirical studies found that more economical models of service quality built-in the data better (e.g. Carmen, 1990; Parasuraman et al., 1991, 1994).

Here the different, scholars from the Nordic School (e.g. Lehtinen and Lehtinen, 1991) offered two and three dimensional models of service quality – physical quality, interaction quality, and output quality. In short, the Nordic School's analysis of service quality is mainly based on two scopes, that is: what customers get as a result of interaction with a service firm; and how customers get services. Outstandingly, one flow of research found that a two or three dimensional service quality model offered by the Nordic School (e.g. Gronroos, 1984) was more suitable when applied to various service industries (Brady and Cronin, 2001; Mels et al., 1997).

Consistent with the Nordic School and recent empirical findings, we recognized two basic service quality dimensions – physical quality and staff behavior. The physical evidence of service quality, which relates to the appearance and condition of the physical environment and facilities, has been strongly maintained in several empirical studies (Parasuraman et al., 1988). In the same way, the behavior of service employees, in conditions of their competence, helpfulness, and responsiveness, has been a main element of service quality evaluation (e.g. Brady and Cronin, 2001; Ekinci, 2001; Mittal and Lasser, 1996).

## III. RESEARCH METHODOLOGY

### a) Research Design

This study is conclusive research where the objectives are to get the conclusion from the research and determine the relationship between variables. The findings and results of this research are used as input in decision making.



This research is quantitative research where the sources of information are gathered from questionnaire distributed to the customers who attend for eat the fast food product.

For this research, correlation coefficient was used. The SPSS procedure CORRELATION produces Pearson product-moment correlations which summarize the relationship between two variables. The value of the correlation coefficient ranges from -1 to +1. The strength of the relationship between two variables is determined by the magnitude of the correlation coefficient; the sign of the correlation coefficient (+ or -) informs us about the direction of the relationship between two variables.

#### b) Population

In our study, the population involves customers who come to buy food at a fast food restaurant in the Northern region. The customer's includes both youth, and also family.

#### c) Sample Size

Samples selected for multiple regression consists those from the RFC customer population who are buying fast food products. The appropriate sample size depends on variation in population's characteristic and desires precision.

The sample size for this research is 90 and is based on probability sampling. The sample consisted of customers whose age was between 20 to 50 years old. Base on Roscoe's rules of thumb (Sakaran, 2003) the following formula were adopted in determining the sample size of this study;

$IV = 2 = 3 \text{ item in } 1 \text{ IV}$

$DV = 1$

$IV + DV = 7 \times 10 = 70 \text{ questionnaires}$

$+ 20 \text{ questionnaires (to prevent missing data)} = 90 \text{ questionnaires}$

From 90 questionnaires that have been distributed to the respondent, all questionnaires have been answered by the respondents and were used in SPSS version 19 for further analysis.

## IV. CONCLUSION

This study offered insight into how culture influences the nature of SQ judgments. This research offers "cultural" themes of SQ that advanced Brady and Cronin (2001) and our understanding of the role of culture in SQ measurement. There is still a lack of evidence about the efficacy of SQ instruments in its application towards the growing potential Muslim market. This research has only just begun to explore this area. The scarcity of research and the important influence of Islamic values provide plenty of support to explore this topic further with future research focusing on Islamic cultural considerations. Furthermore, the need for research on Islamic cultural influence on SQ is also emphasized. Whereas the significance of Islamic influence on consumer behaviors is evident (Delener,

1990; Lam, 2002), the deeper exploration into Islamic cultural influence on SQ and how significantly it affects different perceptions, is still far from adequate. Moreover, it is concluded that the multi-hierarchical and multi-level SQ model as developed by Brady and Cronin (2001) is the most comprehensive model to measure SQ; however, despite the applicability of this model within different service sectors, there is little done to test its applicability in different cultural settings. Therefore, future research will address both issues by empirically testing and re-conceptualizing the comprehensive Brady and Cronin (2001) approach to Islamic cultural customers.

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# Trends in Incarceration and Recidivism in Mauritius – Raising the Alarm

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**Abstract** – Correctional and incarceration policies for crime and deviance have as consequences the following: “Retribution” – which is an expression of society’s moral outrage; “Deterrence” – which argues that punishment for offenders should be sure, speedy, commensurate with crime and sufficiently conspicuous to deter others from committing crimes; “Incapacitation” – that is protecting the public from lawbreakers or habitual criminals by segregating them behind prison walls; and finally “Rehabilitation” whereby the theoretical paradigm is that criminals are partly or entirely victims of social circumstances beyond their control and that society owes them a comprehensive treatment in the form of rehabilitation. Rehabilitative measures could be deemed as an attempt to equip them with the necessary skills in order to try to re-integrate society and consequently prevent recidivism. Recidivism comprises a common theme which is generally used for describing repetitious criminal activity, and a recidivist offender is an individual who engages in such activity. Each year, a large number of people are released from prisons in Mauritius. The obstacles to successful re-integration are numerous, such as the challenge of finding stable employment. There have been no or few rigorous studies of re-entry models, and there is a pressing need for more definitive evidence of what works in order to prevent the gangrene of recidivism and degrading law and order to permeate our society. This paper reviews theories, present facts and figures and initiatives describing some planned or ongoing endeavours, and proposes some ideas for future efforts in order to decrease recidivism in Mauritius.

**Keywords :** *Recidivism, Re-integration of ex-detainees, Expenditure.*

**GJHSS-A Classification :** *FOR Code: 160202, 150205 , JEL Code: K14*



*Strictly as per the compliance and regulations of:*



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Harish Fhooblall<sup>α</sup>, Hemant B. Chitto<sup>α</sup>, A.Bholoa<sup>β</sup>

**Abstract** - Correctional and incarceration policies for crime and deviance have as consequences the following: "Retribution" – which is an expression of society's moral outrage; "Deterrence" – which argues that punishment for offenders should be sure, speedy, commensurate with crime and sufficiently conspicuous to deter others from committing crimes; "Incapacitation" – that is protecting the public from lawbreakers or habitual criminals by segregating them behind prison walls; and finally "Rehabilitation" whereby the theoretical paradigm is that criminals are partly or entirely victims of social circumstances beyond their control and that society owes them a comprehensive treatment in the form of rehabilitation. Rehabilitative measures could be deemed as an attempt to equip them with the necessary skills in order to try to re-integrate society and consequently prevent recidivism. Recidivism comprises a common theme which is generally used for describing repetitious criminal activity, and a recidivist offender is an individual who engages in such activity. Each year, a large number of people are released from prisons in Mauritius. The obstacles to successful re-integration are numerous, such as the challenge of finding stable employment. There have been no or few rigorous studies of re-entry models, and there is a pressing need for more definitive evidence of what works in order to prevent the gangrene of recidivism and degrading law and order to permeate our society. This paper reviews theories, present facts and figures and initiatives describing some planned or ongoing endeavours, and proposes some ideas for future efforts in order to decrease recidivism in Mauritius.

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## 1. INTRODUCTION

Prisons are fundamentally, institutions known to be a means of punishment by confinement and deterrence for deviants and criminals, through conviction by the Justice System and subsequently incarceration. However incarceration in prisons also has as mission to allow reformation and rehabilitation for detainees and instead deter recidivism. Moreover, according to the United Nations (UN) Standard Minimum Rules for the Treatment of Prisoners (SMR) it has been made clear that *"the purpose and justification of a sentence of imprisonment is ultimately to protect society against crime, and that this end can only be achieved if the period of imprisonment is used to ensure, so far as possible, that upon returning to society the offender is not only willing but able to lead a law-abiding and self-supporting life"* (SMR, R.58).

Huge investments to reform prisoners seem to be sunken money as repeat offending appears to be on the rise as it will be seen in section 3 of this paper.

According to United Nations Office on Drugs and Crime (2006), *"Social reintegration in the prison setting refers to assisting with the moral, vocational and educational development of the imprisoned individual via working practices, educational, cultural, and recreational activities available in prison. It includes addressing the special needs of offenders, with programmes covering a range of problems, such as substance addiction, mental or psychological conditions, anger and aggression, among others, which may have led to offending behaviour."* Mauritius is a developing country, signatory to UN guidelines where no serious study has yet been undertaken concerning recidivism and its consequences. In spite of many efforts it seems that prisons in Mauritius, as would probably be the case in many other societies, seem to be falling short of their mission. In fact, 85% of detainees (Source: Mauritius Prison Services, 2011) incarcerated in the Republic of Mauritius in year 2009 are persons who have been convicted and incarcerated for a 2<sup>nd</sup> to a 5<sup>th</sup> or more time. Thus, these detainees are persons who can be categorised as 'recidivists'. Recidivists are persons who are engaged in recidivism – a term originating from the Latin *recidere*, which means to fall back. Recidivism is often used interchangeably with other terms such as repeat offending or re-offending. In the case of this paper, we analyse the extent of recidivism as per secondary data provided by the Mauritius Prison Services (M.P.S) and the Central Statistical Office (C.S.O), which are both governmental agencies. The use of facts and figures provided government agencies does bear the risk of inducing bias into analysis and has limitations; however, their interpretation has revealed interesting findings. This paper considers incarceration and its subsequent side effect recidivism as a lost potential as a reason of the amount of efforts and investment consented. In doing so, the paper which is an exploratory study succinctly reviews the literature on recidivism and the critically assesses the impact of re-integration measures. Section 3 assesses the extent of the problem of recidivism in Mauritius to make a case of lost potential for the economy and society. Section 4 brings some insight into the possible causes and socio-cultural obstacles to re-integration which could palliate the problem of

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recidivism while Section 5 draws some relevant conclusions whilst indicatively pointing towards the need for new models to tackle such a problem for the good of the Mauritian economy and society.

## II. LITERATURE REVIEW: OVERVIEW OF THE RECIDIVISM AND RE-INTEGRATION THEORIES

### a) *Employment-Focused Re-integration Programs*

Recidivism is not a new concept in criminology. It is defined as a relapse into criminal behaviour. Maltz (1984) describes recidivism as *'the reversion of an individual to criminal behaviour'*. Recidivism comprises a common theme and is generally used for describing repetitious criminal activity, and a recidivist offender is an individual who engages in such activity. Though no exact measures of this exist, re-arrest and re-incarceration are regarded as the best estimate in correctional data. The human, social and financial costs of recidivism are enormous. Although the relationship between crime and employment is complex, most experts seem to agree on some points which are discussed in the paper. It must be added at this point that it is indeed noteworthy to observe that, the fact that ex-detainees tend to struggle in the labour market and frequently end up back in prison does not necessarily mean that employment will reduce recidivism. It is believed that the most promising re-integration models provide coordinated services both before and after offenders are released; but it appears difficult to increase employment and earnings for apparently disadvantaged and prejudiced persons. However, such initiatives have to be undertaken on two main grounds, firstly from a Human Resources perspective, in sense of avoiding wastage of Human Resources or Human Capital and secondly in order to avoid recidivism and the social, economic and financial costs associated with this phenomenon. It is these offenders who are the subject of much debate as they have become variously described throughout the literature as 'chronic', 'multiple', 'frequent', or 'prolific' offenders, among others.

One of the earliest and most frequently cited recidivism studies was conducted in Philadelphia, in the USA (Wolfgang, Figlio & Sellin 1972). The authors used a longitudinal cohort methodology with official police arrest data to measure the frequency of offending among nearly 10,000 males born in 1945. The authors found that by the age of 18, only 35% (n=3,475) had been arrested by the police at least once, but that these offenders had accounted for more than 10,000 episodes of arrest, giving an average of almost three arrests per offender. However there are both theoretical arguments and empirical evidence from studies to support the notion that crime is linked to unemployment, low earnings, or job instability as averred the studies and research by Bernstein and Houston (2000); Sampson

and Laub (2005) and Urban Institute Justice Policy Centre (2006). Legitimate employment may reduce the economic incentive to commit crimes, and also may connect ex-detainees to more positive social networks and daily routines. Qualitative data such as that of Nelson, Deess, and Allen (1999) also suggest that finding a job is the highest priority for prisoners upon release. Furthermore, the work of Travis (2005) has raised the attention of policymakers and the public who have both begun to focus on the prisoner re-entry issue, and there is a renewed willingness to spend some money on rehabilitation services. Nevertheless, the surge of interest generated by the researches could easily dissipate, without solid evidence that the rehabilitation and support services make a difference in the re-integration of ex-detainees. After all, there is significant underlying scepticism about the efficacy of rehabilitation efforts from mainstream society perhaps due to the negative portrayal of the ex-detainees or detainees by the mass media. On the positive side, the re-entry domain has an integrated advantage over the welfare domain. Incarceration costs are so high that even small reductions in recidivism could easily produce budgetary savings that outweigh the cost of rehabilitation and support services.

### b) *Incarceration, Education, Skills Building, Employment and Recidivism*

Many researches have indicated that employment is a central component of successful re-integration (Laub, Nagin, & Sampson, 1998; Sampson & Laub, 1990, 1993). It seems that connections made at the workplace may serve as informal social controls and an instrument of value consensus and cohesiveness that helps to prevent criminal behaviour. For former detainees, employment is correlated with lower recidivism (Rossman & Roman, 2003; Visser, Debus, & Yahner, 2008) and rates of return to prison can be significantly reduced by participation in work readiness programs (Buck, 2000; Finn, 1998; Sung, 2001). Although recent studies have indicated that work-oriented programs can have a significant impact on the employment and recidivism rates of men (Bushway & Reuter, 2002), vocational and educational programs are often unavailable in prisons, and their availability has declined (Lynch & Sabol, 2001). Gainful and stable employments are among the key predictors of desistance from criminal and deviant behaviour that can be directly addressed through a proper sentencing policy or programming in prison. Accordingly, many re-entry initiatives have typically focused on preparing returning prisoners to re-enter the job market. Re-entry services often include interventions directly related to skill acquisition to improve labour market prospects such as job readiness, training and placement programs. Although about two thirds of prisoners worked prior to incarceration (Beck *et al.*, 1993), their educational level, work experience, and skills are well

below national averages for the general population (Andrews & Bonta, 2006), and the stigma associated with incarceration often makes it difficult for them to secure jobs following release (Bushway & Reuter, 2002; Holzer, Raphael, & Stoll, 2006).

When former prisoners do find jobs, they tend to earn less than individuals with similar background characteristics who have not been incarcerated (Bushway & Reuter, 2002). Thus, research from mostly the USA supports and tends to advocate a strong program-focused emphasis on increasing individual employability of detainees through education, skills training, job readiness, and work release programs, both during incarceration and after release. Few such programs have been studied using a random assignment research design. One exception is the evaluation of the Opportunity to Succeed (OPTS) program, which delivered employment services within a set of comprehensive services for drug-using former prisoners, and found that participants were more likely to be employed full-time in the year after release. However, self-reported arrests and official record measures of recidivism showed no differences between participants and controls (Rossman & Roman, 2003). Employed participants in the OPTS program, however, reported fewer arrests and less drug use. Another study of detainees in Tennessee, a state in the USA, who were required to secure either employment or enrol in a training program as a condition of release, found that those who qualified had marginally better outcomes than a matched comparison in terms of controls, while those who failed had significantly worse outcomes (Chalfin, Tereshchenko, Roman, Roman, & Arriola, 2007).

In a meta-analysis examining the impact of employment training and job assistance in the community for persons with a criminal record, Aos, Miller, and Drake (2006) concluded that these programs have a modest, but significant, 5% impact on recidivism. However, in another meta-analysis, using a very similar set of studies and methods, Visser, Winterfield, and Coggeshall (2005) concluded that community-based employment programs do not significantly reduce recidivism for persons with previous involvement with the criminal justice system. Contemporary job assistance and training programs for former prisoners in the USA such as the Center for Employment Opportunities [CEO] (New York), Safer Foundation (Chicago), and Project Rio (Texas) are more holistic in their approach and incorporate other transition services and re-entry support into their programs (Buck, 2000) while maintaining a primary focus on job placement.

Although several rigorous evaluations are underway, the impact of these newer types of comprehensive, employment-focused programs on former prisoners' employment and recidivism rates is not yet known and is still underway. Still, in the USA, adult corrections have a long history of providing

programs for education and employment training (Gaes, Flanagan, Motiuk, & Stewart, 1999; Piehl, 1998). Comprehensive reviews of many of the individual program evaluations generally conclude that adult academic and vocational programs lead to modest reductions in recidivism and increases in employment (Aos, 2006; Cullen & Gendreau, 2000; Gaes *et al.*, 1999; Gerber & Fritsch, 1994; Wilson, Gallagher, & MacKenzie, 2000). However, the majority of the evaluations have one or more methodological problems according to Wilson *et al.* (2000). Despite the high demand for these programs by inmates, participation in these programs declined from 42% in 1991 to 35 percent in 1997 (Lynch & Sabol, 2001). Reasons for these declines include the rapid growth in prison populations in combination with decreased funding for correctional programming, the frequent transfer of prisoners from one facility to another and greater interest in short-term programs such as substance abuse and cognitive-behavioural programs (Lawrence, Mears, Dubin, & Travis, 2002).

Research suggests that correctional education programming is most successful as part of a systematic approach, integrating employability, social skills training and other specialized programming (Holzer & Martinson, 2005). Education and job training for low earners are most successful when they provide workers with credentials that meet private sector demands. Thus, comprehensive programs that provide training, a range of services and supports, job retention incentives, and access to employers are promising, but rigorous evaluations are as yet lacking.

#### *c) Current Studies on Attempts to Curb Recidivism*

Fortunately, the recent surge of interest in prisoner re-integration in the USA has triggered some new research that should help to build the knowledge base. Three large-scale studies are under way and can be described as follows:

- *The Serious and Violent Offenders Re-entry Initiative (SVORI)*. This is a \$100 million federal initiative led by the U.S. Department of Justice. Grants were provided to all states, and the programs funded under this initiative provide a wide range of pre-release and post-release services.
- *The Center for Employment Opportunities (CEO) Evaluation*. CEO is one the USA's largest and most highly regarded employment programs for ex-offenders. It uses a transitional employment model that places participants in work crews within one week after enrolment, and pays them daily for the hours they work. Staffs identify problematic workplace behaviours and try to resolve them, and then help participants find regular jobs. As part of the Hard-to-Employ evaluation funded by the U.S. Department of Health and Human Services, MDRC, in partnership with the Urban Institute, is evaluating the CEO program using a random assignment design. In 2004 and 2005, nearly 1,000

parolees who showed up at CEO were assigned to receive either the core CEO program or a limited job search assistance model, also run by CEO.

The above studies are again still inconclusive; however, preliminary reports for SVORI and CEO have demonstrated that small but noticeable progress in curbing recidivism has been made.

### III. INCARCERATION AND RECIDIVISM IN MAURITIUS

The Mauritius Prison Services (MPS) under the aegis of the Prime Minister's Office and the Probation and After Care Services of the Ministry of Social Security, National Solidarity and Senior Citizens Welfare & Reform Institutions are the two official instances which deal with detainees and ex-detainees in Mauritius. There is a perception conveyed by the local mass-media that the situation of law and order is deteriorating, hence criminality and deviance is on the rise. However, even if the mass media portrayal of this situation can be flawed and biased, it is perhaps the multiplicity of channels and medium of media which brings into public focus this perception. Nevertheless, the population in the prisons of Mauritius is on the rise. According to the statistics available from the MPS, the number of remand and convicted Detainees (including adult and juvenile, male and female) in the 11 prisons or detention centres in the Republic of Mauritius was respectively for each category namely on remand and convicted at 707 and 1668, thus a total of 2375 as at 17 July 2009. In addition as at May 2010, the total number of detainees stood at 3517 according to the Record Office of the M.P.S. The prisons are so over-crowded that the State has averred of its will to build a new prison.

Furthermore, on the 29<sup>th</sup> of June 2010 in the National Assembly, the Prime Minister, Minister of Defence, Home Affairs and External Communications, Dr Navin Ramgoolam in his reply to the Private Notice Question of the Leader of the Opposition stated the following on the projected Melrose Prison: *"It is expected that construction works would start in August 2010. The estimated cost of the new high security prison is Rs 1.4 billion."* In fact, according to the Central Statistical Office of the Republic of Mauritius [CSO] (2008a) in the Section, *Expenditure of the Prison Services*, it is found that the total (recurrent and capital) actual expenditure of the Prison Services in the Island of Mauritius increased from Rs 280 Million in 2006/2007 to Rs 314 Million in 2007/2008. These figures are quite considerable; however these figures do not take into consideration the social costs factor, in terms of the trauma for victims, destabilised and broken families and communities and so on and so forth.

Moreover according to figures available from the Ministry of Finance of the Republic of Mauritius, in the "Summary Table of Expenditure by Programme", the Actual Expenditure for the financial year 2008-2009 for the MPS was Rs 416,163,500, out of which Rs 24,459,000 went for 'Management of Prisons' and Rs 391,704,500 was budgeted for 'Maintenance and Rehabilitation of Detainees'. It is needless to say that all figures provided here show a constant hike. Detainees are supposed to have received training and been imparted skills in different trades for their life after prison. However, the reality is starkly different with the number of convicts who re-offend and once again are incarcerated, thus perpetuating the spiral of incarceration, recidivism and the consequences associated with. According to the C.S.O, the rate for imprisonment for adult male convicts is as follows:

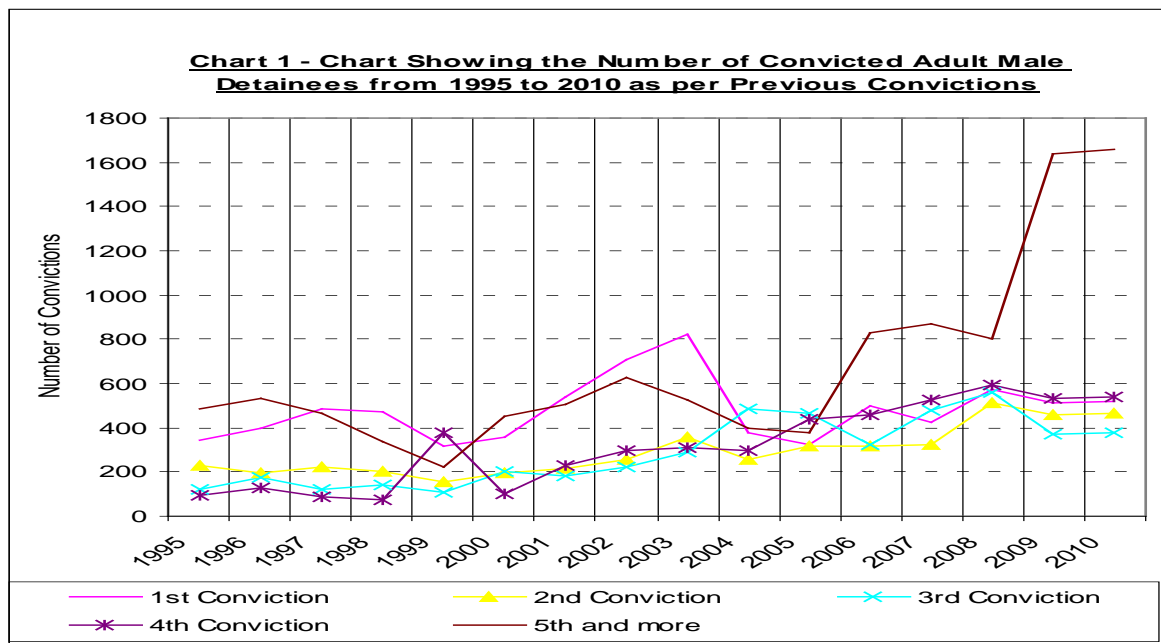
*Table 1 : Adult male convicts admitted to prison by number of Previous Imprisonment, Republic of Mauritius, Years 2007, 2008, 2009 & 2010*

Year	2007	2008	2009	2010
No previous	427	573	541	524
One	326	511	464	491
Two or more	1,873	1,948	2,562	2,596
<b>Total</b>	<b>2,626</b>	<b>3,032</b>	<b>3,567</b>	<b>3,611</b>

*Source : C.S.O 2011*

From Table 1, it can be seen that the rate of imprisonment has been increasing from year 2007 to 2010. Moreover, the category "Two or More" number of previous imprisonment has increased by 27%; this is linked to re-offending and consequently recidivism. It must be said that, while the CSO and the M.P.S collaborate on the collection of facts and figures, each institution does keep its own independent records and compilation of figures. As at May 2010, the Record Office of the M.P.S published the following statistics on recidivism (See Chart 1) and which shows the level of

recidivism, perceived by its trend as being acute and which at present is our main concern.



Source : M.P.S Website (2011)

An analysis of Chart 1 shows that the sum of detainees incarcerated on a 2<sup>nd</sup> or more conviction for year 2010 is 3035 detainees out of 3551, thus giving a percentage of 85% of re-conviction, which is quite high. Moreover, an analysis of Chart 1 shows a constant rise in detainees with a 5<sup>th</sup> or more conviction as from 2005. These figures are quite high for a small insular island state like Mauritius as compared with the USA, where for example Freeman (2003a) found from Langan and Levin (2002) that: "About 67% of released prisoners are re-arrested and one-half are re-incarcerated within 3 years of release from prison." In addition Freeman (2003b) found that: "Rates of recidivism necessarily rise thereafter, so that upwards of 75%–80% of released prisoners are likely to be re-arrested within a decade of release..... Fifty-six percent of state prisoners released in 1999 had one or more prior convictions; and 25% had

three or more convictions." In Mauritius, more than 85% of released prisoners are re-arrested. So, where does the problem lie? Is it society, jobs, the present laws and so on and so forth? While looking back at Chart 1, it can be observed that the rate for 5<sup>th</sup> conviction starts to fall as from years 2002 to 2005 which pre-supposes maybe a change in policy and as from year 2005, there was a change in government prompted by elections and that rate starts to rise as from 2006 to 2008. The Dangerous Drugs (Amendment) Act 2008 was a more strict law which seems to have impacted on the gradient of the rate of re-conviction for 5<sup>th</sup> conviction which has peaked ever since. This assertion of the connection between the Dangerous Drugs (Amendment) Act 2008 and the peak in re-conviction which will be seen further in this paper tend to be mostly linked to drug related offences.

#### a) Trend Analysis for Convicted Male Detainees of Mauritius from years 1995 to 2009

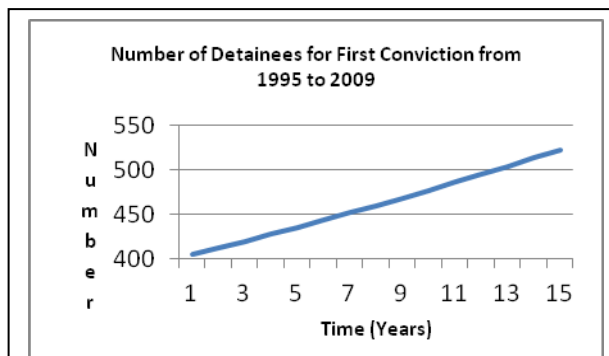


Figure 1: Trend analysis for Male Detainees for first conviction.

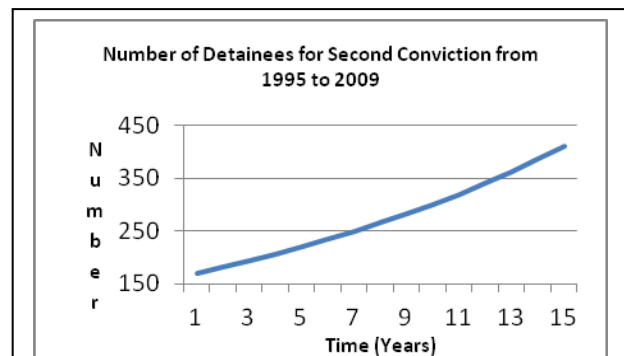
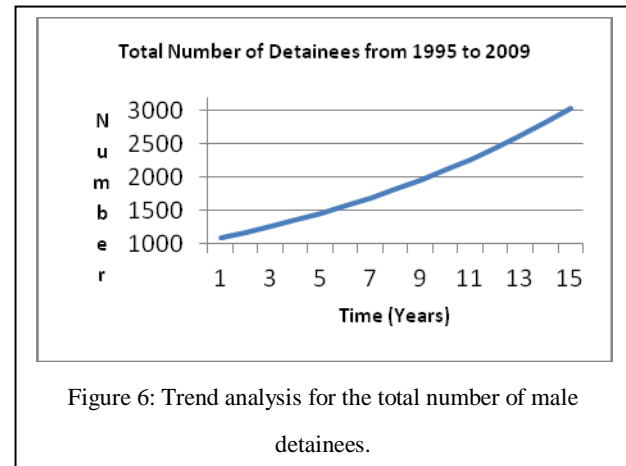
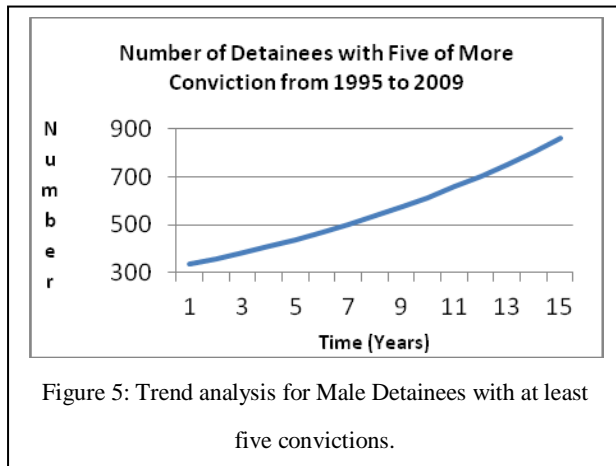
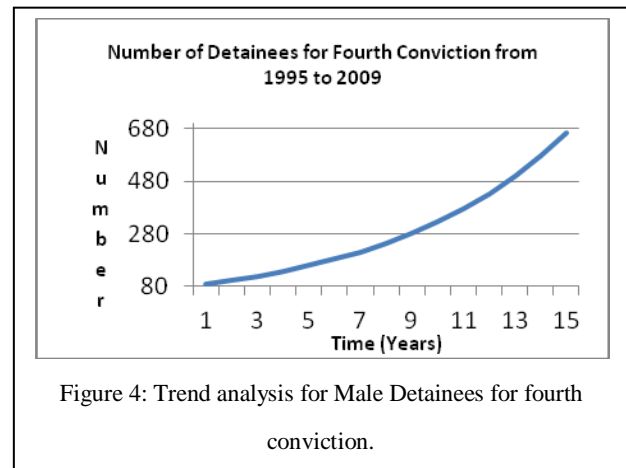
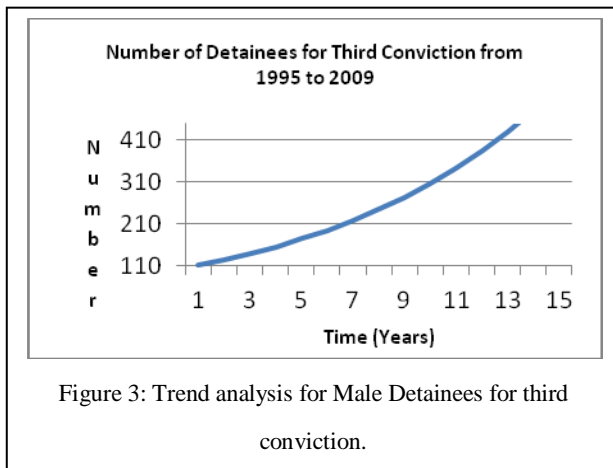


Figure 2: Trend analysis for Male Detainees for second conviction.



Figures 1 to 6 relate to the analysis of the trends for the number of male detainees with respect to the number of previous convictions. The various graphs were derived from exponential models (as shown in Table 2) which were found to be produce the minimum mean sum of square errors (MSE) as compared to other models (e.g., linear, quadratic, cubic)

**Table 2 :** Table showing Exponential Models with MSE, where  $t=16$  for analyzing Trend of Male Detainees as per conviction

Figure Number	Exponential Model	MSE
1	$y(t) = 397.55(1.0184^t)$	0.014325
2	$y(t) = 160(1.065^t)$	0.007011
3	$y(t) = 99.164(1.1194^t)$	0.013742
4	$y(t) = 77.729(1.1539^t)$	0.025751
5	$y(t) = 312.16(1.070^t)$	0.026178
6	$y(t) = 1017.8(1.0755^t)$	0.005098

From the models, it can be observed that male detainees having at least five convictions are more dominant than those having two, three or four convictions. They are almost in the same number as those convicted for the first time. The above Figures 1 to Figures 6 have been used to demonstrate the rising

trends in convictions from years 1995 to 2009, thus the trends spread over a period of 16 years. From Table 2 and using the Exponential Model Formula and , if we assume that  $t=21$ , thus year 2015, and with all factors remaining constant we can set ourselves to predict the figures for re-conviction on different counts and thus the incarceration rate for year 2015 as it is elaborated in the following Table 3.

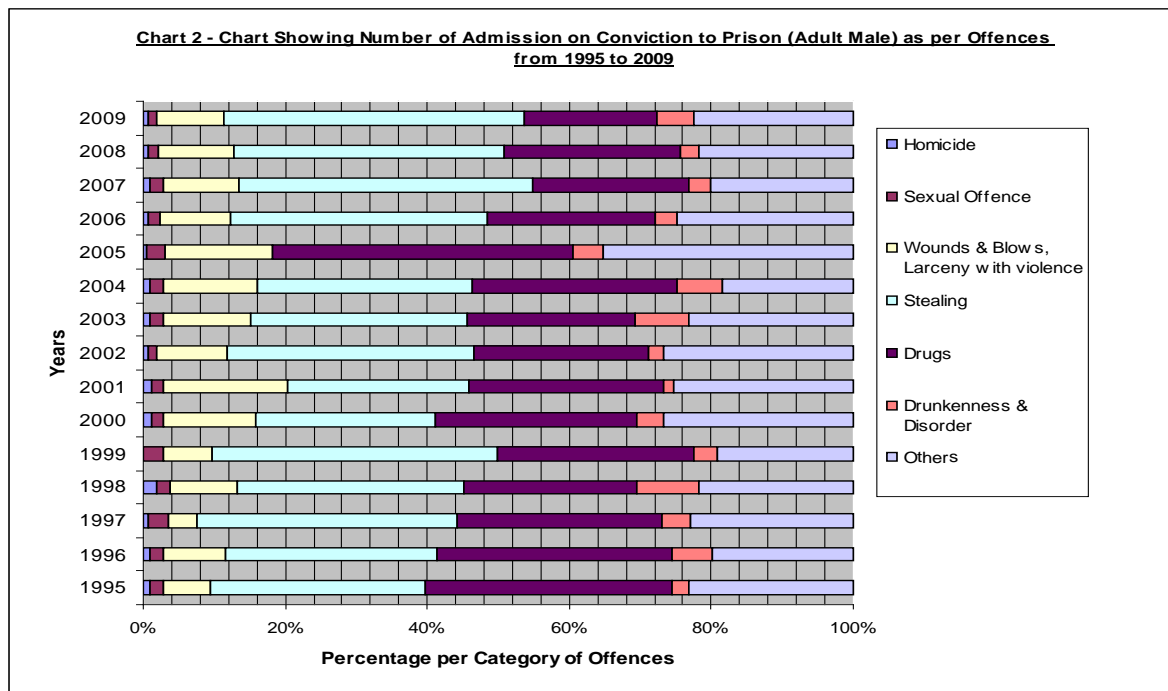


**Table 3 :** Table showing Exponential Models with MSE, where  $t=21$  (Year 2015) for analyzing Trend of Male Detainees as per conviction at Incarceration with a comparative in Actual Increase in Figures and Percentage from 1995 to 2010 and Predicted Increase in Figures and Percentage from 1995 to 2015

Conviction Counts	Exponential Model	MSE	Incarceration Rate - Year 1995	Incarceration Rate - Year 2010	Actual Increase of Incarceration from 1995 to 2010	% of Incarceration Rates for Year 2015	Predicted % Increase of Incarceration from 1995 to 2015
1 <sup>st</sup>	$y(t) = 397.55(1.0184^t)$	0.014325	344	516	50 %	583	69.5 %
2 <sup>nd</sup>	$y(t) = 160(1.065^t)$	0.007011	229	466	103.5 %	600	162 %
3 <sup>rd</sup>	$y(t) = 99.164(1.1194^t)$	0.013742	121	375	209.9 %	1059	775 %
4 <sup>th</sup>	$y(t) = 77.729(1.1539^t)$	0.025751	97	538	454.6 %	1570	1518 %
5 <sup>th</sup>	$y(t) = 312.16(1.070^t)$	0.026178	485	1656	241.4 %	1293	166.6 %
Total	$y(t) = 1017.8(1.0755^t)$	0.005098	1276	3551	178.3 %	4693	267.8 %

From the Table 3, above showing the application of the Exponential Model shown, we expect about 4700 male detainees in the year 2015 in Mauritius, if no viable and sustainable solutions are brought forward and assuming that all factors remain constant or *ceteris paribus*.

At this point it would be suitable to analyse the most common deviant acts committed by detainees by referring to Chart 2, from the Record Office of the M.P.S which shows the total number of admission on conviction to Prison (adult male) as per offences from 1995 to 2009.



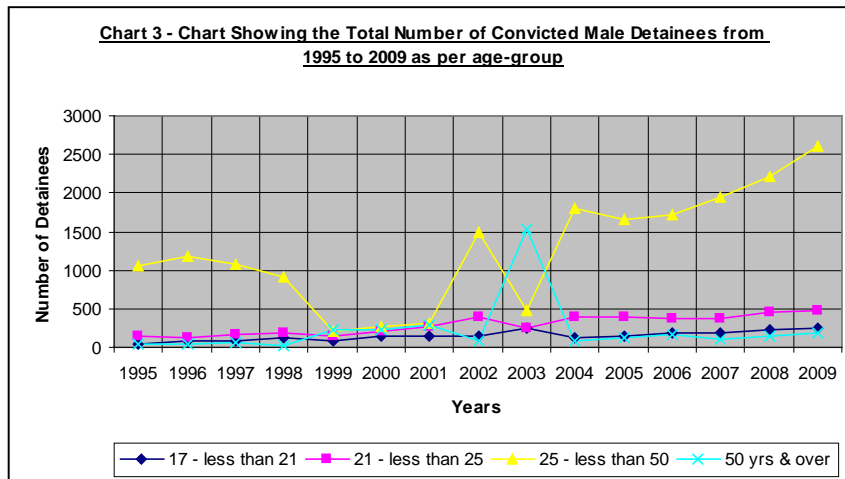
Source : M.P.S Website (2010)

From Chart 2, it can be analysed that the highest figures in terms of admission to prisons by category of offences committed in year 2009 by Adult Male Prisoners is firstly 'Stealing' (1485 occurrences, thus 42% and secondly 'Drugs' (660 occurrences), thus nearly 19%. The category of offence 'Others' is not specified and so will be not taken into consideration presently. Moreover, it can be seen from Chart 2, that over the last 15 years, the trend for conviction has also been mostly for the categories of offences for 'Stealing' and 'Drugs'. It can be assumed that people who steal are people without a gainful employment or as per

temptation and opportunity. As for drug addicts, they are often condemned as drug dealers when found in possession of a certain amount of drugs as per The Dangerous Drugs Act 2000 and The Dangerous Drugs (Amendment) Act 2008 of the Republic of Mauritius. It is commonly observed that often, it is the drug consumers or addicts who get caught up in small scale drug dealing so that they themselves can afford their doses. Consequently, as per the above figures, it can be reasonably said that two of the main causes of conviction are 'Stealing' and 'Drugs'.

Moreover, it is not indicated if the offenders as per the category of offence have been incarcerated on 1<sup>st</sup> conviction or repeat conviction. However, it can be reasonably assumed that, recidivism is a key characteristic of criminal justice conviction and admission to prisons. Consequently, a question and an assertion can be raised as simply and logically put forward by Freeman (2003c) and which is as follows: *"The 2–3 years that many inmates spend in prison and the additional years that some violent offenders are incarcerated provides society with a unique opportunity to alter their behaviour and rehabilitate them to re-enter society and the job market as productive citizens. Ideally, the incarceration experience should change offenders' assessment of the benefits and costs of crime in two ways. It should shift their preferences or values, so that they weigh more heavily the costs of crime on others relative to the benefits to them. And it should change the options or incentives facing them in*

*favour of legitimate work relative to illegal activities. By altering the values and incentives of inmates, the ideal criminal justice system would release ex-offenders who would find work in the legitimate labour market and make a positive contribution to their families and communities rather than return to crime.*" Furthermore, from Freeman (2003d) *"For many men aged 20–40, the prison door is a revolving one. Commit serious crime; get arrested and incarcerated; spend some time in prison; get out; commit more crimes; get arrested and incarcerated; and so on..... Not until men reach their mid-forties does the rate of re-arrest fall noticeably."* it would be interesting to analyse the situation in Mauritius with reference from figures provided by the M.P.S in the analysis of convicted male detainees especially males, as per age group. As at May 2010, the Record Office of the M.P.S published the following statistics on incarceration as per age group (See Chart 3) which is as follows :



Source : M.P.S Website (2010)

Analysing chart 3, and referring to Freeman (2003d), it can be said that with some equivalence, for men aged 25 years and less than 50 years in Mauritius, the observation and findings of Freeman (2003d) about men aged between 20 years to 40 years coincides. It must be said that, the sample analysed by Freeman will differ from the sample under study in Mauritius in terms of biographical characteristics. However, the trend for a fall in the crime and deviance rate subject for conviction does also correspond for the category of 50 years or more in Mauritius and for Freeman, in the USA, the mid-forties. Nevertheless, there are some limitations with the comparison with figures from the USA, a developed country and Mauritius, a developing country. However, data and information from the USA is more readily available as compared to Sub-Saharan countries to which Mauritius belongs. Moreover, cross-comparisons in terms of multivariate data such as detailed, digitally available bio-data of convicted detainees is yet to be made available. There exists at present, individual files of convicted detainees which should be analysed individually for a better comparison and possible

regressions. This will be reserved for another study. In addition, it must be said that the above findings reinforce the notion that 'Recidivism' is a universal problem still being tackled with its specificities in the USA, while in Mauritius; the problem is still not addressed.

## V. THE CONSEQUENCES OF RECIDIVISM AND THE CHALLENGES FOR REINTEGRATION TO THE MAURITIAN SOCIETY

The human, social and financial costs of recidivism are enormous and from the preceding it seems that there is significant lost potential for an island economy with only 1.3 million population. The analysis of secondary data, though with its inherent limitations have had the merit to bring in focus the acute problem of recidivism in Mauritius. Although the relationship between crime and reintegration is complex, most experts, as we have seen from the first three sections of this paper, seem to agree that some approaches are

this paper, seem to agree that some approaches are possible to mitigate the impact of recidivism and increase the possibilities for reintegration. Mauritius is already a country lacking Human Resources and having to resort to imported labour, thus decreasing recidivism and re-integrating some people in the labour force is quite interesting for the nation itself. While the Economic and Financial cost in incarceration is an ever-increasing burden on the Nation, investing in the rehabilitation of detainees and ex-detainees seems from the international experience to be a venture which can bring return-on-investment.

In addition, the expenses of the State of Mauritius for the upkeep of detainees is one aspect, the Ministry of Social Security does also contribute for the upkeep of the dependents of detainees in terms of pensions and social aids during incarceration of detainees. The preceding is also a cost and an estimate will have to be devised so as to give a better picture of the situation and will be very relevant for another study. However, there remain intangibles which cannot be measured in terms of accounts and costs: the suffering of the family of the detainee, the trauma of victims and subsequent sequels, divorce, adultery, prostitution, labelling of family and children as being related to a detainee. These are huge costs which cannot be measured and are intangible but which are issues to be further explored. This present section will examine and present some views of a small convenience sample chosen in order to give some voices to some stakeholders of the incarceration world. At present as per time limitations and the study still being at an exploratory stage, it can be said that there is dire need for more scientific studies to bring validity and reliability to this present subject being examined. Some preliminary findings are given herein to ring the alarm bell.

The challenges for rehabilitation and reintegration are manifold and start logically from the prison itself. The Social Welfare aspect for the rehabilitation of detainees is a prime aspect, however, a prison welfare officer who preferred to remain anonymous puts it as follows: *"It can be said that as things are presently, there has been and is still in the doing the process of pushing detainees who are Humans with their social realities and identities in a Ghetto... There is no second chance being given in the present context where the State has as duty to promote an equal and egalitarian society. Prison could have had a place where one pushes the 'reset button'... There are too many problems and while we want to help... we are not God to be everywhere at the same time... Drug addiction rehabilitation is useless, drugs are available in the prison... and education of detainees is presently an empty slogan..."* This statement from a Prison Welfare Officer concurs with Freeman (2003c) in section 3 of this paper.

The Government and the State of Mauritius have a number of other arms, namely: the National Empowerment Foundation, the Trust Fund for the Integration of Vulnerable Groups, the Eradication of Absolute Poverty Programme, and The Decentralised Cooperation Programme amongst others. Are they contributing for the reintegration and rehabilitation of ex-detainees? The Civil Society, through the Mauritius Council of Social Services has a number of NGOs which work with ex-detainees. Is their work having an impact? NGOs that work on the rehabilitation of prisoners are mainly as follows: **In prison** - LOTUS Centre – residential; **Outside prison** - Males (Groupe Elan, Centre de Solidarite); Females (Kinouete, Chrysalide); **Other NGOs/ religious institutions that visit prison:** Brahma Kumaris, NATReSA, P.I.L.S.

However, as per interviews carried with representatives of NGOs and ex-detainees, some limitations in their ability to bring any significant contribution to social reintegration are immediately apparent:

- According to Lindsay Aza, an ex-detainee and president of Groupe Elan, a NGO at the forefront of the fight for detainees' rights, one of the main obstacles, for gaining employment is the "Morality Certificate" which can be understood as a certificate provided by the Attorney General's Office which after a police enquiry testifies that a person has not committed a crime or an offence for the last ten years, as from the date of their release. The fact that in Mauritius most, if not, all employers require such a certificate is a major obstacle for ex-detainees to get employment.

As one ex-detainee J.P puts it: *"meme si mo finne fini paye mo dette envers societe, quand mo finne alle dans prison, sa zaffer qui mo pas gagne certificat moralite ek qui mo finne alle crazer la reste coller lor moi..."*

A translation of the above could be: *"Even if I have paid back my debt towards society by going to prison, the fact that I don't get the Morality Certificate and that I had been convicted remains glued to me..."*

- The second major obstacle of re-integration through work, in Mauritius, often brought up by ex-detainees and NGOs is the issue of frozen bank account. A woman P.F, an ex-detainee convicted for drug dealing and mother of a 10 year old girl explained the situation in the following. Even if an ex-detainee succeeds in getting work without a Morality Certificate, there is still the hurdle of the frozen bank account. This can be understood as, for those person convicted to drug related offences (traffickers and consumers) even when they are released, the enquiry conducted in their case is not yet over and as such they do not have access to their bank accounts. The problem becomes dramatic when employers demand a bank account for payment of their salary. If the employer did not know about the employee's, that is, the ex-detainee's past, the frozen

bank account is an undeniable tell-tale sign of conviction which often results into dismissal.

- A third major obstacle formulated by an ex-detainee S.M is the prejudice, bias and stigma which law enforcement agents and police officers have regarding them. Some detainees talk about being harassed, victimised, and taken to task and being always considered as the usual suspects in many cases by police officers who know about a their convicted past. It is needless to say that, this is one of the worst problems which they have to face.

## VI. CONCLUSIONS AND RECOMMENDATIONS

The findings of this study are not conclusive as per the small sample size of the interviewees due to time and resources constraints at this present stage. However, these findings are surely indicative of the consequences or collaterals and challenges of recidivism facing Mauritius. There are already signs that if the problems are not addressed at an early stage, the wounds inflicted to the Mauritian Society through recidivism will develop into gangrene. Actions seem to be required especially at the state level in terms of firm and resolute policy decisions to audit the current situation and stakeholders (The Government, Prison Authorities, The Judiciary, The Police Force, NGOs, Employers), may be re-organise and take a fresh start. The laws might have to be re-visited to re-look at discrimination against ex-prisoners along the lines of the fight against gender discrimination or discriminations against HIV positives or handicapped citizens.

Mauritius is a developing country, as such, it is not about a question of re-inventing the wheel, we have since our history as an independent country as far back as in 1968 emulated the models and strategies set forth by different countries. Nevertheless, this country does have its own socio-cultural peculiarities and consequently, what can be developed and practised in this country will tend to seem insular and specific. Nevertheless, it must be said that, just as it is the case for Mauritius, all civilised societies and countries in the world have prisons and ex-detainees. The issue of the re-integration of ex-detainees in mainstream society through one of the main institution of society namely: work, is thus universal. Practical, pragmatic and workable ideas from a Social Policy and Human Resource Management perspective for ex-detainees in Mauritius can also work for different other countries. It must be said that Mauritius is a fast moving country and is on par with the New Economy generated through Globalisation which is prompting for more Tertiary sector jobs in terms of the services and outsourcing industries. Will Mauritius be able to meet the demands of the market in terms of the labour force? Rehabilitation and re-integration of ex-detainees provided with proper training could be viable perspective, by hitting two birds with one stone.

This paper will form the prelude for more in-depth has examination of issues and alternatives which could be used as a roadmap in the attempt to see if the integration of ex-detainees in the work life of Mauritius, is blocked by obstacles and how, perhaps solutions for a more inclusive and integrated approach will allow ex-detainees to become productive members of mainstream society by firstly being allowed to and also be motivated to join the workforce. Although, further studies will be limited to Mauritius, it can be said with a reasonable level of confidence that the findings will be with some adaptations, applicable to many other societies. Even if detainees may only amount to 0.1% of the world population, an understanding and a proper channelling, orientation, and re-integration of ex-detainees will indirectly benefit the whole of the world's population and societies.

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# Validation of the Persian Cultural Intelligence Scale and Exploring Its Relationship with Gender, Education, Travelling Abroad and Place of Living

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**Abstract** – This study explored the validity of Cultural Intelligence Scale (CQS) and its relationship with gender, education, travelling abroad and place of living in Iran. The Persian version of CQS was administered to 854 undergraduate and graduate students majoring in five broad branches of knowledge in three different state universities in Iran. When the Principal Axis Factoring was employed and the latent variables were rotated via Varimax with Kaiser Normalization, four factors were extracted whose number was the same as other studies but differed in their order, i.e., Cognitive, Motivational, Behavioral, and Meta-cognitive. While the students coming from underprivileged cities had significantly higher total cultural intelligence (CQ) as well as Cognitive, Motivational, Behavioral, and Meta-cognitive CQs, female participants' Meta-cognitive CQ was higher than the male. Whereas graduate participants showed significantly higher Cognitive and Behavioral CQs, the participants who had not traveled abroad surpassed their travelling counterparts not only in total CQ but also in Cognitive, Motivational, Behavioral, and Meta-cognitive CQs. These findings suggest the role of cultural intelligence in learning and developing mega skills such as understanding cultural identity and checking cultural lenses and emphasize its state-like nature.

**Keywords :** *Factor analysis, cultural intelligence, gender, education, place of living.*

**GJHSS-B Classification :** *FOR Code: 2002 , 130308, 130304, JEL Code: Q56, Z11*



*Strictly as per the compliance and regulations of:*



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Ebrahim Khodadady<sup>a</sup>, Shima Ghahari<sup>Ω</sup>

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## 1. INTRODUCTION

Cultural intelligence (CQ) or CULTINT is defined as an individual's capability to function effectively in culturally diverse settings. It deals with understanding the impact of individuals' cultural background on their behavior essential as it is for effective business and successful engagement in any environment or social settings. It is consistent with Schmidt and Hunter's (2000) definition of general intelligence as the ability to reason correctly with abstractions and solve problems. It, however, recognizes that intelligence is more than general mental ability as measured by IQ. CQ acknowledges the practical realities of globalization (Earley & Ang, 2003)

and draws on Gardner's (1993) multiple intelligences to help individuals grasp and behave effectively in situations characterized by cultural diversity. The CQ, therefore, complements IQ by focusing on specific capabilities that are important for high quality personal relationships and effectiveness in culturally diverse settings (Ang, Van Dyne & Koh 2006).

The CQ was first introduced by Earley and Ang (2003) and its necessity was emphasized by Earley and Mosakowski (2004). Since then it has been gaining acceptance throughout the business community because the appreciation of the cultural differences to guide responses results in better business practices (Earley & Ang 2003). According to Van Dyne, Ang and Nielsen (2007), "CQ is a critical individual capability with important personal, interpersonal, and work-related implications given the wide-ranging effects of globalization and diversity throughout most of the world." (p. 345) It is, therefore, developed through cognitive means by learning about one's own and other cultures by using senses and adapting one's movements and body language to blend in, i.e., physical means and by gaining rewards and strength from acceptance and success, i.e., motivational means. The CQ includes a set of capabilities that lead to specific outcomes such as decision making, performance, and adjustment in culturally diverse settings. It is also malleable in the sense that it changes over time based on people's interactions, efforts, and experiences. Although the CQ embodies individual capabilities which are culturally relevant, these capabilities are more specific than IQ or EQ. However, it is NOT specific to a particular culture such as American or Iranian. Instead, it focuses on the more general capability to function effectively in culturally diverse situations. Van Dyne, Ang and Nielsen (2007) characterized those with high CQ with having four key capabilities:

"...a) they are able to anticipate what will happen in cross-cultural situations, b) they have a wide understanding of multicultural situations, c) they are confident of their capabilities and are intrinsically interested in experiencing culturally diverse settings and finally, d) they are able to vary their verbal and non-

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verbal behaviors in response to cultural characteristics of the situation." (p. 345)

CQ is different from personality traits. While it shows what a person may do to be effective in culturally diverse settings, personality traits are stable courses of action which a person typically does across time and across situations. However, in both of them there are temperament influences of choice of behaviors and experiences and, therefore, some personality traits should relate to CQ. Notably, for example, ambiguity tolerance and openness to experience, i.e., the tendency to be creative, imaginative and adventurous, are related to all four dimensions of CQ as described below (Costa & McCrae, 1992).

#### a) *Components of Cultural Intelligence*

Earley and Ang (2003) conceptualized CQ as comprising meta-cognitive, cognitive, motivational and behavioral components with specific relevance to functioning in culturally diverse settings. As the first component, Meta-cognitive CQ reflects the processes individuals use to acquire and understand cultural knowledge. It occurs when people make judgments about their own thought processes and those of others. This includes thinking of and adopting strategies before a multicultural encounter, as well as checking assumptions and making adjustments during an encounter. Relevant capabilities include planning, monitoring and revising mental models of cultural norms for countries or groups of people. Those with high meta-cognitive CQ question cultural assumptions and adjust their mental models during and after interactions (Brislin, Worthley, & MacNab 2006; Triandis, 2006).

Cognitive CQ, the second component, refers to a person's knowledge and understanding of how cultures are similar to and different from each other. It reflects general knowledge structures and mental maps about cultures and includes knowledge about economic and legal systems, social norms, religious beliefs, practices and conventions in different cultures acquired from education and personal experiences. Those with high cognitive CQ understand similarities and differences across cultures (Brislin et al. 2006).

As the third component, Motivational CQ indicates a person's capability and motivation in learning about and functioning in cross-cultural situations. It includes a person's inherent interest in experiencing other cultures and interacting with people from different cultures. It also includes the value people place on culturally diverse interactions as well as their sense of confidence that they can function effectively in settings characterized by cultural diversity. Those with high motivational CQ direct attention and energy toward cross-cultural situations based on intrinsic interest and confidence in their cross-cultural effectiveness (Bandura, 2002).

The last component, i.e., Behavioral CQ, refers to a person's capability to exhibit appropriate verbal and

nonverbal behavior when interacting with people from different cultures. It includes having a flexible repertoire of behavioral responses that are appropriate in a variety of situations as well as the capability to adjust both verbal and nonverbal behavior to the requirements of the immediate sociocultural context. Those with high behavioral CQ exhibit situationally appropriate behaviors based on their broad range of verbal and nonverbal capabilities, such as exhibiting culturally appropriate words, tone, gestures and facial expressions (Gudykunst, Ting-Toomey, & Chua 1988).

While the four components of CQ form different facets of an overall capability to function and manage effectively in culturally diverse settings (Earley & Ang, 2003), similar to other measures such as job satisfaction, they may or may not correlate with each other. Together, meta-cognitive, cognitive, motivational and behavioral components, however, form the overall CQ which has helped understand why some individuals are more effective than others in dealing with situations that are culturally diverse (Van Dyne & Ang 2006; Van Dyne, Ang & Koh 2008; Van Dyne, Ang & Koh 2009; Van Dyne, Ang & Livermore 2010).

#### b) *Cultural Intelligence and Research Findings*

Due to the novelty of CQ, empirical research is sparse, though growing (Ang, Van Dyne & Koh, 2006). A good number of the research studies conducted to date on CQ have been mainly concerned with organization management, public relations, and globalization and the effect that CQ may bear on these interactional skills (e.g., Creedon & Al-Khaja, 2005; Janssens & Brett 2006; Ng, Van Dyne & Ang, 2009a; Ng, Van Dyne & Ang 2009b; Sternberg, & Grigorenko, 2006). Ang, Van Dyne, Koh and Ng (2004), for example, showed that the CQ explained variance in performance and adjustment among international executives more than demographic characteristics and general cognitive ability did.

Ang, Van Dyne, Koh, Ng, Templer, Tay and Chandrasekar (2007) cross-validated the CQS across samples, time and country. The results demonstrated a consistent pattern of relationships where meta-cognitive and cognitive CQs predicted cultural judgment and decision making; motivational and behavioral CQs predicted cultural adaptation; and meta-cognitive and behavioral CQs predicted task performance in the USA and Singapore. Messara, Karkoulian, and Al Harake (2008), however, examined the relationship between CQ and locus of control (LOC) in employees working in multicultural organizations and found a significant relation between the two. Similarly, Ang, Van Dyne and Koh (2006) explored the relationship between Big Five personality test and the four-factor model of CQ. Their results showed significant links between (a) conscientiousness and meta-cognitive CQ; (b) agreeableness and emotional stability with behavioral CQ; (c) extraversion with cognitive, motivational, and behavioral CQs; and (d) openness to experience with all

four factors of CQ. The intriguing finding of this study is that openness was the only Big Five that was significantly related to all four factors of CQ. It suggests that openness to experience is a crucial personality characteristic that is significantly related to a person's capability to function effectively when interacting with different people in different contexts.

Templer, Tay and Chandrasekar (2005) focused specifically on the relationship between motivational CQ and expatriate adjustment and demonstrated that motivational CQ predicts all three types of adjustment, i.e., general, interaction, and work adjustment, over and above time of residence and experience in the host country. Similarly, while Ang, Van Dyne, and Koh (2006) demonstrated that those with more experience interacting with people who have different cultural backgrounds have higher CQ, Shaffer, Harrison, Gregersen, Black, and Ferzandi (2006) examined and substantiated cognitive, affective and behavioral aspects of intercultural effectiveness. Using their framework, Ang, Van Dyne, Koh, Ng, Templer, Tay, and Chandrasekar (2007) explored the relationship between CQ and cultural judgment and decision making, a cognitive outcome, cultural adjustment and well-being, an affective outcome, and task performance, a behavioral outcome. Their results demonstrated that CQ has a unique explanatory power in predicting the three aspects of intercultural effectiveness over and above demographic characteristics, general cognitive ability, emotional intelligence, and openness to experience. Those with higher CQ were found to be more effective at making decisions about as well as making adjustments in situations characterized by cultural diversity. More specifically, it was found that the higher the meta-cognitive and behavioral CQ the higher the task performance. Similarly, they found that the higher the motivational and behavioral CQ, the higher the general, interaction, and work adjustments.

Amiri, Moghimi, Kazemi (2010) examined the relationship between cultural intelligence and employees' performance in a multicultural environment. They found a significant relationship between meta-cognitive, cognitive and motivational aspects of cultural intelligence and employees' performance. Elenkov and Manev (2009) extended CQ to the effect senior expatriates' visionary, transformational leadership, had on the rate of their successful innovation. Having tested 153 senior expatriate managers and 695 subordinates from companies in all 27 countries of the European Union, they found a direct influence of senior expatriates' visionary-transformational leadership on the rate of innovation adoption. Further, they figured out that cultural intelligence moderated the effect of senior expatriates' leadership on organizational innovation, but not on product-market innovation. Similarly, Alon and Higgins (2005) showed that EQ, IQ, and leadership behaviors are moderated by CQ in the formation of

global leadership success and, therefore, obtaining maximum impact from a global business strategy.

Imai and Gelfand (2010) still extended the research by examining the impact of CQ on intercultural negotiation processes and outcomes. They concluded that CQ affects not only negotiating effectively across cultures but also management behaviors, which in turn predicted joint profit. In the same line, Cheng (2007) used the Virginia Tech tragedy and concluded that in order to decode each message in cultural, linguistic, and social contexts, to avoid communicative disorders, and to provide culturally appropriate intervention when called for, one is required to develop cultural competence. He suggests that cultural competence assists one to decode the messages from the world of English-language learners, the world of Englishes, and the codes shared by the e-generation.

Since all the studies cited above have been conducted in countries other than Iran, the present researchers decided to find out whether the CQ had any factorial validity here. For the sole reason that the students at tertiary level deem it necessary to study English as a foreign language so that they can read the academic texts and possibly pursue their higher education in English speaking countries, they were chosen as the population of the present study. Their cities of birth, educational level, gender and visiting abroad were also taken into account in order to find out whether these variables would bear any significant relationship with their CQ and the factors extracted in the study.

## II. METHODOLOGY

### a) Participants

Eight hundred fifty four university students of whom 455 (53.3%) and 399 (46.7) were female and male, respectively, took part voluntarily in the study. Eighty five percent (725) were single and only 129 (15%) were married. Their age ranged between 17 and 47 (Mean = 23.97, SD = 3.82). They were studying 73 different fields which were grouped under the five major categories of agriculture (n = 85, 10%), engineering (n = 176, 21%), humanities (n = 320, 38%), science (n = 239, 28%), and medicine (n = 34, 4%) at Ferdowsi University of Mashhad, Shahid Bahonar University, and University of Tehran. Three hundred twenty seven (38.3%) were majoring at undergraduate level whereas 382 (44.7%) and 145 (17%) were continuing their studies at Master and PhD levels, respectively. Seven hundred thirty three (85.8%) spoke Persian as their mother language while 67 (7.8%) conversed in Turkish. While 43 (5%) preferred not to specify their first language, six (.7%) and five (.6%) employed Arabic and English as their language of communication at home.

All the participants knew at least one foreign language (FL), i.e., Arabic, English, French, German, Persian, Russian, and Turkish. While the majority (n =



718, 84.1%) had studied English, 54 participants (6.3%) knew more than one FL. However, in spite of their familiarity with at least one FL, 693 (81%) had not visited any country. The rest (19%) had visited Afghanistan, America, Armenia, Austria, Azerbaijan, Canada, China, Curie, Dubai, England, France, Germany, India, Iraq, Italy, Jordan, Kuwait, Lebanon, Malaysia, Norway, Pakistan, Protégée, Qatar, Saudi Arabia, Syria, Turkey, and Turkmenistan from 1-15 days ( $n = 92$ , 10.8%), 1-3 months ( $n = 28$ , 3.3%), four months up to one year ( $n = 11$ , 1.3%) and more than one year ( $n = 30$ , 3.5%).

The participants of the present study represented the young and adult undergraduate and graduate students in Iran because they were from 125 cities spread throughout the country. These cities were divided into two educational zones recognized by the Ministry of Science, Research and Technology in Iran. Zone one refers to the capital cities of the provinces and the cities in zone two are literally known as unprivileged areas due to the lack of certain privileges available in capital cities. While 409 participants (47.9%) were born and living in zone one, 445 (52.1%) were from zone two.

#### b) Instrument

The questionnaire employed in the present study consisted of two parts.

##### i. Biodata

The biodata section consisted of twelve short answer and multiple choice items asking for the name of participants' university, their field, year of study, age, gender, marital status, degree of education, place of birth, place of living, language spoken at home, foreign languages known, travelling abroad, the countries visited and duration of visit.

##### ii. Cultural Intelligence Scale

The Persian version of the 20-item Cultural Intelligence Scale (CQS) developed by Van Dyne, Ang and Koh (2008) was employed in the present study. (This study will be referred to as VAK08 henceforth.) It consists of four meta-cognitive, six cognitive, five motivational and five behavioral items. The items were translated into the Persian language by the researchers on the basis of schema theory (e.g., Khodadady, 2001, 2008; Seif & Khodadady, 2003). Based on this theory, all the words constituting the CQS items were translated by employing their semantic, syntactic and discoursal relationships with each other and their best Persian equivalents were chosen by employing the same relationships governing the Persian equivalents. The translated items were then submitted two specialists in the Persian Language and Literature Department of Ferdowsi University of Mashhad to be checked and approved in terms of their academic Persian style. (The Persian version of the CQS is given in Appendix.)

##### iii. Procedure

One of the researchers travelled to Kerman and Tehran to administer the questionnaire consisting of the

biodata section and CQS in person while the other administered the rest to the participants in Ferdowsi University of Mashhad. It was distributed in the dormitories, on the campus and in classes after instructors announced their readiness to cooperate. Since filling out the questionnaire did not take more than 15 minutes, many allowed the researchers to distribute it in the class and collect the answers themselves. In some classes, however, the instructors asked the researchers to leave CQS with them so that they could administer it upon finishing their teaching. These teachers were asked to go through the scale with the researchers to ensure that there would be no problems if the students raised any questions in the class. They were also told that the researchers would wait outside the classroom to be called in for any possible questions. Since both parts of the scale were in Persian, no particular questions were raised by the participants.

#### iv. Data Analysis

The descriptive as well as inferential statistical analyses were carried out by utilizing the SPSS version 19.0. The reliability of the CQS was estimated via Cronback Alpha. Following Khodadady (2010) the Principal Axis Factoring (PAF) and Kaiser criterion, i.e., eigenvalues higher than 1, were used to determine the number of factors extracted in this study. Based on Khodadady and Hashemi's (2010) suggestion, the unrotated factor matrix was skipped and all correlation coefficients with their frequency and magnitudes were estimated and reported to test the following six hypotheses:

H1. The twenty items comprising the CQS will show high inter correlations with each other.

H2. The twenty items comprising the CQS will load on four factors extracted in other studies.

H3. There will be no significant difference in the CQ and its underlying factors of the female and male participants

H4. There will be no significant difference in the CQ and its underlying factors of participants coming from privileged and underprivileged cities

H5. There will be no significant difference in the undergraduate and graduate students' CQ and its underlying factors.

H6. There will be no significant difference in the CQ and its underlying factors of participants who have travelled abroad and those who have not.

### III. RESULTS AND DISCUSSION

Table 1 presents the descriptive statistics of the 20-item CQS and the four factors extracted in this study. As can be seen, the CQS provides a highly reliable measure of cultural intelligence within an academic Iranian context, i.e.,  $\alpha = .86$ . There are, however, some slight differences between the reliability estimates obtained on the factors in the present study and those of VAK08. These differences might be attributed to the

number of participants, i.e., 854, 447, their nationality, i.e., Iranian and Singaporean, and level of education, both undergraduate and graduate and undergraduate only, respectively. (Although VAK08 had also administered the CQS to Americans, they were excluded in this study because they spoke English as their first language.)

Upon estimating the reliability coefficient and insuring that the responses were reliable enough, the Kaiser-Meyer-Olkin (KMO) measure of Sampling Adequacy was employed to find out whether employing factor analysis to extract latent variables was appropriate. The KMO statistic obtained in this study was .88. According to Kaiser and Rice (1974), KMO statistic in the .90s is "meritorious," (cited in DiLalla & Dollinger, 2006, p. 250). In other words, the sample selected in the study and the factor analysis employed would probably provide the best common factors. The significant Bartlett's Test of Sphericity, i.e.,  $X^2 = 3.722$ ,  $df = 190$ ,  $p < .001$ , indicated that the correlation matrix was not an identity matrix.

Table 2 presents the ordered initial and extraction communalities obtained from the 20 items comprising the CQS. As can be seen, the extraction communalities range from .32 to .57 and thus provide support for Costello and Osborne's (2005) observation that uniformly high item communalities, i.e., .80 or above, as suggested by MacCallum, Widaman, Zhang and Hong (1999) are unlikely to occur in real data. The results of this study, however, show that the more common magnitudes suggested by Costello and Osborne need to be lowered from the order of .40 to .70. We therefore suggest .25 to .55 as the most representative order.

Table 3 presents the frequency, percent and cumulative percent of inter correlation coefficients (ICCs) obtained among the 20 items comprising the CQS. As can be seen, the highest and lowest ICCs are .62 and .07, respectively. Since the mean CC is .24, the majority of CCs fall below the mean, i.e., 62% and thus disconfirm the first hypothesis that the twenty items comprising the CQS will show high inter correlations with each other.

Since VAK08 did not report any ICCs no comparison could be made with the results of the present study. However, they reported the ICCs among the four factors underlying the CQS as shown in Table 4. As can be seen, the highest significant ICC in the present study is between the cognitive and motivational CQs, i.e., .41. The same components, however, show the second lowest significant relationship with each other in VAK08, i.e., .25. In other words, various nationalities, e.g., Singaporeans and Iranians, show different patterns of relationships among the factors underlying their cultural intelligence.

Table 5 presents the twenty items loading on the four factors extracted via Principal Axis Factoring and rotated via Varimax with Kaiser Normalization. As

can be seen, all the item load acceptably, i.e., .30 or higher on four distinct factors without cross loading on any other factor and thus confirm the second hypothesis that the twenty items comprising the CQS will load on four factors extracted by VAK08. Furthermore, the Cognitive and Motivations CQs have the highest loadings as the first two factors extracted in this study, implying the priority of knowing and enjoying interactions with the members of other cultures in Iran. In VAK08 study, however, Meta cognitive CQ is extracted as the first whereas it occupies the position of the fourth component in the present study.

Table 6 presents the groups statistics of the female and male participants on the CQS and its factors. The Independent Samples T-Test showed that female participants differed significantly from their male counterparts only on their meta-cognitive CQ, i.e.,  $t = 2.503$ ,  $df = 852$ ,  $p < .01$ . Thus with the exception of the fourth factor, the results obtained in the present study confirm the third hypothesis that there will be no significant difference in the CQ and its three components of Motivational, Cognitive and Behavioral CQs of the female and male participants. Future research must show whether the significant difference in the meta-cognitive CQ of females and males bring about any significant difference on their performances on abilities such as language proficiency and achievement.

Table 7 presents the groups statistics of the participants coming from privileged and underprivileged cities of Iran on the CQS and its factors. As can be seen, contrary to the researchers' expectations, the mean score of participants coming from underprivileged cities is higher than those of the privileged. The Independent Samples T-Test showed that the former differ significantly not only on the CQS ( $t = -4.655$ ,  $df = 852$ ,  $p < .001$ ) but also on Cognitive ( $t = -4.281$ ,  $df = 852$ ,  $p < .001$ ), Motivational ( $t = -3.057$ ,  $df = 852$ ,  $p < .001$ ), Behavioral ( $t = -3.172$ ,  $df = 852$ ,  $p < .001$ ), and Meta-cognitive ( $t = -2.418$ ,  $df = 852$ ,  $p < .01$ ) CQs. These findings disconfirm the fourth hypothesis that there will be no significant difference in the CQ and its underlying factors of participants coming from privileged and underprivileged cities.

Table 8 presents the groups statistics of the undergraduate and graduate participants on the CQS and its factors. As can be seen, the mean scores of graduate students are higher than those of the undergraduate. However, the Independent Samples T-Test showed that the means are significantly higher only on the Cognitive ( $t = -3.331$ ,  $df = 852$ ,  $p < .001$ ) and behavioral ( $t = -1.992$ ,  $df = 852$ ,  $p < .05$ ) components. These results disconfirm the fifth hypothesis; there will be no significant difference in the CQ and its underlying factors of the undergraduate and graduate students, to some degree.

Table 9 presents the groups statistics of the participants who have travelled abroad on the CQS and

its factors. As can be seen, the mean scores of the participants who have not travelled abroad are unexpectedly higher than those who have. The Independent Samples T-Test showed that the means are significantly higher not only on the CQS ( $t = -2.535$ ,  $df = 852$ ,  $p < .01$ ) but also on the cognitive ( $t = -2.990$ ,  $df = 852$ ,  $p < .001$ ) and motivational ( $t = -2.512$ ,  $df = 852$ ,  $p < .01$ ) components. These results disconfirm the sixth hypothesis that there will be no significant difference in the CQ and its underlying factors of participants who have travelled abroad and those who have not.

While the results of this study show that the participants who have not travelled abroad have a significantly higher overall CQ, Cognitive and Motivational CQs, Crowne (2008) showed education and employment in different cultures increases cognitive and behavioral aspects of CQ because motivational CQ was higher for those who had visited more countries for vacation and other purposes. They, therefore, question Cownes' conclusion that the best way to develop CQ is through engaging in activities involving cross-cultural interaction, while passive activities are significantly less effective in nurturing CQ. This difference might be explained by individual differences which are, according to Bandura (1977), either trait-like or state-like.

Trait-like individual differences are not specific to a certain task or situation; in most cases they emerge during early childhood socialization and are relatively stable over time. In contrast, state-like individual differences such as state anxiety or specific self-efficacy are specific to certain situations or tasks and tend to be malleable over time. It seems that visiting other countries for vocation has had a negative effect on the CQ of the participants of the present study because what they had expected in their cultural interactions might not have not materialized, i.e., a state-like experience. Future research must show whether the nature of visit, i.e., vocation and/or education, affects visitors' CQ.

Examining the Big Five personality characteristics, Ang, Van Dyne and Koh (2006), however, demonstrated that trait-like individual differences such as personality characteristics predict CQ. Individuals who are more responsible, planful, and persistent, i.e., conscientiousness characteristic, have higher meta-cognitive CQ whereas individuals more likeable, good-natured, and cooperative, i.e., agreeableness characteristic, turn out to have higher behavioral CQ. Similarly, while those who are calm, secure, and controlled, i.e., emotional stability characteristic, come to have higher behavioral CQ, sociable, assertive, and active individuals, i.e., extraversion characteristic, have higher meta-cognitive, cognitive, and behavioral CQ; and finally curious, imaginative, and intellectual individuals, i.e., openness to experience characteristic, demonstrate higher levels of all four factors of CQ.

## IV. CONCLUSION

Although this study employed Principal Axis Factoring and rotated the latent variables by employing Varimax with Kaiser normalization, it extracted the same four factors underlying the Cultural Intelligence Scale (CQS) in Iran as did Van Dyne, Ang, and Koh (2008) who employed the SEM in America and Singapore. Khodadady's (2010) and Khodadady and Hashemi's (2010) observation with the questionnaires such as the Characteristics of Effective English Teachers and the Beliefs about Language Learning Inventory show that cross loading is a normal feature in these questionnaires. The CQS is, however, unique because none of its twenty items cross loaded on any of the four factors extracted by the present researchers though the order of factors were different, i.e., Cognitive, Motivational, Behavioral, and Meta-cognitive, from those of Van Dyne, Ang, and Koh, i.e., Meta-cognitive, cognitive, motivational and behavioral. Future research must show whether the replication of the study within a different foreign language context will bring about similar results.

The results of the present study also show that female participants differ significantly from their male counterparts on their Meta-cognitive CQ. Furthermore, participants coming from underprivileged cities have significantly higher total CQ and Cognitive, Motivational, Behavioral and Meta-cognitive CQs. The significant difference extends also to educational level because the graduate participants have higher Cognitive and Behavioral CQs than the undergraduates. And finally, the Iranian participants who have not travelled abroad have higher total CQ as well as cognitive and motivational CQs. These findings support Bucher's (2008) identification of nine mega skills which can be learned and/or developed through cultural intelligence, i.e., understanding cultural identity, checking cultural lenses, global consciousness, shifting perspectives, intercultural communication, managing cross-cultural conflict, multicultural teaming, managing bias, and understanding the dynamics of power.

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**Table 1 :** Descriptive statistics of the CQS and its factors

CQS and its factors	No of items	Mean	Std. Deviation	Alpha	Alpha VAK08	Rotation Sums of Squared Loadings		
						Eigen values	% of Variance	Cumulative %
Cognitive	6	25.78	6.812	.81	.84	2.588	12.941	12.941
Motivational	5	15.44	6.003	.82	.77	2.368	11.839	24.780
Behavioral	5	15.32	5.520	.74	.84	1.997	9.983	34.763
Metacognitive	4	12.29	4.282	.72	.77	1.671	8.357	43.120
Cultural Intelligence	20	68.83	16.277	.86	-	-	-	-

**Table 2 :** The ordered initial and extraction communalities obtained via Principal Axis Factoring

Item	Initial	Extraction	Item	Initial	Extraction	Item	Initial	Extraction
12	.51	.57	1	.36	.50	5	.31	.34
13	.51	.63	9	.36	.41	6	.30	.34
8	.46	.60	19	.36	.40	4	.30	.37
14	.44	.53	3	.35	.48	11	.29	.29
10	.43	.50	7	.35	.42	16	.28	.32
15	.39	.45	20	.33	.39	2	.28	.32
18	.39	.45	17	.31	.32			



**Table 3 :** The frequency (F), percent (P) and cumulative percent (CP) of 190 correlation coefficients (CC) obtained among the 20 items comprising the CQS.

CC	F	P	CP	CC	F	P	CP	CC	F	P	CP
.62	1	0.5	0.5	.38	3	1.4	15.3	.21	11	5.2	53.2
.56	1	0.5	1.1	.36	3	1.4	16.8	.20	9	4.3	57.9
.54	1	0.5	1.6	.35	1	0.5	17.4	.19	13	6.2	64.7
.52	2	0.9	2.6	.34	2	0.9	18.4	.18	9	4.3	69.5
.51	2	0.9	3.7	.33	1	0.5	18.9	.17	6	2.8	72.6
.50	1	0.5	4.2	.32	2	0.9	20.0	.16	8	3.8	76.8
.49	3	1.4	5.8	.31	5	2.4	22.6	.15	5	2.4	79.5
.48	1	0.5	6.3	.30	3	1.4	24.2	.14	7	3.3	83.2
.46	1	0.5	6.8	.29	3	1.4	25.8	.13	7	3.3	86.8
.45	1	0.5	7.4	.27	3	1.4	27.4	.12	7	3.3	90.5
.44	2	0.9	8.4	.26	8	3.8	31.6	.11	3	1.4	92.1
.42	1	0.5	8.9	.25	4	1.9	33.7	.10	3	1.4	93.7
.41	4	1.9	11.1	.24	9	4.3	38.4	.09	4	1.9	95.8
.40	1	0.5	11.6	.23	6	2.8	41.6	.07	8	3.8	100.0
.39	4	1.9	13.7	.22	11	5.2	47.4	Total	190		

**Table 4 :** Inter correlations among the factors underlying the cultural intelligence

Factors	CQS	Present Study (n = 854)			VAK08 (n = 447)		
		1	2	3	1	2	3
1. Cognitive	.75*						
2. Motivational	.77*	.41*			.25*		
3. Behavioral	.65*	.23*	.37*		.34*	.31*	
4. Meta-cognitive	.69*	.39*	.40*	.33**	.23*	.32*	.37*

\* Correlation is significant at the 0.01 level (2-tailed).

**Table 5 :** The four factors underlying the CQS in Iran

Factors	Item	Loading
Cognitive	8. I know the marriage systems of other cultures.	.76
	1. I know the rules for expressing nonverbal behavior in other cultures.	.65
	7. I know the cultural values and religious beliefs of other cultures.	.63
	9. I know the arts and crafts of other cultures.	.62
	6. I know the rules (e.g., vocabulary, grammar) of other languages.	.53
	5. I know the legal and economic systems of other cultures.	.50
Motivational	13. I am sure I can deal with stresses of adjusting to a culture that is new to me.	.76
	14. I enjoy living in cultures that are unfamiliar to me.	.69
	12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.	.66
	15. I am confident that I can get used to the shopping conditions in a different culture.	.60
	11. I enjoy interacting with people from different cultures.	.46

Behavioral	18. I vary the rate of my speaking when a cross-cultural situation requires it.	.64
	19. I change my non-verbal behavior when a cross-cultural situation requires it.	.61
	2. I alter my facial expressions when a cross-cultural interaction requires it.	.61
	17. I use pause and silence differently to suit cross-cultural situations.	.55
	16. I change my verbal behavior (e.g., accent, tone) when cross-cultural interaction requires it.	.52
Meta-cognitive	1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	.66
	3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.	.65
	4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.	.56
	2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	.43

*Table 6 :* Group statistics of the female and make participants on the CQS and its factors

	Sex	N	Mean	Std. Deviation	Std. Error Mean
CQ	Female	455	69.51	16.813	.788
	Male	399	68.06	15.629	.782
Cognitive	Female	455	25.86	7.122	.334
	Male	399	25.69	6.448	.323
Motivational	Female	455	15.64	6.321	.296
	Male	399	15.21	5.618	.281
Behavioral	Female	455	15.37	5.567	.261
	Male	399	15.26	5.471	.274
Meta-cognitive	Female	455	12.64	4.482	.210
	Male	399	11.90	4.013	.201

*Table 7 :* Group statistics of participants coming from privileged and underprivileged cities and their CQs

	Cities	N	Mean	Std. Deviation	Std. Error Mean
CQS	Privileged	409	66.16	16.128	.797
	Underprivileged	445	71.29	16.043	.760
Cognitive	Privileged	409	24.75	6.837	.338
	Underprivileged	445	26.73	6.657	.316
Motivational	Privileged	409	14.79	5.932	.293
	Underprivileged	445	16.04	6.012	.285
Behavioral	Privileged	409	14.70	5.577	.276
	Underprivileged	445	15.89	5.410	.256
Meta-cognitive	Privileged	409	11.92	4.053	.200
	Underprivileged	445	12.63	4.460	.211

*Table 8 :* Group statistics of undergraduate and graduate participants on the CQ

	Educational level	N	Mean	Std. Deviation	Std. Error Mean
CQ	Undergraduate	327	67.52	17.209	.952
	Graduate	527	69.65	15.632	.681
Cognitive	Undergraduate	327	24.80	6.806	.376
	Graduate	527	26.39	6.751	.294
Motivational	Undergraduate	327	15.69	6.371	.352
	Graduate	527	15.28	5.764	.251
Behavioral	Undergraduate	327	14.84	5.569	.308
	Graduate	527	15.62	5.474	.238
Meta-cognitive	Undergraduate	327	12.19	4.259	.236
	Graduate	527	12.36	4.299	.187

*Table 9 :* Group statistics of participants who have travelled abroad and their CQ

	Travelled abroad	N	Mean	Std. Deviation	Std. Error Mean
CQ	Yes	165	65.96	17.353	1.351
	No	689	69.52	15.945	.607
Cognitive	Yes	165	24.36	7.483	.583
	No	689	26.12	6.602	.252
Motivational	Yes	165	14.39	5.764	.449
	No	689	15.69	6.036	.230
Behavioral	Yes	165	15.12	5.885	.458
	No	689	15.37	5.432	.207
Meta-cognitive	Yes	165	12.09	4.405	.343
	No	689	12.34	4.254	.162

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## Employee Attitudes Vs Employee Affective Commitment

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**Abstract** – Attitudes can be described as an evaluative statements or judgments concerning objects, people or events (Robbins & Judges, 2007), it's because employee's attitudes can reflect from the emotion on attachment to the particular organization and amplify employee's productivity. This study particularly examines the importance employee attitudes that can be revealing from the aspect on affective commitment. Commitment is a manifestation of individual owns self and reflect values standard that are basic to an individual's existence as a person. Based on the result shown that the commitment a closely associate with the attitudes of each employee in an organization. Organizational commitment can be classified into three (3) aspects which are affective commitment, continuance commitment and normative commitment. The objective of this study is to measure the employee attitudes among non academic in UiTM Kedah by using the affective commitment. 100 samples were selected involved eight departments in UiTM Kedah. The results show affective commitment is positively influence the employee commitment. In conclusion, it is hoped that this paper will give some insight to promote the importance on affective commitment among the government servant especially the non-academic staff in UiTM Kedah in order to increase their level of efficiency concerning the attitudes stability towards their own organization attached.

**Keywords :** *Employee, Attitudes, Affective Commitment, Effectiveness and Efficiency.*

**GJHSS-B Classification :** *FOR Code: 150311, 150305, 150312 JEL Code: D23, M12*



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# Employee Attitudes Vs Employee Affective Commitment

Junaida Ismail<sup>α</sup>, Mahadir Ladisma Awis<sup>Ω</sup>, Siti Hajjar Mohd Amin<sup>β</sup>

**Abstract** - Attitudes can be described as an evaluative statements or judgments concerning objects, people or events (Robbins & Judges, 2007), it's because employee's attitudes can reflect from the emotion on attachment to the particular organization and amplify employee's productivity. This study particularly examines the importance employee attitudes that can be revealing from the aspect on affective commitment. Commitment is a manifestation of individual owns self and reflect values standard that are basic to an individual's existence as a person. Based on the result shown that the commitment a closely associate with the attitudes of each employee in an organization. Organizational commitment can be classified into three (3) aspects which are affective commitment, continuance commitment and normative commitment. The objective of this study is to measure the employee attitudes among non academic in UiTM Kedah by using the affective commitment. 100 samples were selected involved eight departments in UiTM Kedah. The results show affective commitment is positively influence the employee commitment. In conclusion, it is hoped that this paper will give some insight to promote the importance on affective commitment among the government servant especially the non-academic staff in UiTM Kedah in order to increase their level of efficiency concerning the attitudes stability towards their own organization attached.

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## I. INTRODUCTION

As an academic institution, it is really importance to instill and sustain the employee attitudes towards the organizations. Recently most of the employer comes with several training provided purposely to increase and instill the awareness among employees on the momentous having good attitudes towards the organization. Lots of the employee attitudes can reveal from their own belief on the organization itself. Attitudes of employees will reflect upon the productivity and efficiency of the organization. Attitudes can be described as an evaluative statement or judgments concerning object, people or events (Robbins & Judges, 2007).

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This study indicated several factors contribute that leads to low commitment namely lack benefits, self-doubting, the difficulty of adopting the culture, lack of good relationship, no recognition towards staffs and many more. The employee's commitment generally tells us about the potential or the intention of the employee to work and remain in a particular organization. The commitment of the employee to the organization is important as employee can help the organization in achieving their goals and objectives. According to Mowday (1979), employee's commitment reflects the employees' belief in goals and values of the organization, their willingness to exert effort and their intention to maintain membership of the organization.

The employee commitment posture employee attitudes can be derived from three (3) importance aspects which are job satisfaction, job involvement and organization commitment. Organizational commitment can be classified into three (3) aspects which are affective commitment, continuance commitment and normative commitment. Affective commitment can be considered as an employee's intention to remain in an organization because of strong desire to do so (Robbins & Judges, 2007). It is due to several factors such as belief in the organization's value and goal or a willingness to put forth effort on behalf of the organization and a desire to remain a member of the organization. This commitment encompasses loyalty and deep concern for organization's welfare.

## II. METHODOLOGY

This research was carried out among the non academic staff in UiTM Kedah, Malaysia. 100 respondents were selected among several department involved HEA, HEP, College, Security, Maintenance, Administration, Treasury and Health by using stratified random sampling technique.

The research objective is, to determine the significant relationship between employee attitudes with affective commitment in maintaining the productivity and loyalty in organization attached to the employees'.

## III. DATA COLLECTIONS

The questionnaire was administered to a sample of non academic staff to collect data on their perceptions towards the importance on attitudes derived by the affective commitment. The questionnaire is divided into two (2) sections. The first (1) one asked

about the demographic information, department attached as well the working experience of each sample. Second (2) sections asked or covered four (4) main instruments of the employee attitudes at UiTM Kedah, for examples the aspects relating to affective commitment, normative commitment and continuance commitment which each rating prioritized by 5 point-scale (Strongly Disagree, Disagree, Neither, Agree and Strongly Agree).

#### IV. DATA ANALYSIS

There are two data analysis applied which are descriptive analysis and correlations analysis to test the significant levels. The Hypothetical-deductive methods are used for answering the research hypothesis and research objective.

#### V. RESULTS

##### a) Descriptive Analysis

The total size of eight department selected was 100 sample. The demographic was examined in five elements including age, gender, education, experience, and department itself. Majority of the respondent within range age 41-50 years old (37%), followed by 31-40 years old (27%), 20-30 years old (26%) and the lowers more than 50 years old (10%). Male were the highest percentage (56%) and female (44%). All respondent had obtained at least SPM. Most of the respondents has SPM (56%), STPM/diploma (42%) and had degree (2%) of respondents. The respondents had significantly shows the wide range of experiences. Majority of respondents gain more than 10 years (38%), 1-3 years (26%), 4-6 years (20%) and the lower between 7-9 years (16%). As mention earlier, there seven department involved earlier, majority of the respondents comes from Administration Department (29%), Security Department (18%), Maintenance Department (15%), HEP (13%), College (9%), HEA and Treasury Department (6%) and the less contribution is Health Department (4%).

##### b) Correlation analysis

The study had established that affective commitment is the dominant characteristic influenced the employee's attitudes. The result shows  $r=0.569$  and  $p< 0.05$  ( $p=0.000$ ). Accordingly, the null hypothesis is rejected. It is shown that the commitment is really needed in shaping the employee attitudes.

#### VI. CONCLUSIONS

As a result from this study, the affective commitment had positive relationship towards employee's attitude. The finding a line with Allen and Meyer (1990), Mowday *et. al.* (1982), Dunham *et. al.* (1994), Mathieu and Zajac (1990) and Meyer, Becker & Vandenberghe (2004). The study describes the attitude, believe and value among staff in UiTM Kedah succeed in translating the vision and mission towards achieving UiTM goals. The support and commitment from all levels

of position and across departments are prominently and inspiring all community of UiTM especial UiTM Kedah.

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*Table 1 : Gender of Respondents*

Sex	Frequency	Percent
Male	56	56.0
Female	44	44.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

*Table 2 : Age of Respondents*

Age	Frequency	Percent
20 - 30 years old	26	26.0
31- 40 years old	27	27.0
41 -50 years old	37	37.0
> 50 years old	10	10
<b>Total</b>	<b>100</b>	<b>100.0</b>

*Table 3 : Level of Study*

Level	Frequency	Percent
SPM	56	56
STPM/diploma	42	42
Degree	2	2
<b>Total</b>	<b>348</b>	<b>100.0</b>

*Table 4 : Working Experience*

Year	Frequency	Percent
1 – 3 years	26	26
4 – 6 years	20	20
7 – 9 years	16	16
10 years and above	38	38
<b>Total</b>	<b>100</b>	<b>100.0</b>

*Table 5 : Department*

Department	Frequency	Percent
HEA	6	6
College	9	9
Health	4	4
HEP	13	13
Security	18	18
Administration	29	29
Treasury	6	6
Maintenance	15	15
<b>Total</b>	<b>100</b>	<b>100.0</b>

*Table 6 : Correlation Analysis*

Affective Commitment	Pearson Correlation	0.569
	Sig. (2-tailed)	0.000
	N	100

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To avoid postal delays, all transaction is preferred by e-mail. A finished manuscript submission is confirmed by e-mail immediately and your paper enters the editorial process with no postal delays. When a conclusion is made about the publication of your paper by our Editorial Board, revisions can be submitted online with the same procedure, with an occasion to view and respond to all comments.

Complete support for both authors and co-author is provided.

#### 4. MANUSCRIPT'S CATEGORY

Based on potential and nature, the manuscript can be categorized under the following heads:

Original research paper: Such papers are reports of high-level significant original research work.

Review papers: These are concise, significant but helpful and decisive topics for young researchers.

Research articles: These are handled with small investigation and applications

Research letters: The letters are small and concise comments on previously published matters.

#### 5. STRUCTURE AND FORMAT OF MANUSCRIPT

The recommended size of original research paper is less than seven thousand words, review papers fewer than seven thousands words also. Preparation of research paper or how to write research paper, are major hurdle, while writing manuscript. The research articles and research letters should be fewer than three thousand words, the structure original research paper; sometime review paper should be as follows:

**Papers:** These are reports of significant research (typically less than 7000 words equivalent, including tables, figures, references), and comprise:

- (a) Title should be relevant and commensurate with the theme of the paper.
- (b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.
- (c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.
- (d) An Introduction, giving necessary background excluding subheadings; objectives must be clearly declared.
- (e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.
- (f) Results should be presented concisely, by well-designed tables and/or figures; the same data may not be used in both; suitable statistical data should be given. All data must be obtained with attention to numerical detail in the planning stage. As reproduced design has been recognized to be important to experiments for a considerable time, the Editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned un-refereed;
- (g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.
- (h) Brief Acknowledgements.
- (i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.



The Editorial Board reserves the right to make literary corrections and to make suggestions to improve briefness.

It is vital, that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

## Format

*Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.*

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than  $1.4 \times 10^{-3} \text{ m}^3$ , or 4 mm somewhat than  $4 \times 10^{-3} \text{ m}$ . Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

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*Abstract, used in Original Papers and Reviews:*

### Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

### Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy and planning a list of possible keywords and phrases to try.

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art. A few tips for deciding as strategically as possible about keyword search:



- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

*Acknowledgements: Please make these as concise as possible.*

## References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

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*Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.*

## Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution (at final image size) ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs) : >350 dpi; figures containing both halftone and line images: >650 dpi.



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## **6. AFTER ACCEPTANCE**

Upon approval of a paper for publication, the manuscript will be forwarded to the dean, who is responsible for the publication of the Global Journals Inc. (US).

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the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

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**3. Think Like Evaluators:** If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

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**10. Bookmarks are useful:** When you read any book or magazine, you generally use bookmarks, right! It is a good habit, which helps to not to lose your continuity. You should always use bookmarks while searching on Internet also, which will make your search easier.

**11. Revise what you wrote:** When you write anything, always read it, summarize it and then finalize it.

**12. Make all efforts:** Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

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**16. Use proper verb tense:** Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

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**22. Never start in last minute:** Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

**23. Multitasking in research is not good:** Doing several things at the same time proves bad habit in case of research activity. Research is an area, where everything has a particular time slot. Divide your research work in parts and do particular part in particular time slot.

**24. Never copy others' work:** Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

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**26. Go for seminars:** Attend seminars if the topic is relevant to your research area. Utilize all your resources.

**27. Refresh your mind after intervals:** Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

**28. Make colleagues:** Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

**29. Think technically:** Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

**30. Think and then print:** When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

**31. Adding unnecessary information:** Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be



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**33. Report concluded results:** Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

**34. After conclusion:** Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium through which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

## INFORMAL GUIDELINES OF RESEARCH PAPER WRITING

### Key points to remember:

- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
- Please note the criterion for grading the final paper by peer-reviewers.

### Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

Writing a research paper is not an easy job no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record keeping are the only means to make straightforward the progression.

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Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear

- Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page



- Separating a table/chart or figure - impound each figure/table to a single page
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In every sections of your document

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- Use paragraphs to split each significant point (excluding for the abstract)
- Align the primary line of each section
- Present your points in sound order
- Use present tense to report well accepted
- Use past tense to describe specific results
- Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives
- Shun use of extra pictures - include only those figures essential to presenting results

#### **Title Page:**

Choose a revealing title. It should be short. It should not have non-standard acronyms or abbreviations. It should not exceed two printed lines. It should include the name(s) and address (es) of all authors.

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The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript-- must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

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shortening the outcome. Sum up the study, with the subsequent elements in any summary. Try to maintain the initial two items to no more than one ruling each.

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

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- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

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- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

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principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

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- Explain materials individually only if the study is so complex that it saves liberty this way.
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- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

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- Report the method (not particulars of each process that engaged the same methodology)
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- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

#### Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

#### What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

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The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently. You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.

#### Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
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#### What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.





- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

#### Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

#### Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

#### Discussion:

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