

# GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCES

DISCOVERING THOUGHTS AND INVENTING FUTURE

exploration **8** of  
innovations

Volume 11  
Issue 9  
VERSION 1.0



## Highlights

Acquisition focusing on bilingualism

Iranian constitutional revolution

Autonomous county in Guizhou

Way towards wellbeing



GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE

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VOLUME 11 ISSUE 9 (VER. 1.0)

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

# An Analysis of Urban Secondary School Students' Interest in Teaching Profession in South-Western Nigeria

By J. O. Ige, E.A. Toyobo, D.A.Oyegoke

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**Abstract** - The study analyzed Senior Secondary School Students' interest in teaching profession in Oyo city, South-western Nigeria. Data used for this study were collected through questionnaire administration for 270 students randomly selected in nine secondary schools in the study area. A vocational interest inventory of items, constructed and validated by the researchers with reliability co-efficient of 0.78 obtained was the instrument used for data collection. The data collected from the interviews were analyzed using descriptive statistics and chi-square test. The result of finding showed that 68.5% of the sampled population had interests in a profession that involved dealing with children while 27.6% had interest in becoming career teacher, but 78.3% of sampled population preferred teaching as a career to any other profession if teachers' remuneration were highly increased. There was no relationship between gender and response to profession that involves dealing with children but there was significant relationship between students' interest in teaching profession and increase in teachers' remuneration. The study concluded that the students have weak feeling of interest to be career teacher, owing to poor affinity of their parents and teachers to teaching profession, poor work environment and inducement in teaching profession. The study therefore recommended the needs for proper coordination of the necessary machineries towards innovation in policies that can arouse young people's interest in teaching profession.

**Keywords** : Profession, Remuneration Students, Teacher

**GJHSS - A Classification** : FOR Code : 930202



AN ANALYSIS OF URBAN SECONDARY SCHOOL STUDENTS INTEREST IN TEACHING PROFESSION IN SOUTH-WESTERN NIGERIA

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# An Analysis of Urban Secondary School Students' Interest in Teaching Profession in South-Western Nigeria

J. O. Ige<sup>a</sup>, E.A. Toyobo<sup>o</sup>, D.A.Oyegoke<sup>b</sup>

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## 1. INTRODUCTION

In every sphere of inter human relationship that concerns men and women, young and old, it is the teacher that takes initiative. Therefore the saying that no nation ever rises above the quality of her teachers illustrates the pivotal position which teachers occupy in the society today. Teacher's influence is always felt in every aspect of the society. All other professionals and workers within the society have at one time or the other passed through the pupilage of a teacher and whatever they now become is a direct outcome of what the teacher has taught them. (Majasan, 1996).

However, we often hear people say the young must grow, we might have quoted the assertion in our

expression too. Of course, not all of us understand what the statement really means. If young ones are to grow, and if they are to be adequately prepared for their roles in the society, and if the national objectives of the country are to be attained, teachers have a very important role to play. In formal education, schools will have a significant impact on children only with good teachers who set out to mould the lives of young ones entrusted to their care (Afe, 1995)

Nowadays, little or no effort is done to identify secondary school students' interest in teaching profession, though the task is not an easy one but it is very important if we are serious in enhancing proper optimization of student's aptitude and orientation of their attitudes towards teaching profession. The interest of a student in a profession is a reflection of what the student like doing with profound pleasure and enthusiasm (Phillips, 1987).

Power (1991) opines that a person's interest in an occupation could motivate him develop skills to enable him become proficient in his field of specialisation. A student who is well guided and to whom professional interest inventory is administered to ascertain his interest in a profession is most likely to pursue a carrier in congruence with his interest. Phillips (1987) asserts that interest exploration can stimulate counseling by suggesting occupations that had not previously considered by the client or rehabilitation professional. In the teaching profession, interest exploration is very low. Early detection of students' interest in a particular vocation can help teachers and parents guide them towards that vocation instead of allowing them to be influenced by factor that could over-run their interest and push them into careers they have no flair for. If you decide to sample the opinion of people on what profession or occupation they would take to, most of them would choose careers in the area of Law, Medicine, Engineering, Accounting and so forth. You would hardly see any mentioning that he/she would like to take to teaching profession, whereas teachers make a society and good society is a function of good school.

According to Pope Pius XII (as cited by Adewuyi and Ogunnniyi 2002) "good schools are the fruit not only of good regulations but principally good teachers, excellently trained in the respective subjects which they are to teach and possessing the intellectual

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and moral qualities which their important office requires men who burn with a divine passion for youngsters entrusted to them". Babatunde (1992) opines that it is when a teacher is satisfied that he/she is more stable and committed to his/her job. His opinion was supported by Agbuno (1994) when he said that satisfied teachers would produce people who are intellectually, morally and emotionally and relevantly equipped for useful living within the society.

Clark (2006) observes that the plight of teachers in Nigeria has not changed over the years, especially since the post Nigeria civil war. According to her, teachers' welfare is usually neglected and the society looks down on them because of their dismal condition. Nwagwu (1976) has earlier stressed the importance of quality teachers in our school system as the drive of quality and functional education. To him money spent on provision of infrastructure aimed at mobilizing more pupils and students to school without caring about teachers' qualification and welfare may as well end up in futility. Sincerely speaking, it is necessary for one to conduct psycho-analytic dissection of our society to know the reason for vulgar disposition of our people to teaching profession. Perhaps, the reason might be the way teachers are being treated and cared for in our society. Teachers are stultified in their efforts to teach with pure passion and arouse their student's interest in their own careers. The take-home allowance of teachers at the end of the month cannot take them to bus-stop and teaching becomes indispensable like toilet. What a life! Work and no reward.

It is greatly observed in recent times that there have been a great influx of people with pleasure onto non-teaching profession and this has resulted in a dearth of capable and competent hands in the teaching profession. Thus, increase desire for non-teaching profession could be traced to early senior school days of individuals. In the light of the foregoing, this research aims at determining urban senior school students' interest in teaching profession in Oyo city with a view to knowing the forces of reaction that are repelling people from teaching profession to mass drift to non-teaching profession so as to provide suggestions for effective educational planning and management without holding down the development. The specific objectives of the study are to; (i) determine the agents that influence students' interest in teaching vocation (ii) determine students' interest in profession that involves dealing with children (iii) examine school students' interest in becoming a career teacher (iv) examine the students' perception of teachers' remuneration

The research hypotheses tested in this study are stated in null forms:

- i. There is no significant difference between student's interest in teaching profession and teacher's remuneration, while the reverse is the alternate hypothesis.

- ii. There is no significant difference between student's gender and responses to profession that involves dealing with children, while the reverse is the alternate hypothesis.

## II. MATERIALS AND METHODOLOGY

### a) *Brief of the Study Area*

The study area is Oyo, a city in South-western Nigeria. Geographically, it is located approximately along latitude 7°51' North and longitude 3°57' East of Greenwich meridian. It shares boundary with Ogbomoso city in the north, Ibadan city in the south and is bounded to the west by Iseyin town

### b) *Methods of Data Collection*

Data were collected from primary and secondary sources. Secondary data used were students' registers. Primary data for the study included oral in-depth and structured interviews. The population for this study was all male and female students in Senior Secondary School of Oyo city. The sample gotten by simple random sampling technique consisted of 270 students, 90 students from each of 3 local government areas (Oyo East, Oyo West and Atiba local government areas) in Oyo city. 3 secondary schools were randomly chosen from each of three local government areas in the city. Students of Senior Secondary School 2 classes were used. 10 students were chosen at random from each Department of Arts, Department of Social Sciences and Department of Sciences using registers for the students' rolls obtained from the Heads of the Departments afore mentioned. The registers were used to select 30 students interviewed in each school selected, and equal numbers of male and female students were chosen. In-depth oral interview was also conducted on 27 students, 3 students from each school chosen to seek students' opinion about their perception of teaching profession. Survey technique was equally used to collect data for the purpose of describing and interpreting the existing condition of school and work environments.

### c) *Instrument used for Validity and Reliability of the Study*

The instrument for the study was a vocational interest inventory. The interest was constructed using the logical approach (logical keying method). Items in the interest skill measured the interest of the respondents in a particular activity. The questionnaire items used were based on Likert's attitudinal scale requiring the respondents to provide an answer to a set of statements indicating the degree of approval or disapproval to all items. The interest inventory has a likert type answering scale with each one having a fixed score. The five points were designed in the following scoring systems.

Item mark	Scoring	Response Interpretation
Strongly agreed (SA)	5	Favourable
Agreed (A)	4	Favourable
Uncertain (U)	3	Neutral
Disagreed (D)	2	unfavourable
Strongly disagreed (SD)	1	Unfavourable

The items for the inventory were chosen based on researchers' knowledge of the duties of a teacher, teacher's salary and student's relationship with others. The questionnaire was subdivided into two parts. The first part is soliciting for the particulars of the respondents. This personal information includes the sex, department and occupation of parent. The second part consisted of information and the column for the appropriate response by the respondents. This part also called for check-mark responses. Here, the respondents were asked to write a short response for the purpose of knowing students' perception of teaching profession. The general assumption made was that a student scoring up to 20 marks for all the five items in the interest inventory has a strong interest for the teaching.

The construct validity was established by administering the inventory scale to 36 undergraduate students who were in 200 levels, reading primary education/special education at Federal College of Education (special), Oyo. The ability of the interest scale to identify the strong bias of each of the students for teaching (each scoring up to 21 marks on the scale) was an indication of construct validity.

Reliability was established using the test and the re-test approach, the inventory scale was administered to a representative group of eighteen (18) senior secondary school students, for whom the scale was developed, two times with a time lapse of one week. The scores from the two administrations were compared using Pearson's product mean correlation formula. A reliability co-efficient of 0.78 was obtained meaning the instrument had a high reliability

The questionnaires were administered by the investigators to the respondents with the cooperation of the management of the sampled schools. Sampled schools were visited twice over a period of two weeks.

#### d) *Methods of Data Analysis*

The five point attitude scale of likert format was applied in the scoring system. Simple descriptive statistical methods such as percentage were used in depicting vividly a summary description of the various responses for a sampled drawn from a population of students. Tables with suitable self-explanatory titles were appropriately used in the analysis of results to present the discussion. Chi-square ( $\chi^2$ ) test was used to test for the research hypotheses.

### III. RESULTS AND DISCUSSION

This part analyzed data collected, presented the results of findings and tested the hypotheses.

#### i. *Agents influencing students' interest in teaching vocation*

Table 1 – 4 shows that 60.3% of respondent agreed that their interest were either thwarted or influenced by the parents. 60.2% agreed that their teacher had negative or positive influence on their interest in teaching, 57.1 % agreed that media had negative or positive influence on their interest in teaching profession while 42.5% agreed that peer groups have thwarted or positively influenced their interest in teaching. It could be adduced that whatever the disposition of students' interest to teaching profession is a function of who they interact with in the environment.

Having considered the results above, it is crystal clear that teachers and parents are the agents of socialization that are in the best position to guide students towards the vocation they have interest in instead of pushing them into careers they have no flair for.

#### ii. *Students' interest in a profession that involves dealing with children*

Table 5, revealed that a higher percentage of students' responses (68.8%) were looking forward to profession that involves dealing with children. Further finding shows the distribution pattern of the favourable response (68.8%) to profession that involves dealing with children and that 30.2% were science students, 23.5% were Art students and 15.1% were commercial students. Further findings revealed that science students showed much more interest than students in other departments in a profession that involves dealing with children. It could be adduced that the science students might have in mind of profession like **paediatric**, (branch of medicine concerned with children and their diseases).

#### **Attitudinal variations in sex responses to profession that involves dealing with children**

Table 6 indicates the chi-square test of the relationship between gender and response to profession that involves dealing with children, at 0.01 significance level and four degree of freedom table value is 13.28 while calculated  $\chi^2$  is 2.96. since calculated  $\chi^2$  value (2.96) is less than critical  $\chi^2$  value (13.28). Null hypothesis  $H_0$  accepted and alternate hypothesis  $H_1$  is rejected. The results accepts null hypothesis that there is no relationship between gender and response to profession that involves dealing with children this means that difference in sex response to profession that involves dealing with children is significant.

Further findings also revealed that 40.3 percentages of male students and 28.5% of female students constituted total 68.8% of favourable response



to profession that involves dealing with children. In the literal sense female students should have more flair for profession that involves dealing with children but in Oyo the reverse was the case. This could be adduced to girls' quest for wealth rather than engaging themselves with self-fulfilling ventures and playing motherly roles. Poor physical facilities and work environment also take lead after poor remuneration of teachers as reasons that students gave to be factors that repel their interest in teaching profession

### iii. *Students' interest in becoming carrier teacher*

Table 7 revealed that the percentage of favourable response to choosing teaching as career is very low. The favourable response was 27.6%, neutral response 31.4% and unfavourable response 41%. This means that not less than two-third (2/3) of the sampled population had no interest in teaching profession, and not less than one-third of the sample population are neutral in taking decision. An approximation of one-quarter (1/4) of the sampled population was interested in choosing teaching as career. It could be adduced that senior secondary students in Oyo city have a very poor interest in becoming career teachers. The reason for this from indepth interview conducted for students were attached to poor welfare of teachers, dilapidated state of school and low prestige accorded the teaching vocation. The students stressed that what was being regarded as minimum wages for teaching profession in Nigeria is not commensurable with the services being rendered by teachers. Another force of reaction as mentioned by students which mostly killed their interest in teaching vocation is the disposition of landlord to ridicule and vilify teachers before they let house to teachers. To landlord in Oyo, teachers were indispensable like toilets. This elemental hatred developed against teachers in the psychological makeup of the native wass so difficult to understand whereas ministry workers that the land-lords were treated with more respect werere receiving the same salaries with teachers

### iv. *Students' perception of teachers' remuneration*

Table 8 reveals that not less than 90% of the students' sampled responses were in favour of a job that would earn them moderate salaries. The in-depth interview carried out on students revealed the same. The senior secondary school students' high responses could be adduced to the simple life of Oyo people and this had greater influence on students. Table 9 reveals that 82% of the responses considered salaries being received by teaching profession as moderate. Students in Oyo debunked that teachers' salaries were nothing short of moderate since teachers received the same with their counterparts in the ministries be it state or local. Table 10 shows a higher percentage of students that were interested in choosing teaching as a career if teachers' remuneration were highly improved. Not less

than 78% response interested in teaching profession if teachers' wages were highly increased. It could be inferred that students were at variance with the teachers' remuneration and wanted teachers' salaries increased far more than ministry workers. Students responded that nothing had more retarded the advancement of students' interest in teaching profession in Nigeria than the disposition of people who look down on teachers. It was therefore students' belief that teaching profession would have a class and be far more honoured if teachers' salaries are highly increased. This research finding shows that students in Oyo city like to be a career teacher but poor remuneration and low prestige accorded the teaching profession were the major facts killing students' interest in the vocation.

Table 11 indicates the chi-square test of the significant relationship between students' interest in teaching profession and teacher remuneration the calculated  $\chi^2$  value (20.0) is greater than critical  $\chi^2$  value (6.64) at 0.01 level of significance and 1 degree of freedom. The results reject null hypothesis ( $H_0$ ) and accept alternate hypothesis ( $H_1$ ) which means there is significant correlation between students' interest in teaching profession and increase in teacher's remuneration.

## The main findings

Findings revealed that students had the high interest in teaching profession but institutionalizing oppression as a result of poor remuneration being received by the vocation is making students lose their interest in the profession. Remuneration determines the prestige accorded to profession in Nigeria. This finding corroborates that of Afe (1995) which showed that there was a great decline in the number of students who wants to be a teacher because of poor remuneration and low prestige accorded the vocation.

The result of this study also revealed that nothing had more influenced or thwarted students' interest in teaching profession than the disposition of parents and teachers themselves to eulogize or vilify the profession. The findings of this study also saw the need to build the interest of students in teaching as a profession, this is supported by the assertion of Philips (1987) which states that "interest exploration can stimulate counseling by suggesting occupation that had not been previously considered clients or rehabilitation professional". Building student's interest in the teaching vocation has become necessary in order to have teachers who are sound and committed to their teaching profession.

## IV. RECOMMENDATION

It is crystal clear that Senior Secondary School Students in Oyo city have very low interest in becoming career teachers despite the fact that they like teaching profession. This has been attributed to a number of

reasons such as poor welfare packages of teachers, dilapidated facilities of public schools and disposition of landlord to vilify and ridicule teachers they are accommodating in their houses or before renting houses to them. Based on the findings of this study to reverse the ugly trend in students' interest in teaching profession, government and other stakeholders in education must swiftly take an action by highly improving teachers' welfare, school physical facilities and work environment. There is urgent need for proper coordination of the necessary machineries towards innovation in policies that can arouse young people's interest in teaching profession. These will go a long way in improving standard of education that has been experiencing a downward trend in Nigeria.

## V. LIST OF TABLES

**Table 1 :** Shows students' agreement to influence of the parents on their interest in teaching

S N	Item Scale	Respondents	Response scores	% of respondents
1	SA	24	120	17.20
2	A	75	300	43.10
3	U	15	45	6.50
4	D	75	150	21.60
5	SD	81	81	11.60
	TOTAL	270	696	100.00

Source 2010 fieldwork

**Table 2 :** Shows students' agreement to influence of peer groups on their interest in teaching.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	15	75	13.10
2	A	39	156	27.20
3	U	21	63	11.00
4	D	84	168	29.30
5	SD	111	111	19.40
	TOTAL	270	573	100.00

Source : 2010 fieldwork

**Table 6 :** Attitudinal variations in sex responses to profession that involves dealing with children and chi-square test of the relationship between gender and responses to profession that involves dealing with children

Sex	SA	A	U	D	SD	TOTAL
Boys	24 (19.5)	60 (52.5)	21 (25.5)	21 (25.5)	9	135
Girls	15 (19.5)	45 (52.5)	30 (25.5)	30 (25.5)	15	135
Total	39	105	51	51	24	270

$p > 0.01$ ,  $df = 4$ , critical  $\chi^2 = 13.28$

**Table 7 :** Shows sample responses to choosing teaching as a career.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	6	30	4.80
2	A	36	144	22.80
3	U	66	198	31.40
4	D	96	192	30.50
5	SD	66	66	10.50
	TOTAL	90	630	100.00

Source: 2010 fieldwork

**Table 3 :** Shows students' agreement to influence of their teachers on their interest in teaching.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	60	300	37.60
2	A	45	180	22.60
3	U	39	117	14.60
4	D	75	150	18.80
5	SD	51	51	6.40
	TOTAL	270	798	100.00

Source : 2010 field work

**Table 4 :** Shows students' agreement to media influence on their interest in teaching profession.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	24	120	16.30
2	A	75	300	40.80
3	U	54	162	22.10
4	D	36	72	9.80
5	SD	81	81	11.00
	TOTAL	90	735	100.00

Source 2010 fieldwork

**Table 5 :** Sample responses on students' interest in a profession that involves dealing with children.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	39	195	21.8
2	A	105	420	47.0
3	U	51	153	17.1
4	D	51	102	11.4
5	SD	24	24	2.7
	TOTAL	270	894	100.00

Source : 2010 fieldwork

**Table 8 :** sample responses of student's interest in a job that would earn them moderate salaries.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	138	690	60.10
2	A	90	360	31.30
3	U	21	63	5.50
4	D	15	30	2.60
5	SD	6	6	0.50
	TOTAL	90	1149	100.00

Source : 2010 fieldwork

**Table 9 :** Shows acceptance response of sampled population that teacher's salaries were moderate.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	87	435	46.04
2	A	84	336	35.56
3	U	15	45	4.76
4	D	45	90	9.52
5	SD	39	39	4.12
	TOTAL	270	945	100.00

Source : 2010 fieldwork

**Table 10 :** Shows sample responses to teaching profession if teachers' remuneration is highly increased.

SN	Item Scale	Respondents	Response scores	% of respondents
1	SA	96	480	49.70
2	A	69	276	28.60
3	U	30	90	9.30
4	D	45	90	9.30
5	SD	30	30	3.10
	TOTAL	270	966	100.00

**Table 11 :** Chi-square test of the correlation between student's interest in teaching profession and teacher's remuneration.

SA	A	U	D	SD	TOTAL
96(54)	69(54)	30(54)	45(54)	30(54)	270

$p > 0.01$  df = 4 critical  $\chi^2 = 6.64$

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

# Survey on Injecting Green Design Ideas into Student's Interior Design Project

By Roslan Bin Talib, M Zailan Sulieman

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**Abstract** - Interior Design works has become more important than it used to be as the interior works takes quite a big chunk in an overall construction works. Nowadays, the clients want to play bigger role in implementing the interior task and eager to use or have the green or sustainable building idea to be implemented into their interior and also on their exterior project. So, interior design with sustainable factors has become more important. Designers began to address the internal problems of their environment and recognize the importance of interior design role. In the meantime; while some interior designers using sustainable environmental design criteria in their design solutions, the study examines how they apply it as a component for the design problem has not been done. Thus, we must look back into the academic sectors where this field must play an important role in producing the designers especially the interior designer with fair knowledge on environmental friendly designs or in today term as design with sustainable or green design factors. Therefore, with the above goals, this research become an initial platform trying to measure on the students sensitivity in applying interior design sustainable issues into their academic studio projects. This study however will discuss on design studio project that addresses sustainability through an environmentally based research focus. Students somehow start the project with a research component, interpreting the usefulness of interior's sustainable material and the sustainable implications in the process of design decision been made. The process of recycling interior materials is advisable to use as well as recycling in the usage of interior products (i.e. furniture etc.). Furniture manufactured from not-recycled friendly materials are also been looking into not to be considered in the design. Therefore, this study examines the environmental conditions of a continuing practice of the sustainable interior design.

**Keywords** : *sustainable education; teaching sustainable; sustainable interior; sustainable design.*

**GJHSS -B Classification** : *FOR Code : 130309*



SURVEY ON INJECTING GREEN DESIGN IDEAS INTO STUDENTS INTERIOR DESIGN PROJECT

*Strictly as per the compliance and regulations of :*



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## I. INTRODUCTION

In order to educate the next generation that sustainability is not a method, but as a standard practice; it is critical that we consider teaching practices that incorporate in depth understanding of sustainable practice. The sustainable envelope proposes the use of a more than typical building materials and decision in designing within an unarticulated shell - and as design process of conceiving a sustainable interior design. The investigation of sustainability in Interior Design necessitates the exploration of sustainability beyond the specification of materials to incorporate an appreciation for the limitations of the environment ( Schneiderman, 2008). Having agreed with the quote, the paper investigates the latest batch of students in intention to know how they apply the sustainable knowledge into their studio project systematically.

The research had been started earlier with the involvement of 33 Year 3 Interior Design students enrolling in 2009; a so-called Batch 1 for segregation in the study. There are also 16 third (final) [Batch 2] year students been selected in this research and for Phase 1; their Interior Design Studio projects conducting in Semester 1 Session 2010/2011 beginning in July 2010 and ends in November 2010 become part of the survey. There is Phase 2 study which is the continuation of Phase 1 being done in Semester 2 for more detail survey research. The students are in Universiti Sains Malaysia in Penang, Malaysia and all are the Malaysian citizens of Malay and Chinese descent with one Saudi Arabian student. Initial also has been done on the previous batch focusing on 33 students; all local Malaysian with two Iranian students, two People Republic of China students and three Indonesian students. This group seems the focus of this research.

## II. THE PROCESS AND INITIAL STUDIES - US LEED CERTIFIED BUILDINGS CASE STUDIES

Most of the references in this research have been using LEED factors as a main guide in ensuring the sustainable inputs being achieve into the students studio projects. Leadership in Energy & Environmental Design (LEED) is an internationally recognized green building certification system, providing third-party



verification that a building or community was designed and built using strategies intended to improve performance in metrics such as energy savings, water efficiency, CO<sub>2</sub> emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts.



Fig. 1. Summary on LEED certified first parking garage in Santa Monica, California.

Developed by the U.S. Green Building Council (USGBC), LEED is intended to provide building owners and operators a concise framework for identifying and implementing practical and measurable green building design, construction, operations and maintenance solutions.

Since its inception in 1998, the U.S. Green Building Council has grown to encompass more than 7,000 projects in the United States and 30 countries covering 1.062 billion square feet (99 km<sup>2</sup>) of development area. The hallmark of LEED is that it is an open and transparent process where the technical criteria proposed by USGBC members are publicly reviewed for approval by the almost 20,000 member organizations that currently constitute the USGBC.

Here is some of the selected LEED certified buildings act as guide in having the American buildings example in green building index aspect in relation to the green design factors of the students studio projects. The examples are the Santa Monica Civic Center's parking garage in California; the proposed Calatrava 's designed sky-high Spiral Tower in Chicago, Illinois; Bank of America Tower in New York City; Townhomes in Sebastopol, Northern California and David L. Lawrence Convention Center in Pittsburg, Pennsylvania (see Figure 1, Figure 2 and Figure 3).

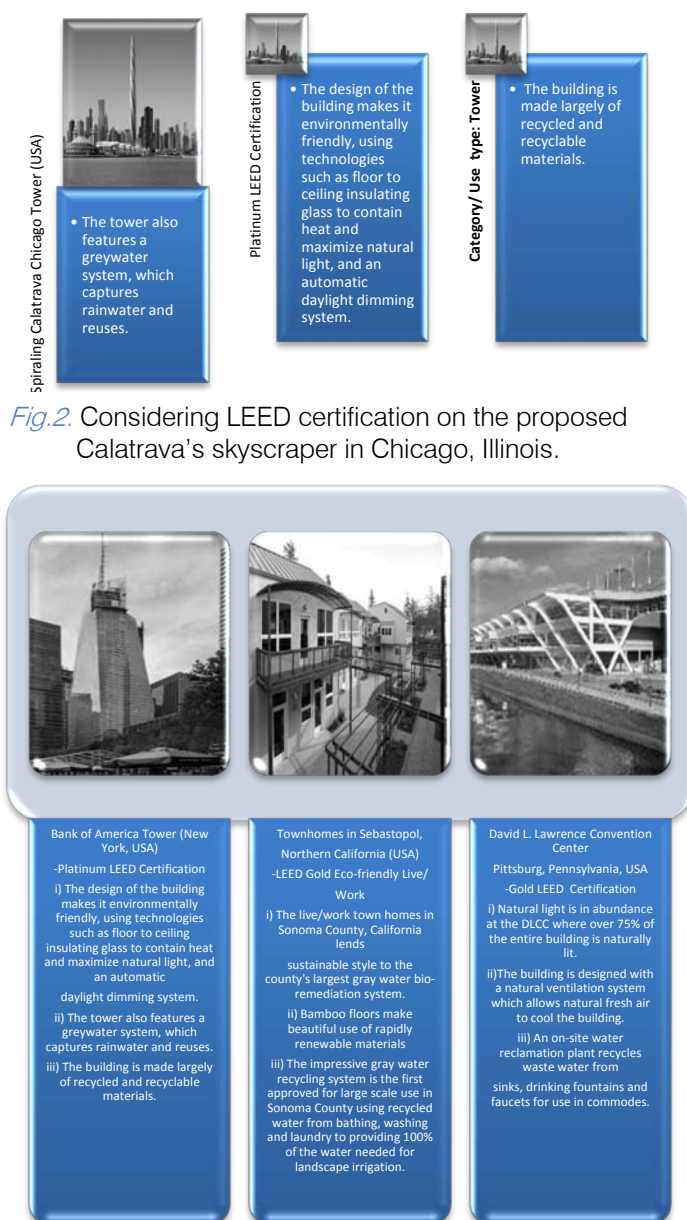


Fig. 2. Considering LEED certification on the proposed Calatrava's skyscraper in Chicago, Illinois.



Fig. 3. Summary on 3 LEED certified buildings in NYC, California and in Pittsburg.

Quick Research on Sustainable Materials.	WALL MATERIALS		SUSTAINABLE CONTEMPORARY MATERIALS AND ELEMENTS FOR INTERIOR SPACE:
	Materials	Company	
1	Products	Information	<p>Paint</p> <p>Nippon Paints (Malaysia) /World-wide. HQ- Japan</p> <p>Nippon Odour-less Wall Sealer, Nippon Odour-less Premium All-In-1,</p> <p>1. Formulation contains low Volatile Organic Compound (VOC) level.</p> <p>2. Nippon Paint is the world leader in anti-corrosion and chemical resistant technology.</p> <p>3. The currently manufacture over 10,000 different paint formulations and the paints manufactured can be categories under decorative / architectural coatings, automotive finish, industrial use coatings, protective coating and fishing vessel paints.</p> <p>4. Formulated to be extremely stain repellent and can be easily removed.</p> <p>5. Formulated styrene acrylic water-based wall sealer with exceptionally low odor for interior use.</p>
2	Materials	Company	Paint
	Products	Information	<p>Benjamin Moore Nature Paints(USA),</p> <p>Natural Zero-VOC Paint, Arborcoat Waterborne Exterior Stain</p> <p>1. Low Volatile Organic Compound (VOC)</p> <p>2. Virtually odorless without sacrificing style or performance.</p> <p>3. The Green Promise designation is Benjamin Moore's assurance that its environmentally friendly coatings meet and often exceed the strictest industry standards.</p>
3	Materials	Company	Paint
	Products	Information	<p>Green Seal</p> <p>USA</p> <p>1. No VOCs</p> <p>2. <a href="http://www.greenseal.org">www.greenseal.org</a></p>
4	Materials	Company	Paint
	Products	Information	<p>Green Guard</p> <p>USA</p> <p>1. No VOCs</p> <p>2. <a href="http://www.greenguard.org">www.greenguard.org</a></p>
5	Materials	Company	Paint
	Products	Information	<p>SCS</p> <p>USA</p> <p>1. No VOCs</p> <p>2. <a href="http://www.sccertified.com">www.sccertified.com</a></p>

**Table 1.** Summary of paint products including the American companies.

#### A. Quick Research on Sustainable Materials.

For this part, quick research has been done in getting some information on the companies; local or abroad on

certain sustainable product i.e. paint and bamboo floor. All the paint companies shown here having either zero Or low V.O.C. and it is a requirement to have these features (see Table 1 for information and Figure 4 and Figure 5).



**Fig.4.** Considering Photographs showing Benjamin Moore Nature Paints (USA), one of the American sustainable paint products.

Students have shown great interests in specify these sustainable materials in their building quantities report and also shown the product details in their material sample board. Students also are expected to do their own research on sustainable products information as part of their tasks in the studio projects. International products i.e. Nippon paint is one of the companies which is in the fore-front in the green product application in interior design sectors by producing consumer and environmental friendly product.



**Fig.5.** Photographs showing Nippon Paints (Malaysia) products on current market.

Knowledge on local and even global companies involving in producing green products can easily been gained in the internet. Even bamboo floor is now quite a big trend hitting the Malaysian market in recent times. There are quite a number of Malaysian companies having the market offer in installing the bamboo type of floor (see table 2). These establishments of the bamboo floor market are good positive trend in getting the students exposed on the green products solution.

FLOOR MATERIALS		SUSTAINABLE CONTEMPORARY MATERIALS AND ELEMENTS FOR INTERIOR SPACE:
1	Materials Company Products Information	Bamboo Adwinna Sdn Bhd. Bamboo Flooring Malaysia Urban solid bamboo flooring. Strong, elegant bamboo is one of the best choice of your home.
2	Materials Company Products Information	Bamboo Paneltek Sdn Bhd Malaysia Bamboo flooring from China bamboo plantation.

*Table 2.* Summary on selected companies offering bamboo floor products in Malaysia.

By the end of Semester 2, 14 students managed to submit their projects for final presentation. The six graphs below were derived from the study from the report done by the students together with their submitted drawings. The report contains explanation of the project including the concept and also showing the building specifications including the costing and the materials sample. The series of graphs below were derived from the formulation of identifying sustainable inputs from the literature research and also from the easy access of the internet. Among the focus of study at this juncture is touching on the sustainable floor input, wall material, recycle materials, sustainable lighting issues and also to the rain water harvesting idea.

Also, the type of ventilation use for the roof types are including for the graph analysis. These are the basic green design ideas which always been mentioned in the studio briefing individually or in a group to be taken care-off. The afford of having this series of graphs help to analyze on the degree of input from the students in inserting the sustainable issues into their tasks after work it out for about a year. After this, they will be out in the market taking the challenges on having green interior design issues in real practice. For ranking purposes, again number 4 is for the most popular choice for rating purposes (with some graph using 3 and 5 as their highest ranking) where 1 is the least popular input for the survey.

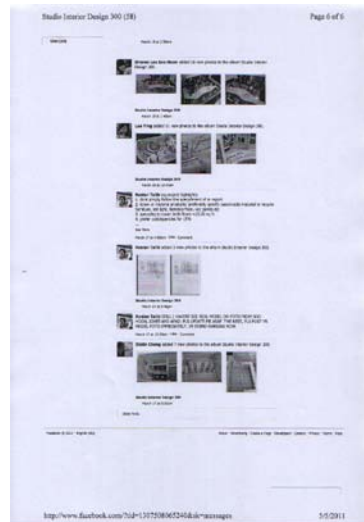
#### *B. Using Social Network as Teaching Tool on Sustainable.*

It is interesting to have the social utility network in one of the ways running the studio. For this research, one group has been initiated from the facebook network to communicate with each other at any time. Students can be informed at any time of the day on the information and data that they need to know.



*Fig. 6.* Creating a facebook group with member of Year 3 Interior Design (Batch 2) students and teaching staff.

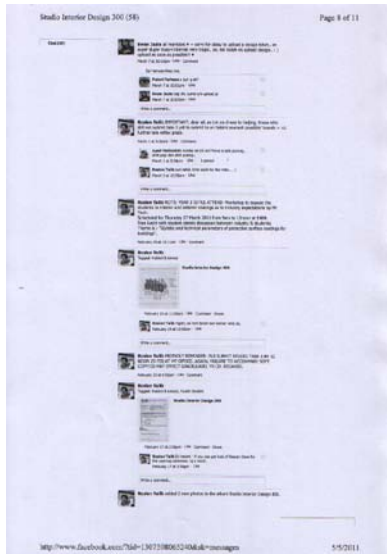
Even their progress grade has been inform through facebook and hence reducing real paper works usage and hence more sustainable way approach in studio handling. Students can also post in the facebook on their progress in designs and will get instant comments from the lecturers before meet at the studio. Some of the important findings in the graphs have been posted in the network in order for the students to monitor on their progress achievement especially on the sustainable inputs level. It seems like there are quite a positive input in using this social network in improving the interactions between the students and lecturers.



*Fig. 7.* Students download their drawings or model photographs and also give comments on tasks progress.

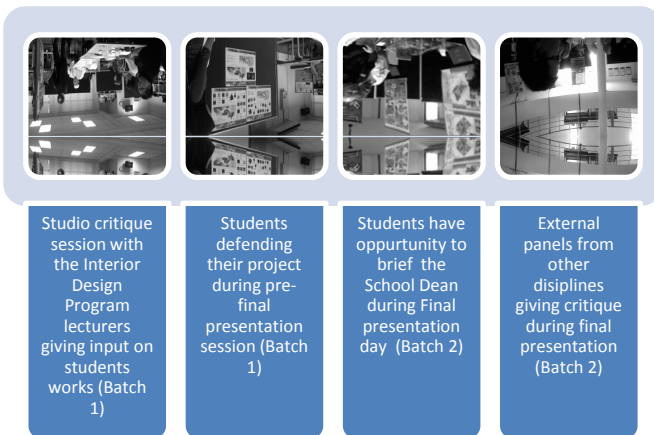
The idea in developing more input on the sustainability seems more achieved by using the facebook medium with students seem making note on the usage of green design ideas into their project. There is an opportunity to have the progress chart on sustainability inputs of the projects being shown in facebook. The display of the graph helps the students in alerting them on their achievement in having a sustainable studio project. The lecturer even somehow use facebook to download students progress grade in ensuring they are aware on the level they are getting so far on their works.





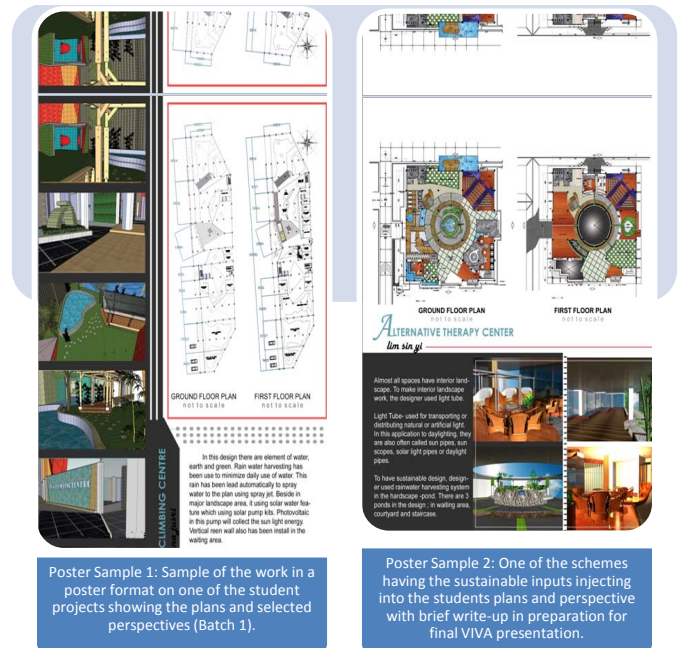
**Fig. 8.** Progress graph has been downloading in the network in getting the students to know on their progress in injecting green ideas into their work.

Overall, this social utility network giving quite a big impact in the daily progress of getting students awareness especially on the sustainable input study. It seems like the communication between the students and the lecturers are not limited in the studio only but also can be done at any time of the day and at any place!



**Fig. 9.** Summary pictures on activities during the running of the Year 3 Interior Design Studio for both batches.

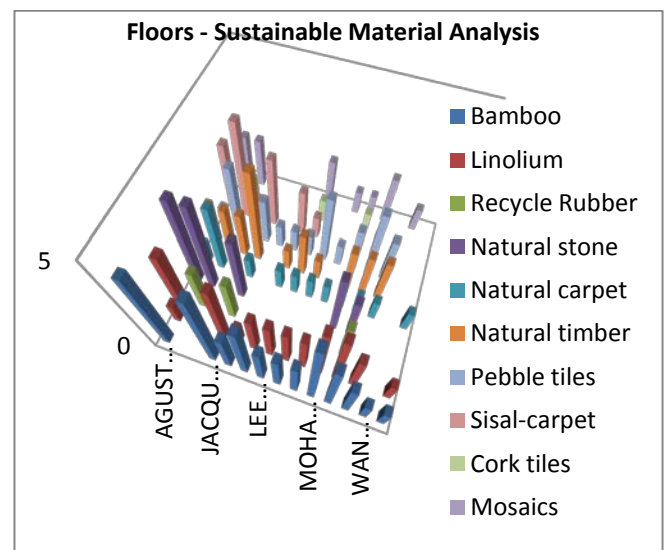
In the process of delivering inputs on sustainability interior design into the studio works, several critiques session has been done to ensure the ideas been delivered in good order. Getting the final year interior design students by exposing themselves into the green design effects at the academic level hopefully can give positive effects to the environment when they go out in real practice very soon. There is an opportunity for the students to have a formal presentation to the School Dean and being briefed on their achievement especially on the sustainable interior input. A group of other lecturers from different part of the school's program i.e. Building Technology, Planning, Architecture and Quantity Surveyor have been giving their thought on the student works and enriched the sustainable scope.



**Fig. 10.** Samples of poster format drawings shown for the final presentation.

Having a well presented drawings are very important in Interior Design practice. The students are trained to have the best presented drawings with the highlight of the sustainable design factors input into the task. The shown poster is done with the intention of having the green design ideas nicely blend into the project scope.

### III. SUSTAINABLE ANALYSIS ON STUDIO WORKS FOR BATCH 2 SEMESTER 2.



**Fig. 11.** Summary on sustainable input for flooring (Sem.2 Batch 2).

Bamboo and natural timber seems being the most popular choice for flooring. However, the students seems still making quite a positive awareness on all other flooring materials to be considered to be used

within their project (see Figure 11). Having identified 10 types of sustainable floor materials and getting most of the students to be able to have these materials within their projects indicating quite a success in making green design awareness as far as having the green floor is concern.

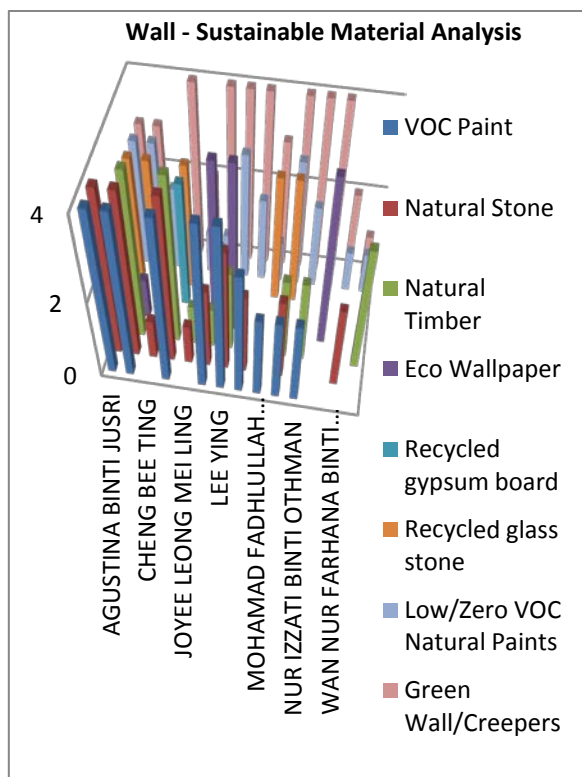


Fig. 12. Summary on sustainable input using for wall (Sem.2 Batch 2).

The graph indicated 4 types of wall materials are among higher quoted for the task which are using V.O.C. paint, natural timber and stone; and having green wall (see Figure 12). Most of students quoted the green wall materials for their building specification report and the materials being shown in their material sample board. Few students dedicated a specific chapter located within their report explaining the usage of the said sustainable wall materials. The pattern show good students practice in applying sustainable wall materials within their projects thus giving better chances on having green design when they out practice.

Lighting is one of the important sustainable criteria in green design feature. The lighting graph shows fair range of sustainable lighting inputs to be handled by the students. Having sun shading i.e. building external window sun shading or simply letting natural sun light deep into the interior space can greatly reduce the usage of artificial lighting (see Figure 13). Students are ensuring in knowing the morning and evening sun principles while arranging window position in getting a maximum morning sun light into their café area for example

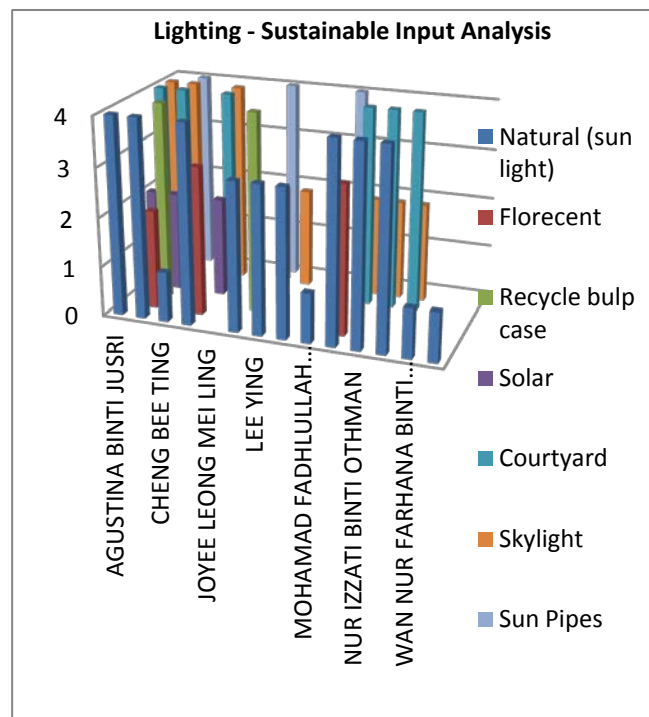


Fig. 13. Summary on sustainable input for lighting (Sem.2 Batch 2).

Bigger building foot print are encourage to have a courtyard in letting more natural light coming in. Those having good size of internal space are advised to add a skylight in order to get better sun. Overall this category also indicated quite comfortable feeling in injecting the green lighting input into the student studio works.

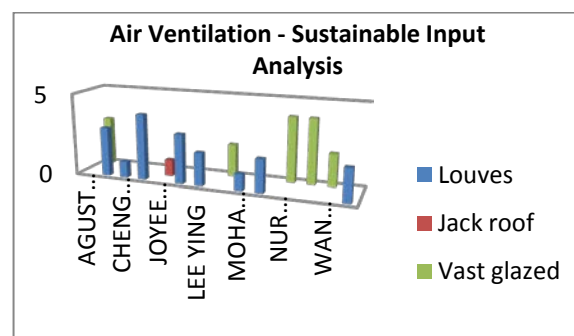


Fig. 14. Summary on sustainable input using (for air ventilation) (Sem.2 Batch 2).

All the 3 inputs are for having natural air running through the buildings. Having natural air running across the building is good green design practice in term of health factor for the occupant. Certain students having the vast glazed opening within their glass wall for good internal-external air flow. The graph shows some consideration in implementing air ventilation as one of the green design factor to be implemented into interior design issues (see Figure 14).



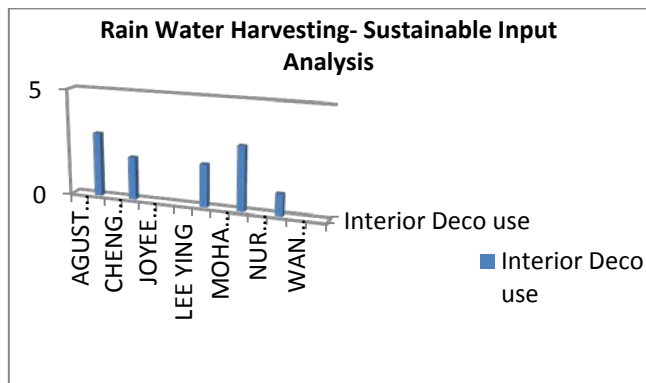


Fig. 15. Summary on sustainable input (for rain water harvesting) (Sem.2 Batch 2).

The issue on having rain water harvesting as part of individual design always mentioned but hardly been considered seriously by the students. This is reflected in Figure 15 above as quite a small number of students really keen to explore this idea. Most of the LEED gold or platinum projects in the USA seems having this kind of green feature located at the lobby of the building to be enjoyed by the users. Thus having rain water harvesting for the internal building use become a popular feature in the USA.

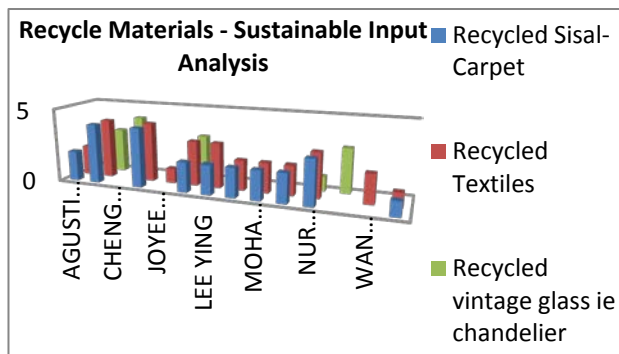


Fig. 16. Summary on sustainable input (for recycle material) (Sem.2 Batch 2).

With economic factor is considered the least, having recycle glass chandelier to light-up the internal space is a superb thing to do. The above graph in Figure 16 shows more students having recycled textiles being put in studio practice as well as recycle sisal carpet. These recycle materials drawn from the literature study are more frequently been find and interestingly found in some student's material sample board.

Consideration of environmental issues in construction projects has economic, ecological and social implications. It must be put in an overall context and undertaken in an objective and rational way (Gauzin-Muller, 2002).

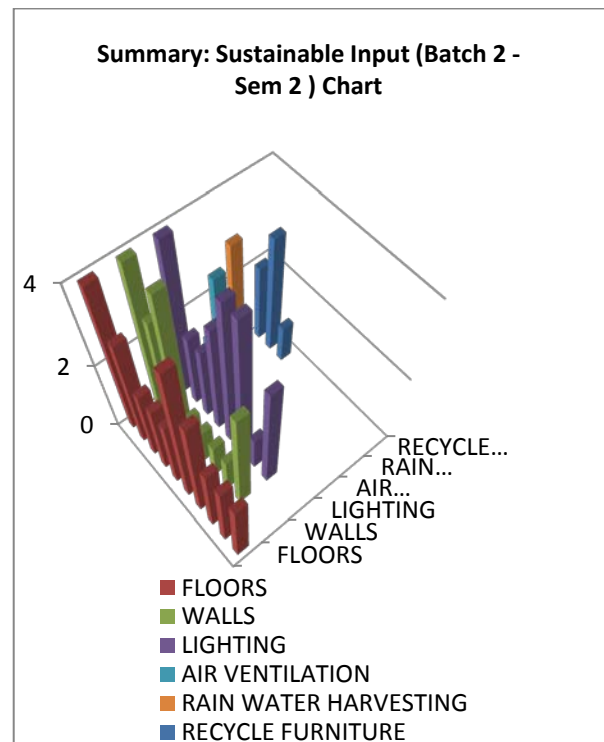


Fig. 17. Summary on sustainable input for 14 students/ Batch 2/Semester 2.

Having sustainable design knowledge for students to apply it into their studio works is as important when they are in real practice. There is more demand out there now for healthy earth-friendly products and manufacturers; large and small; are meeting the need with stellar alternatives (Sharkey, 2008). As a summary, the graph (see Figure 17) indicated consistence input has been achieved for this exercise in ensuring sustainable design issues being rightly exposed at academic level first for the students to face the practice with real sustainable environmental design element practice.

Through the sample taken during the survey, respondents seems giving fair feedback in ensuring the importance's of having positive environmentally friendly design. Better score seems being shown in the first three rows of the graph indicated the frequency of green impact inputs has been considered by most of students. This sign giving good indication in having environmentally sustainable design at academic level can generate better understanding in implementing the green factors being tackled at real design practice level. More studies about environmentally, economically and socially sustainable interior design will be necessary to contribute to the further refinement of an interdisciplinary body of knowledge in sustainable design. It is important to know the state of environmentally sustainable interior design practice (Kang, 2009).

#### IV. CONCLUSION

The green approach is simply 'responsible design'. Having a responsibility to sustain life and land with every design decision made are the great things to do. As we see bigger role playing by the Interior Designer in contributing the process of designing the built environment; 'green' is an umbrella term for a myriad of elements considered as part of the design process. With the option we have now of having no planet B, future generation of Interior Designer must well equip and well aware how important to have sustainable green design. Thus certain initial conclusion can be derived from the study where most of graphs indicated that by stressing the importance of the green design, students can be guided and produced satisfied results.

There are still much rooms can be filled to improve the implementation process of the sustainable issue within the academic field. As a prominent public university, Universiti Sains Malaysia already being labeled as the key player in having these sustainable role really being applied and the affords are well known and well receive among the region top universities; this Interior Design Sustainable Studio exercise can be made as standard practice. Whether lifecycle analysis, reducing landfill, buying local, downsizing, salvage, repurposing, heirloom design, anti-allergy, reducing VOCs or day lighting for productivity. These are to name a mere few. Sustainable interior design pulls away from changing trends and synthetic culture, returning to a more traditional, local and natural way of living. Furthermore, with the Federal Government policy in encouraging better living environment as shown in the Federal Government staff double storey terrace housing in new city like Putrajaya, Malaysia; looking into the comfort of having sustainable homes with sustainable interior feature can become the Malaysian trend lately (Talib, 2011).

To combine these elements and accomplish a design solution that offers a practical, functional, stylish and ethical interior, alongside the occupant's requirements can be quite a feat. In that challenge lies a new perspective. The holistic approach is to acknowledge that as humans we are only visiting the earth, we are not the owners. Together these offer a more intelligent method, one that respects our future. The research indicated that the up and down of the graphs lines giving better clues that the challenge in training students with green and sustainable design attitude received quite a good outcome.

For years we have been engaged in a consumer driven culture, buying without thought. Media has helped us begin to grasp the seriousness of our man made actions, making way for sustainable building methods and raised public awareness in Malaysia, Europe or in the USA. However, green principles usually stop on pre interior fit. What's inside the building is just as important, as every part of an interior has an impact on our health, wellbeing and the environment. It's time to

acknowledge the value of sustainable interiors as an integral part of design and build and not an afterthought.

#### V. ACKNOWLEDMENT

The authors would like to thank to Universiti Sains Malaysia on providing research assistants (Ms Syairah Zaimah Shafie and Ms Wan Nur Liyana Wan Mohd) through USM Short Term Research Grant No. 304/PPBGN/6310042 which enable the research to progress smoothly. All photographs were taken by the author.

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

## Child Language Acquisition Focusing On Bilingualism

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*Introduction*-Language acquisition is an amazing process which had always intrigued everyone. Children at a very young age have been able to learn words and then turn them into meaningful sentences. Linguists, of course have been fascinated by this extraordinary feat of a child to have acquired such complex structures of a language. To explain child language acquisition, three theories have emerged. They are the behaviourist theory, the innatist or cognitivist (here-on-after will be referred to as the innatist theory) and the interactionist theory. Out of these three theories, the innatist theory is the most widely supported and is the most logical in explaining the acquisition of the complexity of a language. This research therefore aims to determine if the language acquisition process of a bilingual child corresponds with the innatist theories of child language acquisition. The research questions that this study will attempt to answer are : I. Is the language acquisition process of a child universal? II. Is child language acquisition innate?

*GJHSS -C Classification : FOR Code : 200408*



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# Child Language Acquisition Focusing On Bilingualism

Gwynedd Nora Owen<sup>a</sup>, Chong Seng Tong<sup>o</sup>, Ng Yu Jin<sup>β</sup>, Mohd Ariff Ahmad Tarmizi<sup>ψ</sup>

## I. INTRODUCTION

Language acquisition is an amazing process which had always intrigued everyone. Children at a very young age have been able to learn words and then turn them into meaningful sentences. Linguists, of course have been fascinated by this extraordinary feat of a child to have acquired such complex structures of a language. To explain child language acquisition, three theories have emerged. They are the behaviourist theory, the innatist or cognitivist (here-on-after will be referred to as the innatist theory) and the interactionist theory. Out of these three theories, the innatist theory is the most widely supported and is the most logical in explaining the acquisition of the complexity of a language. This research therefore aims to determine if the language acquisition process of a bilingual child corresponds with the innatist theories of child language acquisition. The research questions that this study will attempt to answer are :

I. Is the language acquisition process of a child universal?

II. Is child language acquisition innate?

## II. LITERATURE REVIEW

Skinner, a psychologist, was the first to aggressively put forth a theory of language acquisition back in 1957. Through his book "Classic Behaviour" he posited that humans are born with only blank slates and thus have no internal processing whatsoever when it comes to language (cited in Brown 2000:22). Language learning is therefore the result of imitation, practice, feedback on success, and habit formation (Lightbown & Spada 1999:9). Humans are stimulated to acquire language by the use of rewards. This theory however, had been widely criticized as research have found that the rate of imitation in a child is usually less than 10% and that children do not imitate everything they hear (Lightbown & Spada 1999:11). Ervin (cited in Predestinate Grooves:74) in her study also found that children produced imitations which were less complex than their spontaneous sentences. In short, the behaviourist theory has failed to explain how novel utterances came about and why children continue to develop complex language structures despite their

needs already having been met and that "*language develops long before children need to communicate in order to survive*" (cited in Predestinate Grooves:67).

Lenneberg, in his innatist theory opined that language is species specific where only humans have a complex structure of symbols called language (cited in Brown 2000:24). Chomsky, the most progressive proponent of the innatist theory (cited in Brown 2000:24) similarly claimed back in 1965 that language is an innate skill where children are born biologically programmed for language. According to him, children have a special biological ability to discover linguistic rules of a language system. He called this innate skill, the "*little black box*" as the Language Acquisition Device or in short, the LAD. McNeill (cited in Brown 2000:24) listed four innate linguistic properties of LAD which are the ability to distinguish speech sounds from other sounds in the environment, the ability to organize linguistic data into classes, the knowledge of which linguistic systems are possible and the ability to evaluate the linguistic input to come up with the simplest possible linguistic system. Chomsky (cited in Lightbown & Spada 1999:16) later called this innate skill Universal Grammar implying that all children are endowed with a set of linguistic principles that apply to all languages around the world, thus the name "*universal*". He further claimed that children are born pre-wired with a number of possible options of language to use and once exposed to limited specimen of the language, they automatically know how that language works-they are "*switched on*" to that language (cited in A Blueprint In The Brain:103).

The beginning of true language is said to emerge when children produce 2-word utterances (cited in Predestinate Grooves:68). Braine in 1963 (cited in Chattering Children:115) analyzed 2-word utterances of three 2-year old children and found that there is a pattern which the children adhere to when coming up with 2-word utterances. From his findings, he developed the principle of "*pivot grammar*" where one word would come from the pivot class and the other from the open class. Words in the pivot class are not many but occur frequently and they are words such as MORE, THIS and NO. The open class words occur less frequently but the quantity is significantly higher than the pivot class. Words in the open class are usually nouns such as MILK, SHOE and BUNNY. However, this principle was abandoned when it was uncovered that not all children

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followed this pattern as two open class words can actually occur in one utterance. His finding however, was a good start to proving that grammar is universal. Another person who did a study on 2-word utterances was Bloom who in 1970 (cited in Chattering Children:117) found that 2-word utterances are actually structured and rule-governed. She discovered that whenever a child expresses relationships of locations, possession and subject-order, it does it in the same way as adults would where an object or subject is uttered first before the location while the possessor is placed before the possession. This signified that a child knows that a language has patterns which are regular. Another finding from studies of 2-word utterances was that there exists "*minimal two-term relationships*" where children express semantic meanings in a similar fashion of word order. The most referred list was that of Brown's (cited in Chattering Children:120).

An important aspect to point out about the innatist theory is that it is believed that a child's language is systematic where the child is constantly forming hypotheses, tests them and then revises, reshapes or abandons them. If a hypothesis is retained, the hypothesis is then internalized by the child. If a hypothesis is inadequate, they formulate a new hypothesis until they have come up with a set of linguistic principles that can cater for all possible sequences of the language they are acquiring (cited in A Blueprint In The Brain:93). This process of hypotheses testing continues as language is being acquired. The child's utterances while going through the hypotheses testing process are called "*groping patterns*" (Braine cited in Chattering Children:119).

The third theory, the interactionist theory opines that language acquisition is a product of complex interaction of the child's linguistic environment and the child's internal mechanism (Lightbown & Spada 1999:22). Thus, modified verbal language, also called "*motherese*" is deemed to be crucial in language acquisition. This theory however, is contradicted as research have found that children who are not exposed to "*motherese*" still develop language eventually with little variation in speed and sequence as was found in a town called Tracton where children of a working-class black community still acquire language efficiently even though interaction with adults is rarely existent (cited in Puzzling It Out:151).

As mentioned earlier in the introductory section, out of these three theories, the innatist theory is the most plausible to explain the acquisition of complex grammar in a child (Lightbown & Spada 1999:26). This theory is further supported by Crain and Thornton (1999:9) where they have identified three hallmarks to prove innateness. Firstly, children adhere to linguistic principles which have no corresponding evidence in the environment. Children utter "*goed*" and "*comed*" often when no adults have ever uttered these words in their environment. This lack of corresponding evidence is called "*negative*

*evidence*" and sometimes also called "*the poverty of stimulus*" (Crain & Thornton 1999:19-20). The second hallmark is that linguistic principles are universal, manifested by all children learning language. Thus, there has been little variation in the acquisition sequence of children across languages. How could this be if not for innateness? Finally, the third hallmark is that the highly complex linguistic principles appear early in a child's life. It is impossible for a child to have "*learn*" such complex structures from the environment so early in its life. Thus, a child must have an innate language capability.

In studying the innateness of language acquisition, Crain and Thornton opined that a child is a good testing ground for proving innateness. This is because the early emergence of linguistic principles in the language spoken by the child proves innateness (Crain & Thornton 1999:10). As an expansion of this opinion, a bilingual child is also a good testing ground for proving innateness as evidence have shown that when "*simultaneous bilinguals*" are in contact with both languages in their environment, they will still progress in the same rate and manner as if they were monolinguals (Lightbown & Spada 1999:3). Simultaneous bilinguals are those who are exposed to both languages since birth, similar to compound bilinguals who are those who use both languages at the same time while a co-ordinate bilingual is someone who uses different languages at different times for different purposes. Therefore, to find universal language principles, one should study the speech patterns of simultaneous and compound bilinguals. In studying bilingualism, it is imperative to know the two theories that are frequently used to explain the systems of thought of a bilingual. The first is the Sapir-Whorfian theory of linguistic relativity where language shapes thought (Kramsch 1998:11). Therefore a bilingual child is expected to have two systems of thought (cited from lecture notes). The second theory is the Vygotsky's theory of cultural relativity where language is deemed as a tool to transmit culture and knowledge (cited from lecture note). Thus, a bilingual child is expected to use different languages for different purposes, depending on the language that was used to transmit certain cultures. One example is if the English language is frequently used by a mother to reprimand a child, the child would tend to use English when speaking in a stern fashion to his friends. Other researches on bilingualism have shown that children use language as an interdependent system where knowledge that is acquired in one language readily transfers to the other (cited from lecture note).

### III. RESEARCH METHODOLOGY

Since the data that was required for this research were authentic utterances of a particular child and that these utterances needed to be elicited with minimal interruptions, an ethnography of communication was adopted as a means to conduct the research. The

sample is one child, a 3,7 bilingual child. A bilingual child is chosen because as stated earlier a bilingual child is a good testing ground for proving innateness as the early emergence of certain linguistic principles can prove innateness. The child's mother is of Malay and Chinese parentage who is a fulltime homemaker. She speaks Malay dominantly and uses English when giving her son English lessons. These lessons are conducted at least thrice a week. The child's father is a Malay who hails from Singapore. He has a nine-to-five job and speaks a balanced mix of English and Malay. Since the child spends more time with his mother than his father (due to the fact that his mother is a fulltime homemaker), he is exposed to more Malay than English. Thus, the bilingual child's L1 is Malay while his L2 is English.

The data collection was done over a period of two days thus is a cross-sectional study. The sample data were divided into two data sets. The data were of a quantitative nature as they were the utterances of the child and the contexts of the utterances. The data were divided into two data sets which were :

- I. the L1+L2 and L2 utterances of the child
- II. the contexts of the utterances in listed in II

The method used to elicit data set I was by recording the child's utterance with the use of a microcassette recorder. This method however made the setting very unnatural and thus made the child conscious of himself. The child therefore refused to speak and kept fiddling with the recorder. Throughout the first six hours, only three L1+L2 and L2 utterances were recorded. The researcher then decided to use the observation method. With the microcassette now out of his sight, the child was back to his normal talkative and chirpy self. This attempt proved more successful as nine L1+L2 and L2 utterances were recorded and these were produced in a more natural environment. The nine utterances were recorded in a logbook. As for the contexts of the utterances, all twelve contexts were noted in the logbook. The list of utterances and contexts is included in the Appendix.

On top of the two data sets, background information about the child's exposure to L1 and L2, his daily activities and earlier utterances which were thought to be related to the research were solicited from his parents via interview either through telephone or face to face. One advantage of this research is that the child is a cousin of the researcher. Therefore, the presence of the researcher was not considered intrusive by the child. In addition, it was much easier to get background information and to seek clarifications from his parents whenever the need arises.

The data collected will be analyzed in two aspects. The first aspect is the complexity of notions that are depicted by the utterance. The second aspect will be the analysis of the syntactical structure of the utterance which will look into the constituent analysis and the grammatical coherency of the utterance.

The reason for the analysis of the constituent structure of each utterance is to find out if each utterance adheres to the basic syntactic levels posited by Chomsky in his book *Aspects of the Theory of Syntax* back in 1965 (cited in Steinberg:98-99). The two syntactic levels are the Deep structure which is the underlying syntactic form of the sentence and the Surface structure which is the actual product or the utterance that originated from a Deep structure which has been transformed by a rule called the Transformational Rule. The basic syntactic rules of a Deep structure are called Phrase Structures or simply called PS. The PS can exist in many forms which are considered syntactically correct. Those that are relevant to this research are :

- I. PS → NP
- II. IPS → NP + VP
- III. PS → NP + AP

(NP – Noun Phrase, VP – Verb Phrase, AP – Adjective Phrase)

For ease of analysis, the twelve utterances were divided into three different categories. A few utterances from each category will be analyzed and discussed. They are the ones which are underlined in the categories below :

#### I. Category I – making general statements

- i. *oil the tanker*
- ii. *kapal...aeroplane*
- iii. *ma, batepelai ma*
- iv. *car ni park kat sini*
- v. *Nabil naik train penat la ma*

#### II. Category II – making requests

- i. *nak fishball*
- ii. *nak pen prai*
- iii. *ma, nak naik car*
- iv. *mama ni naughty la ma*

#### III. Category III – said when going to sleep

- i. *good night*
- ii. *sweet dreams*
- iii. *I love you*

### IV. DATA ANALYSIS AND DISCUSSION

#### a) CATEGORY I – MAKING GENERAL STATEMENTS

- i. *oil the tanker*

##### **Context and Intended Meaning**

When he was playing with a toy oil tanker, the researcher asked "*Bil main apa tu?*" which meant "*what are you playing?*". The child answered "*oil the tanker*". His intended meaning was "*oil tanker*".

##### **Complexity of Notions**

When the child uttered "*oil the tanker*", he was able to identify a concrete object of a certain shape as an "*oil the tanker*". This showed that he was able to infer

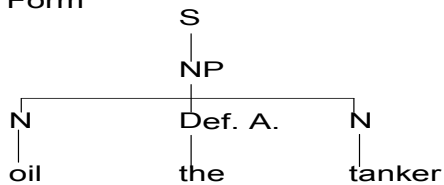


the knowledge he gained from his English lessons where his mother taught him that the object was known as an oil tanker. With the utterance of "*the*", he was able to identify the dimensions of specific and non-specific by using the definite article (Atkinson 1982:124-125). He was also able to inform the researcher that he was playing with the oil tanker, thus showing an ability to make a statement to inform.

### Syntactical Analysis

## CONSTITUENT STRUCTURE

Rule Form  
 $S \rightarrow NP$   
 Tree Form



The utterance consists of three free morphemes. The constituent structure is of the basic  $S \rightarrow NP$  where the NP is a compound NP as it has two nouns. "*oil*" is the first morpheme of the phrase and is correctly placed at the beginning of the utterance. "*tanker*" is the second morpheme of oil tanker but it was incorrectly placed after "*oil the*". "*the*" is a definite article to stress a specific object. The grammatically correct location is before "*oil*". The child had developed a hypothesis that "*the*" is used for specific objects but he had used it at the wrong location. This went on for three months although his parents tried to correct it. One day, he uttered "*oil tanker*", finally grasping the concept that oil tanker must be treated as one phrase. The child had abandoned the definite article "*the*", thus abandoning his hypothesis that "*the*" needs to be placed between "*oil*" and "*tanker*". The abandonment of the use of the definite article "*the*" by the child is a sign of regression. This regression depicts that language acquisition is not a process of pure practice and imitation (cited in Predestinate Grooves:74) but rather a process of hypotheses formation and testing. The hypothesis testing of the child also confirms Chomsky's opinion that a child is like a linguist faced with an unknown language which he needs to figure out (cited in A Blueprint In The Brain:93).

### Conclusions from this Utterance

The child used his prior knowledge or schema to identify the object as an "*oil the tanker*". There is negative evidence in this utterance as the child was never exposed to the utterance "*oil the tanker*" in the environment but was able to produce the utterance. The child developed a hypothesis on the usage of the definite article "*the*" thus coming up with the novel utterance of "*oil the tanker*" but later abandoned it after finding out that it was not adequate. Therefore, the child had yet to understand the meaning of the definite article "*the*" although he had used it in his utterance. The

corrective attempts by his parents did not play a role as the child was innately not ready to abandon his hypothesis. Once he was ready, he automatically abandoned it without being told. Thus, explicit instruction is not a primary factor in child language acquisition as was cited in Predestinate Grooves (70) where it was found that children cannot be trained like parrots and thus repeated corrections are pointless. These facts debunk the behaviourist theory that language is learned through imitation and practice but instead language skill is a pre-programmed skill.

ii. *Nabil naik train penat la*

### Context and Intended Meaning

The child uttered this when he was asked by the researcher how his first ever train ride was. His intended meaning when uttering this was "*The train ride tired me*" or "*The train ride was tiring*".

### Complexity of Notions

When he said "*Nabil*", he was able to identify a person, in this case himself as "*Nabil*". He derived this fact after realizing that everyone responds when a certain name is called and that he is often referred to as "*Nabil*". The utterance "*naik*", the L1 equivalent of "*went on*" displayed his ability to describe an action of being on a train. He also had the ability to describe a vehicle of a certain shape as a "*train*" when at the train station, his father asked him what vehicle it was. As with utterance 4.1.1, he again had the ability to infer the knowledge he learnt from his English lessons. Although his parents kept telling him that it was a "*Komuter*", he kept calling it a train, refusing to budge from calling it a train. He was able to identify a certain feeling of fatigue as "*penat*" the L1 equivalent of "*tired*" and was also able to identify the source of his tiredness, which was the train ride. With the use of the particle "*la*", a morpheme found in Malaysian and Singaporean English used to stress meaning (Kamus Dewan) after the adjective "*penat*" he demonstrated an ability to stress the fact that the train ride tired him. The whole utterance depicted his ability to complain about the train ride so that his parents will not attempt to take him on another ride again. Finally, by producing this utterance when asked about his train ride experience, he was able to tell a story thus confirming that children are sociable little animals who need to interact with other humans (cited in Puzzling It Out:143).

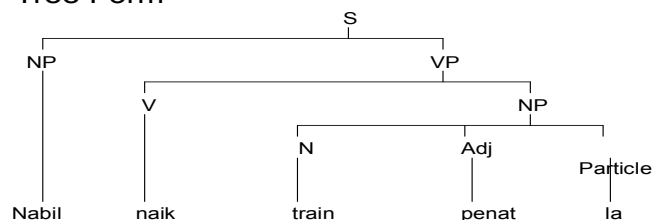
## Syntactical Analysis

## CONSTITUENT STRUCTURE

## Rule Form

S → NP + VP

## Tree Form



The utterance contains five free morphemes and the sentence structure is in accordance with the basic phrase structure of  $S \rightarrow NP + VP$ . The proper noun "Nabil" is correctly placed at the beginning of the utterance. The L2 "train" is located at the correct L1 syntactical location which is after the verb "naik". The L1 adjective and particle "penat la" are located after the noun "train" which is not syntactically correct in an L1 sentence structure. The correct L1 syntax is "Nabil penat la naik train". However, the child's utterance is consistent with Lightbown and Spada's finding that children around the age of 3,\* tend to state events in the order of their occurrence (1999:14). The child therefore had developed a hypothesis that events should be stated in its order of occurrence and was testing it. In addition, the particle "la" was correctly placed at the end of "penat" stressing the main message of the utterance. The child's hypothesis testing of the correct usage of the adjective "penat" and the particle "la" further confirms that a child is a miniature scientist who constructs increasingly complex hypotheses until he finally has a set of rules to account for all possible sequences of his language (cited in A Blueprint In The Brain).

## Conclusions from this Utterance

Since four out of five morphemes are in L1, this child is therefore one who grew up in an environment where the L1 is the dominant language used. The child was able to use his prior knowledge or schema to identify the object "train". This is not the result of mere imitation and practice as his parents referred to the train as a Komuter and kept telling him that it was a Komuter. This scenario contradicts with the behaviourist theory that language is acquired through imitation and habit formation. This also confirms the finding that a bilingual child readily transfers knowledge from his L2 to his L1 speech. The child was able to produce a novel utterance using two grammatical systems in one utterance coherently demonstrating that he is a compound bilingual. The child's acquisition of grammar is consistent with those of other children where his groping patterns while testing his hypothesis showed a similar pattern. This is demonstrated by him stating events according to the order of occurrence. Universal Grammar thus, does exist in children where there is the

same pattern and sequence of language development, with little variation. This is proof that language acquisition is innate.

iii. *ma batepelai ma*

## Context and Intended Meaning

The child was in the garden and he saw a butterfly. He looked towards the direction of his mother and produced this utterance. His intended meaning was "mom, butterfly mom" or "mom, look at the butterfly mom". The semantic meaning of this utterance is agent and object where the first morpheme "ma" is the agent while the second morpheme "batepelai" is the object (source : Chattering Children:120).

## Complexity of Notions

The child through his utterance "ma" was able to identify a person, a second person as his mother and that she is referred to as "ma". He had the ability to grab his mother's attention when he called out "ma" as the first morpheme of the utterance. He was also able to identify an insect of a certain shape and colour as a "batepelai" thus again, able to infer knowledge from his English lessons into his spontaneous speech. Through the whole utterance, he demonstrated an ability to inform his mother that he saw a butterfly and wanted her to see it too, thus wanting to share the moment with his mother. The final morpheme, "ma" showed his ability to command attention again when he realized that his mother did not look up when he called out to her the first time

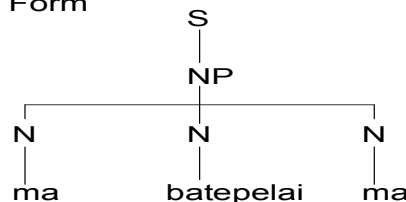
## Syntactical Analysis

## CONSTITUENT STRUCTURE

## Rule Form

S → NP

## Tree Form



The utterance consists of three free morphemes and is consistent with the basic sentence structure of  $S \rightarrow NP$  thus is grammatically coherent. It is of a compound noun phrase as it has two nouns. Butterfly is pronounced as the novel utterance /bʌtəpəl/ instead of /bʌtəflʌ/. This is because he had yet to acquire the fricative sound of /f/ and substituted it with the stop sound of /p/. This occurrence is in line with Jakobson's theory (cited in Atkinson 1982:28) that children's acquisition of fricatives is later than the acquisition of stop sounds. The child had also applied the CV consonant cluster pattern of the L1 into the L2 CCV consonant cluster as demonstrated by /flʌ/ → /pəl/. The semantic meaning of this utterance which is agent and object demonstrated that the child had acquired the

ability to produce an utterance in accordance with Brown's theory of "*minimal two-terms relationship*".

### Conclusions from this Utterance

By the production of this utterance, the child was able to use his schema to identify an object and come up with a novel spontaneous speech. He applied the correct phrase structure to come up with a meaningful and grammatically coherent utterance. The child also applied the phonological rule of L1 to L2 and thus came up with the novel utterance of /bʌtəpəl/. This is proof that language is not the mere result of imitation and practice as there is negative evidence of the utterance /bʌtəpəl/ in his environment. His parents have always pronounced it as /bʌtəflal/. The child's phonological development sequence is in line with that of a child with normal articulatory mechanisms as posited by Jakobson. Therefore the child followed the universal pattern of phonological development. In addition, the word order of the utterance is of agent and object which shows that his developmental sequence is similar to other children. Thus, Universal Grammar does exist in children where there is the same pattern and sequence of language acquisition, with little variation. This is again proof that language acquisition is innate.

### b) CATEGORY II – MAKING REQUESTS

#### i. *nak fishball*

### Context and Intended Meaning

When having dinner with the whole family, he came to the table and sat next to his mother. He then uttered this to his mother. The intended meaning of his utterance is "*mom, I want a fishball*". The semantic meaning of this utterance is action and object with the first morpheme "*nak*" as the action and the second morpheme "*fishball*" as the object (source : Chattering Children:120).

### Complexity of Notions

Through his utterance "*nak*", which is an L1 equivalent of "want", he was able to express his desire for something. By saying "*fishball*" he demonstrated an ability to identify a round, white object as something edible known as a "*fishball*". The child was also able to differentiate between a "*fishball*" and a fish, and a ball. This was confirmed by his parents who said that he knows what a ball is and what a fish is. The utterance "*nak fishball*" showed that he was able to express his hunger and choice of food to satiate his hunger.

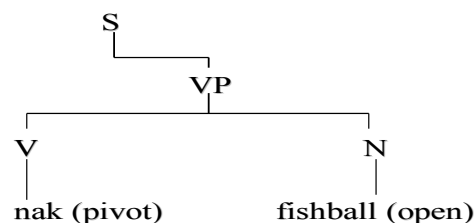
### Syntactical Analysis

## CONSTITUENT STRUCTURE

Deep Structure → Surface Structure  
(Transformational Rule – Deletion of NP)

$S \rightarrow NP + VP$  and  $S = S + V + O$

Tree Form



The utterance consists of one free morpheme and 2 bound morphemes. The bound morphemes are "*fish*" and "*ball*". "*nak*" is the L1 equivalent of "*want*". This utterance is in line with the pivot grammar theory where a 2-word utterance usually consists of a word from a pivot class in this case "*nak*" and a word from the open class, in this case "*fishball*". He also reflected this in his other utterances such as "*nak pren prai*" and "*nak cekelat*". His utterance is per the basic syntactical rule of  $S + V + O$  and  $S \rightarrow NP + VP$ . However, the child had omitted the NP, "*I*" or "*Nabil*" in this utterance through the Transformational Rule of the deletion of NP thus transforming the sentence's Deep Structure into a Surface Structure. This omission is consistent with the research finding by Valian (cited in Radford et. all 1999:383) that in Child English, children tend to omit the subjects in a main clause. The child had also demonstrated a similarity of grammatical rule with other children where the semantic meaning of this utterance, action and object is in accordance with Brown's theory of "*minimal two-terms relationship*".

### Conclusions from this Utterance

The child grew up in an environment where a fishball is one of the types of food consumed thus confirming Vygotsky's theory of cultural relativity theory. He was able to use two grammatical systems simultaneously in one utterance while maintaining coherence. Thus, he is a compound bilingual. The child was able to express his desire in L1, "*nak*" for an edible item in L2, "*fishball*" thus coming up with the novel utterance of "*nak fishball*". His language development sequence is similar to that of other children where like most children, he omitted the main clause. He had also adopted the word order prevalent in other children which is action and object. Thus there is Universal Grammar which proves that child language acquisition is an innate skill.

#### ii. *ma, nak naik car*

### Context and Intended Meaning

This utterance was produced by the child when he saw the researcher coming out from the bedroom well dressed, slinging a handbag and holding the car

key. The intended meaning of this utterance is “mom, can I follow her in the car?” or “mom, can I take a ride in the car?” The utterance was said with a pleading tone.

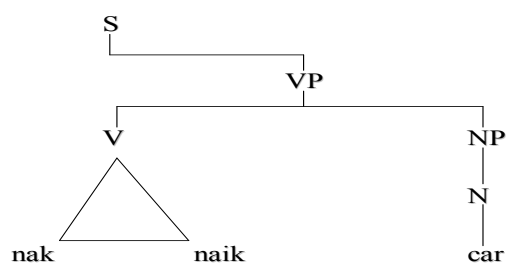
### Complexity of Notions

The child was able to relate the fact that prior to leaving the house, people tend to put on more appropriate or nicer clothes and carry a handbag. He was also able to understand that when a person is holding a car key, that person might be going out for a drive somewhere. Thus, these are the reasons for him asking his mother's permission to follow the researcher. The first morpheme, “ma” showed the ability of the child to identify a person other than himself as his mother and that his mother is referred to as “ma”. He was also able to know that in asking permission, the person he should ask is his mother. The pleading tone he used and the fact that he used the short form of mama, “ma” displayed his ability to know that when asking for permission, the rate of success is higher if he pleaded and used “ma” which had a softer effect on his mother. The use of the verb “nak” which is an L1 equivalent of “want” displayed the boy's ability to express his desire or need to go on a ride in the car. He used the verb “naik” which is an L1 morpheme, signifying his ability to identify an action of getting onto the car or being in the car as “naik”. The utterance “car” demonstrated that he was able to identify an object of a certain shape and size as a car. In addition, when he said this utterance, he showed an ability to know that every car has a key. According to his father, he takes his son on a ride in the car every time he comes back from work. Therefore, in relation to Vygotsky's theory of cultural relativity, a car is one of the many prominent things in the child's environment.

### Syntactical Analysis

## CONSTITUENT STRUCTURE

Deep Structure → Surface Structure  
(Transformational Rule – Deletion of NP)  
 $S \rightarrow NP + VP$  and  $S = S + V + O$   
Tree Form



The utterance consists of four free morphemes out of which, one is an L2 morpheme. The first morpheme, “ma” is a word used by the child to call his mother and grab her attention. Therefore, in analyzing the constituent structure of this utterance, the first morpheme will not be included as a part of the constituent. Only the second, third and fourth

morphemes will be analyzed in terms of the constituent structure. The utterance is in accordance with the basic phrase structure of  $S \rightarrow NP + VP$  and the basic syntax rule of  $S + V + O$ . However, it is of a Surface Structure instead of a Deep Structure as the Transformational rule of the deletion of the NP had been applied. If the NP was not deleted, it would be “Nabil” as in “Nabil nak naik car”. The deletion of NP is similar to utterance 4.2.1 where the NP was also deleted. This is in accordance with Valian's finding that in Child English, children tend to omit the main clause (cited in Radford et. al. 1999:383). The locations of the verbs “nak” and “naik” and the noun “car” are all at the right locations according to the L1 syntax.

### Conclusions from this Utterance

The environment in which the child grew up in is one which recognizes a car as one of the many things prevalent in his life, again confirming the cultural relativity theory. The ability of the child to use two grammatical systems in one utterance while at the same time maintaining coherency shows that he is a compound bilingual. Thus, the child was exposed to and learnt both languages at the same time. The child's novel utterance using both L1 and L2 showed that there is negative evidence in his environment. The deletion of the main clause which is similar to other children is evidence that the developmental sequence of language in a child is similar. The negative evidence and the similarity of developmental sequence signify that there are universal linguistic principles thus proving that child language acquisition is an innate skill.

iii. *mama ni naughty la ma*

### Context and Intended Meaning

This utterance was produced when the child's mother chided him for messing up the sofa with bits and pieces of pineapple jam tart. His intended meaning was “mom, you are naughty”.

### Complexity of Notions

Through the utterance “ma”, the child displayed an ability to identify a second person and that person is his mother whom he calls “ma”. He also had the ability to use the complete noun “mama” as the first morpheme to grab his mother's attention. His use of the determiner “ni” which is the L1 equivalent of “this” showed that he was able to stress the noun “mama” to be more specific and again, to get his mother's attention. An important observation is that the child did not use the particle “la” instead at this location although “la” is also used to be more specific and to stress meaning. This displayed the child's ability to deal effectively with the complex language structures despite his young age. With the use of “mama”, he also displayed knowledge that when scolding someone or when annoyed, the full name “mama” was used instead of “ma” as in “Nabil” instead of “Bil”. He had the ability to identify a certain type of behaviour which is irritating



as being “naughty” as demonstrated by him labelling his mother “naughty” when he disliked her chiding. The child demonstrated his ability to stress the fact that his mother is “naughty” by using the particle “/a” but at the same time was able to soften his utterance by reverting to the shorter noun “ma” when ending his utterance. One interesting point to make is that he utters this phrase whenever his mother is angry with him which will make her laugh and just stop chiding him. Therefore, this child demonstrated an ability to request his mother to stop scolding him but in a subtle and subliminal manner. In this instance, his intended meaning can actually be “mom, please stop scolding me”.

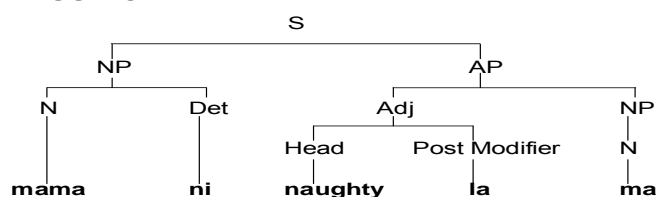
### Syntactical Analysis

## CONSTITUENT STRUCTURE

### Rule Form

$S \rightarrow NP + AP$

### Tree Form



The utterance consists of five free morphemes, out of which one is an L2 morpheme. The sentence structure is in accordance with the basic structure of  $S \rightarrow NP + AP$ . The child was able to substitute the L2 equivalent of “nakal”, “naughty” at the right location according to an L1 syntax which is after the NP “mama ni”. He used the particle “/a” as the post modifier to the head of the AP at the right location. This he did to successfully stress meaning to the morpheme “naughty”. As demonstrated in utterance 4.1.2, “Nabil naik train penat la”, the child had successfully formulated the correct hypothesis of the correct usage of the particle “/a” where he did not utter “/a” in every single utterance but only uses it to stress meaning and is able to use it at the correct location. This demonstrates that the child is able to make the right kind of guesses about the correct usage in his language thus proving that he is equipped with sensible linguistic hunches (cited in Chattering Children:133) which further proves that language is an innate skill.

### Conclusions from this Utterance

The child was able to combine the L1 and L2 to produce a novel utterance in a syntactically coherent manner. Thus, he is a compound bilingual. He managed to produce the novel utterance despite the poverty of stimulus where he was not exposed to this specimen of data in his environment. This poverty of stimulus confirms Chomsky’s concern about “learnability” where he questioned how children could have acquired language when the speech heard by them (inputs) are not as sufficient as their outputs (utterance) if not for a

pre-ordained knowledge of the language (cited in A Blueprint In The Brain:103). There is also an existence of Universal Grammar as evidenced from the child’s ability to use two grammatical systems at one time while being in accordance with the basic phrase structure of  $S \rightarrow NP + AP$ . These facts depict that the child’s utterance was not the product of mere imitation and practice but

### c) CATEGORY III – SAID BEFORE GOING TO SLEEP AT NIGHT

#### i. I love you

### Context and Intended Meaning

When he was told by his mother that it was time to sleep, he said “good night” and “sweet dreams” to everyone who was in the living room. When he was asked by the researcher “kena cakap apa lagi?” which when translated to the L2 meant “what else should you say?” he said “I love you”. His intended meaning was exactly that of the utterance.

### Complexity of Notions

He was able to identify himself as “I” and a second person, the researcher, as “you”. He had the ability to identify a certain feeling of affection towards someone as something called “love”. By uttering “I love you”, he demonstrated an ability to express that affection to the researcher. Through the sequence by which this utterance was produced, the child displayed knowledge of what should be said after “good night” and “sweet dreams”. The whole utterance was in English which however did not really display that the child’s L1 is English. Instead, it depicted that the boy’s environment was one where affection is expressed in the L2 as confirmed by his mother. This is in line with the Sapir-Whorfian theory that language determines thought where the child’s knowledge of the L2 had enabled him to express his deep affection towards the researcher. It is also in accordance with Vygotsky’s cultural relativity theory where language is used to transmit to the child the culture of expressing affection which is more prominent in the English culture. Further observations showed that he only utters “I love you” immediately after “good night” and “sweet dreams” to his mother. Thus, he had acquired the ability to express a deep feeling of love towards his mother by being selective in uttering this phrase. He also says “I love you” to his father and the researcher but only when probed by asking him what else he should say.

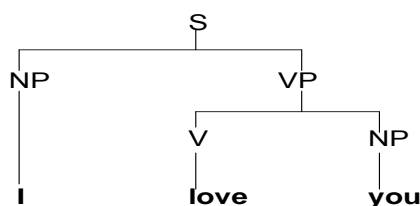
## Syntactical Analysis

## CONSTITUENT STRUCTURE

## Rule Form

$$S \rightarrow NP + VP \text{ and } S + V + O$$

## Tree Form



This utterance consists of three free morphemes, all in the L2. The utterance is in accordance with the basic phrase structure of  $S \rightarrow NP + VP$  and the basic syntactical structure of  $S + V + O$ . Although all morphemes are in L2, it does not depict that English is the dominant language in the boy's environment. Rather, background data showed that in expressing affection, the family uses a lot of L2 as in *"I love you"* instead of *"mama saying Nabil"*.

**Conclusions from this Utterance**

The utterance of *"I love you"* automatically after *"good night"* and *"sweet dreams"* cannot be attributed to imitation, practice and habit formation. This is because background information from his parents confirmed that they were never persistent in teaching him to say these three phrases every night before going to sleep and they never apprehended him if he did not say them. In this case, repetition acted only as an initiating point for him to produce this utterance. The fact that he does not utter *"I love you"* to everyone confirms that children only imitate to a certain extent (an average of 10%) and are selective in what they imitate from their environment as they only imitate what they choose to imitate. This fact shows that language is not learned via pure imitation and habit formation. It is instead the child's innate language skill that is at work, guiding the child in what to imitate (Lightbown & Spada 1999:11).

## V. CONCLUSION

The analyses and discussions of the utterances of the child had brought about conclusive evidence to support the theory that there is Universal Grammar and that a child's language acquisition is an innate skill. It is highly apparent from the data analyses that the child's language acquisition process is only minimally dependent on imitation. In the instances that did show a certain extent of imitations, these imitations however only acted as the initiating point to the acquisition of more complex linguistic systems. The child in addition, did not need stimuli to form a habit in acquiring language thus debunking the behaviourist theory that language is learnt via stimuli and response.

The child, a compound bilingual with Malay as his L1 and English as his L2 showed that he was able to

adhere to the basic phrase structures posited by Chomsky in almost all his utterances. Those utterances which did not adhere to these structures however were due to reasons that were existent in the groping patterns of other children around the world, displaying uniformity in child language acquisition. This ability to conform to the phrase structures proves that children know the linguistic principles underlying the language they are acquiring. Chomsky (cited in a Blueprint In The Brain) in explaining this fact had this to say,

*"some general principle of language determines which phrases can be questioned".*

The novel utterances of the child using both L1 and L2 proved that there is a poverty of stimulus or negative evidence in his environment for him to have been able to grasp the complex linguistic principles of language. This confirms Crain and Thornton's argument that knowledge of the complex language systems could not have been learnt on the basis of the primary linguistic data and thus all speakers have some innate knowledge of their language (1999:19).

The groping patterns of the child confirmed that he is in a constant mode of hypotheses testing, modifying, retesting and then retaining the hypotheses. When the hypotheses proved insufficient to cover all possible sequences of his language, he then abandoned the hypotheses. In addition, his groping patterns were similar to that of other children his age as demonstrated by the fact that he follows the same phonological and grammatical sequences in developing a complete set of rules for his language. The child used the same universal linguistic principles posited in the innatist theory. According to Chomsky (cited in A Blueprint In The Brain:93) it is these rules that enable children to come up with novel utterances instead of repetitions of their utterances. These are strong evidence that mere imitation and practice do not explain the complexity of language acquisition process. On the contrary, these are proof that there is such a thing called Universal Grammar and that child language acquisition is, in fact, an innate skill, a part of human's genetic endowment. In doing the research, one apparent advantage was that the researcher's L1 is Malay which is also the L1 of the child. Therefore, the researcher was able to understand the child's utterances when he included morphemes from the L1. This made the data analyses more possible especially in determining the semantics underlying each utterance. However, the limitation factor involved in this research was the short duration of time to elicit data. Therefore one aspect that can be looked into in further research is the developmental sequence of the child over a longer period time. This can be done by conducting a longitudinal study on the child's speech patterns to unearth more evidence of developmental sequence of the child that is consistent with that of other children. This method of research can, for example find out if the child will eventually be able to produce fricative sounds,

whether the child will finally grasp the concept of specific dimensions by a proper understanding of the definite article “the” which he had abandoned as of the time this study was conducted and whether the child will know that it is not a rule for events to be stated in order of occurrence. These findings can additionally support the current body of evidence that the language acquisition skill of a child is innate.

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### From Reading Packet :

*An Introduction to Psycholinguistics.*

*Predestinate Grooves.*

*Puzzling It Out*

*A Blueprint In The Brain.*

From Lecture Notes :

*The Bilingual Mind.*



GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

# Positive And Negative Emotions Within The Organizational Context

By Alina Maria Andrieș

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**Abstract** - This paper is a theoretical study based on information from the literature on emotions in organizations seeking the following aspects: conceptual clarification and definition of emotions, presenting the main interpretive-explanatory theoretical models depending on which analysis is performed, and highlighting the main causes associated with the appearance of emotions. In this paper we present some of the theories which outlines general conceptual framework used in addressing emotions. The second part of the paper is centered on the analysis of eight emotions, four positive emotions (joy, happiness, gratitude and well-being) and four negative emotions (anger, fear, envy and jealousy). Descriptive picture follows the main indicators of emotions in terms of intensity or level of activation, hedonic tone, duration, direction, expression, motivational value and cognitive value. The last part of the paper contains some general considerations on emotion management in organizations.

**Keywords** : *positive emotions, negative emotions, emotional management, organizational context.*

**GJHSS - A Classification** : *FOR Code : 150305*



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In this paper we present some of the theories which outlines general conceptual framework used in addressing emotions. The second part of the paper is centered on the analysis of eight emotions, four positive emotions (joy, happiness, gratitude and well-being) and four negative emotions (anger, fear, envy and jealousy). Descriptive picture follows the main indicators of emotions in terms of intensity or level of activation, hedonic tone, duration, direction, expression, motivational value and cognitive value. The last part of the paper contains some general considerations on emotion management in organizations.

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## I. INTRODUCTION

In recent decades have made important progress towards understanding the role of emotions in organizational environment. Although the interest of researchers for the study of emotion and affective influences on organizational behavior has increased in recent years, there are still some differences and disagreements among experts regarding the precise way in which emotion can be defined. These conceptual difficulties to circumscribe the boundaries of uniform definitions emotions is explained by the complexity of the variable "emotion", the richness, diversity and uniqueness of individual emotional experience.

Research in organizational psychology have shown that positive emotions are associated with increased creativity, cognitive flexibility, labor productivity and professional satisfactions, the availability of communication and negotiation skills, etc. Positive emotions, by organizing and constructive effects, optimize the quality of work. Ilies & Judge (2005) found that employees in situations experiencing pleasant emotions, tend to set higher goals and to engage in constructive activity and generative ways.

Theory "broaden-and-build" (expansion and construction), developed by Fredrickson (2001), argues

that positive emotions experienced by employees extend the relationship between thought and action (currently tend to broaden the repertoire of thinking), gives plasticity and cognitive flexibility schemes, allow flexible operation with the data and lead to a creative exploration of ideas.

Positive emotions are associated with increased creativity, spontaneity and responsiveness to stimuli, influences how easy involvement in professional and constructive approach and creative tasks by exploring new ways to meet the requirements of professional activity.

However, prolonged hedonic tone, although some tasks easier, especially those involving creativity, can inhibit performance in rigorous activities that require concentration, planning and effort. Exaggerated optimism, unrealistic, can not make the effort to be made to resolve problematic situations difficult or challenging goals. Cheerful and optimistic people can over-or underestimate the dangers of risky situations, on the other hand, people with a balanced level of positive emotions dealing with situations with lucidity and realism.

With regard to negative emotions, most experimental studies show harmful effects, such as restricting the repertoire of thinking, the tendency to process negative information and maintaining the dysfunctional cognitive schemes, work dissatisfaction, low emotional engagement tend to leave the organization ( employees wish to change their work), etc.

However, although there are negative emotions tend to be regarded as dysfunctional and socially undesirable, several studies have shown that in the workplace, negative emotions can become functional in that it promotes more efficient cognitive processing of information and perceptions more realistic. Of course, when lived with maximum intensity, negative emotions can interfere with mental functioning and may acquire the potential to enable inappropriate behavior.

## II. EXPLANATORY-INTERPRETATIVE THEORETICAL MODELS OF EMOTIONS

Theorists, according to the scientific paradigm to joining offer various explanations and interpretations of the genesis, nature and procesualității emotional phenomena. In order tracing conceptual framework



relevant to the issues addressed, we present the most popular interpretive-explanatory theoretical models of emotions, in general, and some theories on emotions in organizations: 1. evolutionary theory; 2. neurophysiological theories; 3. theory of discrete emotions; 4. theory of affective primacy; 5. cognitive theories; 6. theoretical model of emotions developed by N. Frijda, 7. affective events theory (AET), 8. affective infusion model (AIM).

1. *Evolutionary theory.* Evolutionary perspective, emotions are interpreted as adaptive subsystems derived from survival needs or expressions of inherited programs, hereditary (genetic programming that predispose to certain types of emotional reactions).

One of the first representatives of the theory of evolution and the scientific approach to emotion is Charles Darwin (1967) that the basic discrete emotions are caused by genetic heritage, they are universal and adaptive function (manifested in all cultures). He identifies eight basic discrete emotions: 1. suffering; 2. sadness or depression; 3. joy; 4. Malaise; 5. hatred and anger; 6. contempt and disgust; 7. surprise, fear, and fear; 8. shame.

Of basic emotions, fear, emotion is considered fundamental, essential for survival, including the basal mechanism of conservation of the species. Fear, originally engrams in dangerous situations for survival, is activated unconsciously in dealing with threatening stimuli or which would be a potential danger. Evolutionary approach, diversity and complexity of emotional experience is due to their development, both in ontogenetic and phylogenetic line from simpler forms to more complex forms, developed and adaptive self organized according to the goals of each species and body part.

2. *Neurophysiological theories* define emotion in terms of neurophysiology, focusing on organic manifestations, biological accompanying feelings: changing respiratory rate, heart rate, increased levels of adrenaline, dopamine and other chemical mediators, etc.

Physiological theories of emotion first (focused on highlighting the role of factors in determining the occurrence neurofizilogici emotions) were *peripheral theory of emotion* (William James, 1890) and *central physiological theory* (Walter Cannon, 1927). Peripheral theory argues that emotions origin is peripheral autonomic changes: "we are afraid because we run", "we are happy because we laugh". According to the theory of physiological, expression of emotion has an emotional self-regulation (feedback effect of expression).

Further research on the neurophysiological substrate of emotions have valued the role of the limbic system in triggering emotional responses. Main components of the limbic system include: cingulate cortex previously, tonsillar nucleus and hypothalamus; in general, studies have turned to higher nervous activity

(ANS - in terms of brain activation level) and the transformation activity of chemical mediators.

Neurophysiological perspective, emotions are defined in terms of endogenous and exogenous inputs to the nervous system. Receiving specialized cells senses changes in nerve stimulus energy. Receiving information from the structures of the analyzers (information on or impulse) moving inland for the thalamus, neocortex and amygdala.

Recent advances in the neurophysiology of the biological basis of emotions have shown that the limbic system is not the only mechanism involved in triggering emotions. Although the significance of emotional stimuli, internal or external, is deciphered in the limbic system, the current studies demonstrate the existence of multiple neural pathways and specialized areas in processing emotional information.

Neurophysiological homeostatic mechanisms work, tend to balance, in order to reduce energy and mental limits to maintain constant (homeostasis). Tension is a normal state of living systems, a coordinated intrinsic human psyche, a product of the interaction or conflict between contrary forces inherent in the relationship life. Maintaining an optimal level of internal tension, the balance between the energy available and the person they consume, is the key to mental balance and emotional stability: an intensity too high or too low feelings of disturbing effects, dezorganizatoare on personality.

3. *The theory of discrete emotions* (Discrete Emotions Theory, Differential Emotions Theory called - DET - Izard, 1991, 1993) conceptualize emotions as systems with heterogeneous, highly individualized. According to Izard (1991), emotions function as a system as a whole different emotional elements, which interact, which influence each other, but retain their relative autonomy within the mutual conditioning.

Thus, a mixture of emotions such as fear, anger, fear, experienced simultaneously, leading to a complex emotional experience that brings together different elements specific emotions, but which has a dominant emotional tone, given the emotion with the highest intensity. In the reciprocal action, some emotions are amplified, others diminish, and emotional behavior reflect these dynamic changes.

Izard (1991) defines emotion as a complex system, characterized by the interaction between neurohormonal components, expressive behavior and empirical (experiential). Emotions are associated with each other and form contingent emotional patterns, through repetition, is stable over time. Emotional systems are formed as the person's emotional responses to specific situations are repeated over time, whereas the repetition, at the neurophysiological specific neural pathways are formed and strengthened links between elements of emotional experience.

Discrete emotion systems are interconnected and have flexibility, both within the system and relations

with other systems: motivational, cognitive, etc. Beyond the plasticity and flexibility of emotional patterns, but formed a coherent structure, unitary, which also guarantees the continuity of life and emotional equilibrium.

Internal organization of the nervous system plays a key role in adaptation to environmental requirements and mental stability. Destruction emotional systems, found in pathological development of personality, reduces self-adjustment and adaptive capacities of the subject. In conflict situations, that is over and adaptation response of the individual (such as frustration and, in general, conditions involving the presence of obstacles to achieve goals), is activated not only specific discrete emotion, but a set of emotions for example, anger, and disappointment, despair, helplessness, etc.

After Izard (1991), the emotions of the same sign (positive or negative) based on similarity, form couples, which are activated simultaneously. For example, a positive emotion (joy), activates other emotions of the same type (satisfaction, well being, optimism) and at nearby motivational triggers tend purpose.

A negative emotion such as anger, emotions activate the same sign, disgust, contempt and tend to avoid the destruction of its purpose. If the models of discrete emotions - in the course of emotional experience - plus a reasonable interpretation, then the response sequences are enhanced by cognitive assessment, either positively or negatively.

4. *The theory of affective primacy* - (LeDoux, 1996, Zajonc, 1980) - argues that emotions can trigger before the stimulus and rational assessments independently of them. Affective primacy theory is supported by two main categories of arguments: 1) neurophysiological evidence demonstrating the existence of specialized neural circuits directly trigger emotional responses in the amygdala, without the need for information processing in the cortex superior and 2) the results experimental research that subliminal stimuli were used.

Zajonc (1980) conducted a series of experiments in which subjects were exposed to subliminal stimuli and demonstrated the influence of unconscious processes of information processing. Although not able to identify subliminal stimuli they were exposed to the experiment, participants reacted emotionally to sensory stimulation. Experimental data have shown the effects of subliminal stimulation on triggering emotional responses. Emotional responses to stimuli have both a conscious determination (ego rational filtering mechanisms of information) and an unconscious: unconscious nature is mostly emotional and unconscious reactions to stimuli are highly charged emotionally.

5. *Cognitive theories* on emotions stresses the role of cognitive factors and rational assessment of

stimuli in the onset of emotions. Cognitive theorists emphasizes that cognitions are able to influence the dynamics of emotional experiencing, shaping it or changing it, depending on the person's adaptive goals.

The cognitive interpretation of emotions is called the concept of "cognitive representation", referring to the set of images and ideas that precede and accompany triggers emotional processes. In terms of neurophysiology, "emotional experience" and the appropriate emotional response are the result of higher information processing in the cortex. Cognitive perspective, not the object (stimulus) in itself is important, but rather how the person plays, rational meaning that it assigns.

6. *The theory of emotions developed by N. Frijda (1987)* emphasizes the role of situational antecedents of emotion and overall assessment of the significance of the stimulus, when experiencing a particular emotion, for the purposes of processing information at multiple levels: conscious - unconscious, sensory - cognitive - affective, etc.).

Overall emotional experience in relation to a stimulus is interpreted by Frijda (1987) as a succession of emotional episodes, running with great speed, in which affective and cognitive evaluations take place simultaneously, the following: a) situational antecedents of living (information on previous experience in relation to the stimulus, memory of past experiences, b) stimulus attributes, c) the context in which the stimulus occurs, d) concerns or timing purposes subject to emotional stimuli. Evaluation is done especially in terms of "fit-mismatch" or degree of compatibility between living situation "here and now" (goals of the moment) and the general goals of the subject (in terms of relevance to the many concerns of the body). The purpose of evaluation mechanisms consists in choosing a behavioral way of many possible variants actional.

7. *Affective events theory* - AET (Weiss & Cropanzano, 1996) argues that emotions in organizations are caused by the intervention of workplace events. No events determines the intensity of emotions, attitudes and behaviors at work, and especially the frequency of events. For example, although people are able to face a negative situation at work, their resistance decreases due to the emergence of a series of negative events.

8. *Affective Infusion Model (AIM)*. After Forgas (1995), in the organizational environment, the employee quickly evaluate stimuli and situations that must adapt: emotional evaluation may be congruent with rational evaluation or, conversely, can contradict. Based on overall affective evaluation and extraction of the essential elements of subjective experiences (infusion), "infiltrating" the whole structure of the psyche (unconscious, conscious, unconscious), emotions have the ability to activate retrieval systems (past experience stored in memory updates), influence attentional mechanisms, volition and decision (judgments, decisions and behavior of employees).

Currently, it is accepted the idea of interaction between hereditary factors, neurophysiological, emotional and cognitive experiences trigger emotional. All the above theories have contributed to building a relevant conceptual framework to analyze emotions on several dimensions. In the present study and investigation of emotions focuses on several major coordinated according to the four basic components of emotional processes:

1. *Cognitive or rational evaluation component.*

Interpretation of the significance of stimuli is done at several levels: a) orientation and focus attention to significant stimuli for the subject (for example, people are prone to anxiety stimuli anxiogeni); b) information processing in the memory (the same example of anxiety, and memory refresh events pleasant or unpleasant, anxiogen construction scenarios etc.).

2. *Behavioral component* includes two dimensions: external behavioral manifestations (expressive component) and direction of behavioral orientation in terms of stimuli and involvement in the activity.

Emotions are accompanied by behavioral manifestations and external reactions, observable, measurable. External manifestations of emotion is subject to interpretation by both the individual and by observers from the environment. In the context of communication and social interaction, people are guided by indicators of emotional states (intonation, tone of voice changes, body movements, gestures, facial expressions, posture, etc.) and adjusts its behavior according to these emotional expressions.

Expressive components of emotion are influenced by self-adjustment and emotional self-control capabilities of the subject, which can display emotions experienced as genuine or false emotions, at odds with his real feelings.

Attitude refers to the orientation behavior to stimuli (objects, people, tasks, situations), their approach in a defensive or constructive (for example, if people change their attitude towards anxiety activity within the meaning tendency to avoid threatening stimuli evaluated as)

3. *Neurophysiological component* refers to all organic changes, neurovegetative accompanying emotional processes: changes in respiratory rate, heart rate, endocrine secretion, etc.. Understanding emotions requires recognizing the role of neurophysiological processes that trigger emotional reactions (eg, positive emotions lead to an increase in dopamine neurotransmitter).

4. *Subjective component - "subjective living"* as a product of both cognitive assessment and evaluation of emotional information processing related to the unconscious mechanisms or cognitive structures, rational (emotional awareness).

Although internal congruence of emotional experience means unity between these emotional

elements of the process, the components described above not always manifest themselves simultaneously; they can operate dissociated (eg, dissociation living expressive conduct).

### III. POSITIVE AND NEGATIVE EMOTIONS

*Emotions* are affective states short, intense, with calm or tumultuous conduct, with a well-defined orientation (for objects, people, specific situations etc.). Emotions originate in processing information that occur at both conscious and unconscious level.

Awareness of discrete emotions differ from one individual to another but generally, people who have a good level of emotional integration and in contact with their own emotional experience, have also the ability to "call" their feelings and assign them to objects or specific causes (Brehm, 1999). Emotions arise in relation to "something", with internal or external stimulus. Emotional responses to events and situations of the subject facing features are dependent stimuli, the meaning given to them (cognitive and affective assessment) and, last but not least, depending on availability emotional person: sensitive and specific variables organisms - example, physiological reactivity. (Neveanu, 1976; Zlate, 2000, Golu, 2005).

Characteristics or properties of discrete emotions (current situational emotions), we shall refer briefly below, the following aspects: *intensity, hedonic tone, duration, direction, expressiveness, the motivational and cognitive value (awareness).*

1. *Emotion intensity or level of activation* refers to the power or force with which a state is experienced. Living depends on the particular stimulus intensity (intensity and relevance to the topic), but also the ability to vibrate emotional subject. From this point of view, there are strong interindividual differences: some people have a strong emotional sensitivity, have intense emotions, have high energy, others have fewer opportunities to vibrate emotional, emotions have a poor record and a smaller response emotional.

Intensity is not always adequate living manifestation of behavioral intensity (emotional expression), as people have emotional self-control ability and can display, depending on context or real emotions, sincere or false emotions.

2. *Hedonic tone* refers to the capacities of both pleasant and unpleasant emotional states, described in everyday language in terms of positive emotions, negative emotions and pleasant, unpleasant. Hedonic tone (pleasure-displeasure) is associated with the satisfaction of needs and trends or tendencies to reject nearby (avoid) the stimulus. Depending on the hedonic tone (the amount of pleasure experienced), all discrete emotions can be characterized as pleasant (positive) or unpleasant (negative).

According to hedonistic model, the natural tendency of men to seek pleasure and avoid pain. After

Panksepp (1998) "search system" of pleasure is what determines and supports curiosity (from exploratory curiosity to the intellectual). The search for pleasure is characterized by intense interest for different aspects of reality and induce a state of excitement as we approach what we want (no pleasure in itself, but waiting / anticipating the pleasure).

3. *Duration* is the extent of emotion in time, maintaining a state (and / or appropriate emotional response) on a longer or shorter. Emotional episodes are usually short-term responses to specific stimuli: emotion can last from several seconds to several hours, feelings can last for years.

4. *Direction* refers to the orientation of emotion in relation to a stimulus, internal or external. Emotion is triggered in relation to "something", with a stimulus, whose influence can be more or less aware of the subject; in general, people are able to assign their experiences of objects, people, situations defined.

5. *Emotional expressiveness processes* can occur by: expressive changes involving moving parts of the face; pantomimic (all reactions involving the whole body: dress, walking, etc.); organic changes (gain or decreased heart rate, the respiratory rate, decrease or increase muscle tone, expressed by pallor, redness, lump in throat, empty stomach, voice changes, sweating, tremors, etc).

Expression of emotion as revealed W. James (1994), has an emotional self-regulation (feedback effect of expression). Although W. James describes patterns of specific psychosomatic manifestations for different categories of emotions (eg. fear, anger, sadness), he stresses that these are indicative and descriptive panels do not allow strict classification and labeling of emotions in terms of certain somatic indicators. Emotions are not specific and unique expression patterns, but complex psychological variables, and therefore difficult types included in the strict.

6. *Motivational value*. Satisfaction of needs generates pleasant feelings (joy, pleasure, excitement) and their frustration is associated with unpleasant feelings appearance (sadness, annoyance, depression).

7. *The value of cognitive (awareness)*. Cognitive value of emotions refers to all the thoughts and ideas that accompany emotions. Cognitive perspective, not the object (stimulus) in itself is important, but rather how the person plays, rational meaning that it assigns. Positive thinking (cognition function) is associated with positive emotions, negative thinking (dysfunctional cognitions) is associated with negative emotions. Regarding awareness, discrete emotions vary from individual to individual and also varies at one and the same individual, depending on the ability to be in contact with their own emotional experience, depending on when they occur, depending on the intensity and stimulus characteristics. Awareness of emotions is related to the concept of emotional intelligence, a concept that designate the person's ability to be in touch

with their emotions, awareness and management of their emotions on the one hand, and the ability to "read" emotions of others and communicate "emotionally" with others.

*Causes of emotions*. For this study we consider another useful descriptive picture of the emotions, focused on generating sources of positive and negative emotions. It is understood that in terms of causes of emotions they are as different as different and unique are the inner experiences of individuals. However, the main general causes associated with the appearance of emotions as they arise through systematic information in the literature consulted for this study can be listed and described as follows:

1. *needs* (particularly emotions generated by basal (deficit) needs - security, love, recognition and social belonging, power and control);
2. *closer to achieving desired goals and objectives*;
3. *knowledge and personal development* (emotions related with the knowledge and self-knowledge, the person's ability to give meaning to life - the need for self-realization or self-actualization);
4. *orientation of attention* - depending on the value of stimuli and their significance for the subject;
5. *emotional management* (emotional control person's ability, the ability to manage emotions).

1. *Needs* - especially emotions generated by basal needs (deficit): security, love, recognition and social belonging, power and control. Positive emotions (joy, happiness, contentment, enthusiasm, etc..) are associated with the manifestation of love in the couple relationship (time spent with a loved one), in relation to children, relationships with friends and significant people, etc. Negative emotions (sadness, fear, anger, jealousy, envy, etc..) are associated with unmet need for love, self-achievement, power, etc.

Negative emotions, in general, have profound causes: emotional injury, fear of losing ("loss" of any kind: loss of love, loss of respect), damage self-esteem, threats (real or imaginary). According to motivational theories, each emotion is related to specific needs: for example, anger is not associated with any type of reason, but in particular with the need for power.

2. *Achieve the desired goals*. Positive emotions are associated not only with the final moment of success, but provides the energy required to finish the activity. People feel joy, happiness or well-being when goals are achieved or when exercising personal power or victory in the competition. Depending on the professional field, the sources of emotions are different: from winning a match in the team (for sports) to discover a new and innovative solutions in an area (for a researcher).

Similarly, people live negative emotions (sadness, anger, disappointment, etc..) when fail to achieve personal goals. Frustration is the result of the existence of disturbing stimuli, the real or imaginary obstacles that interferes with the way the person wants (progress toward a goal is blocked).



3. *Knowledge and personal development* (emotions related with self-awareness, the ability to give meaning to life, the need for self-realization). Positive emotions are associated with the enrichment of knowledge, life experience, intellectual curiosity, openness to new experiences, peak experiences (peak experiences), the interest and involvement in enjoyable activities (professional or different).

According to positive psychology (Seligman, 2007), positive emotions and well-being are associated with optimal operating condition of being human. People who live predominantly positive emotions are in contact with their deep needs and tend to invest relationships and activities they carry out with sense and feel that their life has meaning (search and awareness of the meaning of life).

4. *Orientation of attention.* People who live predominantly positive emotions orient their attention to attractive stimuli, remain positive and pleasant in processing information, "see the glass half full", set deep human connections, real and authentic with others, keeping up with others, treat others with respect, kindness, compassion and dignity.

A first selection of relevant information is made subject to the attention: orientation of attention to a loved one, making the emotion of fear danger, recognition of an offense in anger so. Emotionally relevant stimuli guide attention: if the stimuli are pleasant (attractive) conduct orientation is triggered source of pleasure, proximity search and maintenance of stimulus (stimulus orientation desirable). If stimuli are perceived unpleasant behavior manifests itself by avoiding or blocking stimulus.

5. *Management of emotional (emotional control person's ability and ability to manage emotions).* People who tend to live predominantly positive emotions have a higher level of emotional intelligence, are in touch with their feelings (either positive or negative) and have the ability to better manage negative emotions (through awareness, acceptance, recognition, assuming). On the other hand, negative emotions are associated with lower skills of the person emotional control and emotional management.

Coping capacities of people in negative emotions generally fall into the following types of reactions: awareness, acceptance or defensive reactions (of ego defense: avoidance, denial, displacement, etc.). Perceived inability to control the course of events topic (feeling that can do nothing, things beyond its control) generates negative emotions: jealousy, envy, fear, anger, etc. Negative emotions associated with feeling of threat to the ego (in its basic needs: security, love, power and control, etc.).

**Positive emotions** are pleasant states (hedonic tone), short-lived (persistent), with variable intensity (passive or active after activation level), with a calm or tumultuous conduct reactions (sudden, involuntary reactions accompanied by physical manifestations or

diffuse) with a relatively high degree of awareness and a well-defined orientation (for objects, people, specific situations etc.).

Positive emotions are associated with: needs, effective emotional management (person's ability to be in contact with their own needs - self-knowledge), positive cognitions, goals, obtain benefits, orientation and attention to attractive stimuli maintaining pleasant information processing. In the category of positive emotions come happiness, gratitude, joy, enthusiasm, pride, optimism, wellness, gratitude, emotional release, power, etc.

The purpose of this study we chose, the positive emotions, four emotions: *joy, happiness, gratitude and well.* Happiness, joy, gratitude and well-being are difficult concepts operationalized. The literature rarely made clear distinction between these emotional states.

For example, Brehm (1999, p.11) states that "happiness is closely linked to the general feeling of well being or life satisfaction." The uniqueness of individual emotional experience, nature ephemeral, short-lived, their variety and different emotional responses to a single stimulus not only two different persons, but one and the same person in different situations, all of which are conceptual and methodological difficulties.

The *concept of subject well-being*, as defined by Diener (1984), designates the emotional component of subjective quality of life in turn determined by two aspects: *component hedonic* (pleasant living) and *evaluative component* (big picture person and thoughts on life as a whole - a concept that forms the person and the quality of life.)

Well-being (emotional life "good") refers to the tendency of a person to experience predominantly positive state. The positive states exceed those negative, the growth we can talk about wellbeing. Research in psychology shows that people living emotion emotional states are positive oriented self-help behaviors are more empathetic, tolerant and willing to help those around (Lelord & André, 2003, p.102).

After Ryff (1989) one of the basal dimensions of well-being is the "personal development". A person in a continuous process of knowledge and self-knowledge, tend to experience positive emotions predominantly generated by the authenticity and novelty of experience. Emotions of joy and happiness are associated with moments in which to achieve the full potential of an individual: an individual has the skills and talents and capitalize fully manifest in everything and is known for his way of being.

Model based on hedonistic (pleasure and avoid displeasure search), a number of studies have demonstrated susceptibility to the processing of pleasant information and natural inclination of people to maintain well-being. Robinson, Solberg, Vargas & Tamir (2003) showed that persons in a state well have an enhanced ability to detect and differentiate faster than



words with positive connotations of the neutral, compared to people who experience feelings of dissatisfaction.

When a person lives a good feeling, it will seek to maintain that state through the stimulus orientation pleasing, attractive (associated with maintaining attention and tend to continue to process information like). Moreover, the emergence of negative valence stimuli will be ignored: "When a person has reason to be happy rationality, reception information will be unfortunate insignificant (Brehm, 1999, p.9)." However, the dynamics of well-being and positive emotions is influenced by the intensity and importance of negative events that occur or intensity of stimuli that appear in the subject field of attention. Thus, if unfortunate news is more important topic than the concern to maintain wellness, positive emotion will diminish considerably and will be replaced by a negative emotion (Brehm, 1999).

We believe that wellness system is construct basal for positive emotions; happiness, joy and satisfaction are more intense emotions, whose causes are common with those of the emergence and / or maintaining well-being. After Lelord & André (2003, p.101 -104), well-being is associated with: a) propensity to self-help behaviors (people are in a good state more naturally helps others); b) higher levels of creativity (in brainstorming sessions, good people willing emit a greater number of ideas, their responses are unique and original, are faster and more ingenious solutions to problems); c) ability to make correct decisions quickly and effectively; d) openness to new experiences and courage in taking moderate risks.

*Gratitude* is the emotion associated with the valuation of what a person already has in his life (Lelord & André, 2003, p. 113): loved ones, family, friends, profession, health, etc. Gratitude is one of the important ingredients of happiness (Lelord & André, 2003, Seligman, 2007).

Although each of us are thankful to god for loved ones or what we consider to be important in our lives, we often "forget" to express our gratitude to these "gifts". In the book "Authentic Happiness" Seligman (2007), proposed as part of personal development and optimization of the well, an exercise in activating emotion of gratitude by becoming aware of those aspects of our lives that we consider as positive and beneficial for us, that bring us joy, happiness and wellbeing. Exercise involves listing of those elements that are recognized and, if gratitude goes to people in our lives, and open communication of gratitude towards them.

*Joy*. After Lelord & André (2003, p.94-95), the joy is part of the family of good mood and happiness, is an experience so intense mental and physical, is a reaction to an event, has a limited duration, even if it can be lived again. Defining the intensity of joy is manifested living, regardless of event or stimulus that generates: an

important exam success, the joy of becoming a parent, contemplating a magnificent landscape, etc.

*Happiness*. As noted Brehm (1999, p.9), because no clear behavioral effects, the emotion of happiness presents a challenge in the theoretical study. The meaning of happiness is different from person to person, association with a person's ability to enjoy the small things, with achievements in a particular area (a success, professional success), with the need to exercise personal power and so on. After Brown & Marshall (2001, p.576), happiness is an emotion with a variable duration and intensity that can be generated by the simplest things: a person can feel happy sitting in a warm ray of sunshine or on a child at play.

Seligman (2007, p.78 -81) distinguishes between happiness and joy long time: the degree of happiness of the moment can be easily increased by all sorts of incentives, such as chocolate, a comedy, a massage, a compliment, a bouquet of flowers or a shirt new; the real challenge is to increase lasting happiness. In his opinion, simply increasing the number of times when we experience positive emotions does not guarantee lasting happiness. Lasting happiness is influenced by Seligman, the dowry hereditary: inherited a sort of "guide" that guides us to a certain level of happiness or sadness, each of us has a predetermined interval of the level of positive emotions (and negative) and this interval can be inherited aspect of general happiness.

*Negative emotions* are unpleasant states (hedonic tone), short-lived (persistent), with variable intensity (passive or active after activation level), with a calm or tumultuous conduct reactions (sudden, involuntary reactions accompanied by physical manifestations or diffuse) with a relatively low level of awareness.

Negative emotions associated with: unmet needs, barriers to achieving the objectives (frustration), inefficient emotional management (low capacity of the person to be in contact with their own needs and emotions, insufficient knowledge of self), dysfunctional cognitions (negative thinking) and / or prone to keeping the information processing unpleasant situations perceived as threatening (real or imagined danger), losses, traumatic events, penalties and constraints.

In the category of negative emotions enter sadness, discouragement, disappointment, anger, unhappiness, depression, regret, frustration, feelings of hopelessness, desolation, grief, loneliness, despair, self-closing, feelings of guilt, pain, suffering, anger, unhappiness, shame, disgust, bitterness, envy. Included in the core emotions of anxiety is also a series of negative emotions: fear, anxiety, worry, concern, agitation, alarm, tension, fear, tension, terror, panic, horror.

Llu, Karasawa & Weiner (1992) points out that colloquially higher frequency words designating negative feelings than positive words used to name

feelings: there are several linguistic labels for negative emotions than positive emotions. There is also a much larger number of studies on negative emotions than positive studies and research on emotions. As the Lelord & André (2003, p. 91), a recent study by Diener & Lucas (2000) reveals surprising results: were made seventeen times more psychological investigation of sadness, fear, anger, jealousy and other negative emotions than positive emotions and joy. Also, from accessing a database specialist, Pressman & Cohen (2005, p.925) states that there are 20 times more studies about the relationship between depression and health than about the relationship between happiness and health.

Negative emotions are generally difficult to manage: the person lives feel that their conduct does not control (feelings are triggered and / or maintained by the subject perceived inability to control the course of events).

Sources generating negative emotions can have profound: emotional wounds, unmet needs, fear of losing (in any field motivational losses - loss of material or emotional security, love, loss, loss of self-esteem, loss of social status, etc.. Is associated with negative emotional states sense of threat to the ego (in its basal needs, deficit - security, love, control, power - or self-realization needs).

Whether the threat is real or imaginary, negative emotions may be associated with feelings of powerlessness, helplessness and activates ego defense mechanisms: avoidance, self-withdrawal, denial, displacement, aggressive confrontation, etc. For example, active anger is associated with inappropriate types of reactions: raising voice, verbal aggression and / or physical, sadness is associated with withdrawal itself, avoiding others, denial, etc.

If we were to relate the emotions with feelings deeper, we might say that a central component in the system is experiencing negative emotions, *feelings of threat and / or danger* as for positive emotions, construction is well-basal (living *sense of security*).

The purpose of this study we have chosen, the discrete negative emotions, four emotions: *envy, jealousy, fear and anger*.

*Envy*. After Smith & Kim (2007, p.46), envy is an emotion unpleasant, often painful, associated with feelings of inferiority and hostility and resentment caused by the realization that another person lives a joy on the subject himself- would like to live, or that have an object that the subject himself would like to have.

Realization that an object or "thing" desired subject matter belongs to someone else and not himself may generate, in addition to envy, more negative feelings associated with different intensity and duration: anger, sadness, hostility, etc. According to the theory of discrete emotions, emotion of the same sign attract similar emotions as valence: if envy, it may occur in other system close: jealousy, hate, anger, hostility, etc..

Envy is associated with feelings of inferiority, with diminishing confidence and is based on a comparison between the subject and "other", which the subject perceives as her superior in one or more respects. Lelord and André (2003, p. 71) describe three types of envy: envy depressed, hostile envy and jealousy admiration.

*Envy depressed* is associated with defensive behaviors, withdrawal and avoidance, when comparing to "other" (perceived as superior in some respects) and the devaluation of the person is orients itself with the hostility, blaming it for failing to obtain same advantages as the person envied.

*Envy hostile* destructive behaviors associated with the address of the person envied: devaluation, denigration, gossip, etc. Wishing to "equalize" the situation they perceive as threatening to self-esteem, person is moving towards envied person with hostility, resentment and the desire to "destroy" the object and advantage of the "other".

*Admiring envy*, although involving a dose of suffering, must recognize the superiority of the other in a given area and the desire to live up to it and / or even exceed, is associated with orientation to self and seeking resources to optimize the situation.

*Jealousy* is an emotion unpleasant, intense, focused mainly on the *risk of losing* (in general, in love) *a good that we have already* (Lelord and André, 2003, p.68). Jealousy is associated with hostility, resentment and / or aggression against another person about the individual concerned believes that it enjoys an advantage of a good condition or a third party.

Jealousy is based on fear of losing (love, most often) and living a danger or threat (real or imagined) against his own welfare, is an emotion generated by the subject perceived inability to control the course of events.

The jealousy and envy interpretation, theorists use triad consists of: 1. person (living the emotion) 2. rival - a competing "other" for something: person, object, social status etc. 3. object of desire: the person or object ("good") which is the subject of admiration or desire. (Lelord and André, 2003; Vecchio, 2000)

Between envy and jealousy line is not easily defined. Although described separately addressed in the literature, there is no clear consensus among experts on the differences between the two emotions. Jealousy, like envy, implies the existence of a rival, rivalry and competition between two people for "something": a relationship of love and social success (successes, social status), how to be and individual skills (higher skill, beauty, intelligence, etc.), they have other assets (house, boat, etc..).

Despite different approaches and theoretical explanations, more grounded concept seems to be that the third element of the triad (ie, person, object or property subject of admiration or desire) is the criterion of differentiation between the two emotions: namely, *the*

*proximity of the "good" to the person* - if envy, that is, *possession of the object desired and the desire to preserve* - for jealousy.

Thus, if the desired object is a shared and / or already in possession, which could trigger a rivalry real or imagined (eg, "parental attention" love) when we talk jealousy (or envy and jealousy on the mixture). The prospect of losing the property that you already have, fear of losing, fear of being replaced by another emotion of jealousy triggers associated with possessiveness, suspicion, hostility, tend to control, etc.

If the object is a shared desire (not in our possession is not a good ours, but belongs to someone else) talk about jealousy, for example: a house, property, etc. talent. Envy implies a desire to have what someone else already has: material goods, social status, traits or skills (such as intelligence, beauty, etc.). *Envy is manifested in relation to property belonging to someone else, jealousy in relation to an asset that belongs to us already and we are afraid to lose him.*

Some research has shown that 59% of cases there is jealousy and envy. Instead, jealousy occurs only in 11% of cases of envy "(Parrot & Smith (1993) cited Lelord & André (2003, p.68). Jealousy can influence the development of envy, while mutual envy is not valid. Envy not necessarily cause feelings of jealousy (possessiveness in a social relationship) in the absence of envy and jealousy can exist while jealousy is often accompanied by feelings of envy (Vecchio, 2000, p.174).

By professional, dynamic and ongoing competition (for social status, income, gains additional pecuniary), and potential threats associated social, can generate strong negative emotions among fellow workers, in a competitive job workers tend to experience more negative emotions. As stressed by Vecchio (2000), competitive individuals with a need to control their own performance in a professional environment, will experience stronger negative emotions, particularly jealousy, when identifying threats in terms of performance. Under prolonged exposure to social threat, increase the frequency and intensity of negative emotions.

On the other hand, employees who have professional independence and autonomy in their work, tend to experience fewer negative emotions. An explanation of this phenomenon is that people operating individually and depend more than their colleagues in their tasks, are less exposed to competition (they have less contact with the competitive environment): reducing exposure to competition contribute to social reducing negative emotions experimentation.

**Fear** is a negative emotion, unpleasant, with a variable intensity and duration (depending on the presence of stimulus anxiogen) indicating a situation of danger (real or fictional) and triggers defense responses to stimuli: escape, confrontation, blockage or or failure to act. Anxiogeni stimuli can be real or imaginary (objects, people, situations, insects, noise, etc.).

According to evolutionary theory, fear plays a key role in adapting to the environment acting as a warning inside quickly mobilizing individual resources to cope with danger.

Fear triggered by external stimuli is associated with rapid detection of possible threats, the orientation of attention to the stimulus perceived as dangerous, concentration and quickly search for solutions to eliminate the danger (in crisis situations, most times the speed of reaction to stimuli increases). So, fear is an emotion activated by the presence of external or internal stimuli, perceived as a threat to physical safety or welfare of the person. Fear leads to behaviors avoided removal and protection to the stimulus perceived as dangerous, threatening, destructive, etc..

**Anger** is an emotion negative, unpleasant, which occurs when blocked plans or when between individual desire and feasibility of the desire to interpose obstacles. Anger is caused by a conflict between personal goals or a threat to the course of action. In the literature anger is associated with: reduced emotional self-control capacity, irritability to stimuli of low intensity, low resistance to frustration, aggression manifest (it consumed in the action plan or verbally) or latent aggression (passive), reducing capacity discernment, trends and destructive behaviors, personal dissatisfaction, emotional weaknesses, fear of loss, damage, etc.

#### IV. MANAGEMENT OF EMOTIONS

Emotional experience, understood as a set of successive rebalancing, restructuring and reactivation of emotional resources, shape and influence a range of behavioral manifestations of the subject: decision behavior, communication and networking abilities, work style, efficiency and effectiveness of, and changes mental restructuring (ensuring coherence, unity and diversity while cognitive structures unlimited plasticity of problematic situations).

The organizational activity, solve problematic situations faced by the employee working both strategies and cognitive resources, operators and emotional. All the qualities of a human action (rationality, ethics, utility, efficiency, innovation, etc..) Schemes are influenced by both cognitive and willingness to work flexible data and emotional experience of the subject and its ability to manage emotions.

At the organizational level, an understanding of the practical implications of positive emotions and negative effects on organizational work is to optimize the orientation leaders experience emotional interest, to reduce conflict situations that generate negative emotions in interpersonal relations and work. Today, concern for quality is the emotional life of organizational development strategies: total quality management (with emphasis on human resources), conflict negotiation techniques, communication efficiency in work teams, valuing and recognition of professional merit, etc..

Lately, realizing the importance of emotional experience of employees, organizational leaders are investing in training and emotional development optimization, designed to streamline relations between employees or between them and their customers. It is already known that customer confidence in an organization depends not only on the quality of goods and services but also the quality of human relationships (how customers are treated by employees), it is one of the reasons why, in some organizations, There is a set of rules explicitly emotional, that employees must comply.

In the organizational context, management of emotions is made more important at two levels: the personal (individual) and the organizational (social).

*Emotional management at the individual level* refers to the skills of emotional self-control person, resource management and coping to emotional negative emotions (through awareness, acceptance / recognition and assuming). People who are in touch with their feelings, which have a good level of emotional intelligence have more ability to manage high emotions and better coping capacity of the negative emotions. On the other hand, the tendency to experience negative emotions the person is associated with lower emotional control skills and emotional management.

*Management at the organizational level* there is a set of rules aimed at emotional desirable that employees must comply, regulate emotional exchanges (between employees and customers, between leaders and employees), and strategies of leaders and specialists in human resources to optimize and increase emotional quality of life of employees.

The organizational environment, employees invest a substantial part of their emotional energy, both in their operations actiitățile and social relations, formal and informal. Emotion management requires knowledge about the nature of emotions, recovery factors acting positively on emotional life and improving employees' ability to manage their emotional resources so as to adapt to business requirements and work to increase organizational effectiveness.

We believe that the express requirement to the employees to comply with rules can be harmful emotionally to the person just by the imperative of emotional responses to shape after some fixed external rules. The only area where the person feels deeply in touch with the universe itself is emotional. Invading the personal space by requiring the employee to undergo training to optimize the emotions or emotional language assimilate a customer relationship can deepen its internal conflicts and may give the feeling that the organization has a global control was not only financial resources, requirements or professional activity, but also tend to control how to feel and live.

What I want to emphasize is, first, that participation in trainings optimization or emotional skills development should always be optional and not

required for the employee and, on the other hand, that the interest of leaders for the welfare of the employee should be a real one, not determined by the needs of increasing profit organization or organizational efficiency.

Such an attitude, respect for genuine emotional experience and concerns of members of the organization to ensure optimal emotional climate (conflict management, fostering communication, the propagation of positive emotions lead to employees) are more powerful than the imperatives of organizational change and emotional rules explicitly formulated.

At the organizational level, management of emotions, although desirable, is a challenge for any leader and specialist in human resources. Managing emotions at the individual level (person's ability to manage their emotional states, especially negative emotions) is currently considered a basal component of emotional intelligence. If self-adjustment and emotional management is not one of personal skills easily acquired, the more difficult is to manage emotions in the organizational group. Management of emotions in organizations is feasible given that is based on two important elements: authentic respect for the emotional experience of employees at work and emotional behavior of the leader.

There is already empirical evidence that the leader's emotions influence group members' emotions: excitement spreads from top to bottom, from the person who has authority to subordinates. A leader anxious with feelings of inferiority, which feels threatened by his subordinates capabilities, with a need for power or control, etc.. group members will influence emotions in a different way than a balanced leader who is in contact with himself and has a good level of self-esteem. It goes without saying that the first condition for a leader to be effective in the management of emotion at the organizational level is the ability to manage their own emotions. Similarly, the ability to meet people who work involves, first, an optimal level of self-esteem. The management team is the decisive factor in creating and maintaining a positive emotional climate at work, carrying positive organizational activities.

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

# Constitutionalism in the Viewpoint of Akhond Khorasani, Leader of the Iranian Constitutional Revolution

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**Abstract** - Despite the constitutional revolution of Iran being one of the most important social movements in Iranian history and it was then that modern concepts entered the Iranian political – social literature, there has been few efforts made to understand and grasp these concepts. This article intends to evaluate the viewpoint of the religious leader of constitutionalist, Akhond Khorasani in relation to the modern concepts of constitutionalism, i.e. lawful government. The dominant political system that presided the constitutional revolution was absolute monarchy and there always was a sole individual who ruled Iran in a complete dictatorial fashion as its king. The constitutional movement demanded for the first time a parliamentary or constitutionalist government. In this article, all the primary documents and sources such as announcements, letters, telegraphs, fatwas and answers to questions through which Akhond Khorasani expressed his views vis-à-vis the concepts constitutionalism are analyzed by means of the hidden content analysis methodology and by using the viewpoints of Habermas, the German sociologist who has respected views regarding the theory of modernity. In the political culture of Iran, which is completely mixed with religion, there still is a challenge for understanding modern concepts and therefore making sense of the views held by the leader of the Iranian constitutional revolution, who looked at political issues through the lens of religion, can be a first step in better understanding how religion plays out its role in the Iranian political culture.

**Keywords :** *Constitutionalism, Iranian history, Modernity theory, Religion, Politic.*

**GJHSS - C Classification :** *FOR Code : 390103*



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## I. INTRODUCTION

One of the most prominent transitions in the political history of Iran was the Constitutional Revolution (*Mashruteh*) which changed the political and social structures in Iran. Modern and traditional attitudes, social and political philosophy of thinkers and theologians (as subjective conditions), livelihood and economical conditions, social classes (as objective conditions) as well as the kind of exercising of authority by governors were the most important reasons which resulted in Constitutional Revolution and the consequent social and political changes. The occurrence of the constitutional revolution on 1906 resulted in acquaintance of Iranian thinkers and some

famous Iranian clergies with the modern western culture. At first, this revolution started with the aim of restricting the power of self-willed kings in controlling the country and increasing the role of the people by formation of a parliament with the leadership of Shiite clergies.

Some concepts such as constitutionalism, freedom, parliament, and justice entered Iran, whereas these concepts were not present in the political culture and literature of Iran, for this reason these concepts were transformed in to more fluid concepts. Clergies tried to adopt them to their own thoughts and as a result they were changed to familiar concepts. At the beginning of the revolution, due to being away from his homeland and not being in direct contact with the events surrounding the revolution and moreover due to lack of a reliable channel of information the Akhond Khorasani was not involved in the course of the revolution.

However, after trusting the news of the revolution given to him and becoming acquainted with the issues, he assumed the leadership of the revolution through expressing his views by means of announcements, letters, telegraphs, fatwas and answers to questions. His view point's regarding the modern concepts that entered the Iranian political literature has the potential of being a base for understanding and analysis of the modern concepts by the intellectuals and researchers involved the political-social evolution in Iran. As reviewed in the literature of few studies have attempted to evaluate the Akhond's views by considering the most important concept of the revolution which is constitutionalism. This study intends to fill this gap by analyzing the Akhond's views in relation to this concept.

## II. LITERATURE REVIEW

### a) *The Existing Circumstances in Iran before the Constitutional Revolution*

It is evident that time is of a great importance in any historical research and the events take priority considering the time of occurrence. To have a better understanding of time and its nature and role in relation with the occurrence of Constitutional Revolution, we will have a brief review of the continuity and order of events.

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Cultural and economic conditions in Iran had a transgress trend economic power was diminishing and political reputation of the government was being destroyed, no social reform was taken and the influence of foreign forces was at its maximum. Before the Constitutional Revolution (*Mashroteh*), King's Autocracy was in order, and all Imperial courts and populace were forced to obey the King's commands and they had no freedom for political partnership. In actuality, there were no specific codified laws in Iran and the King himself was considered law.

Amin Al Dowle was quoted as saying "each government has a certain style for conducting its own affairs. Either the King controls the ministries and deals with governmental issues, or an independent representative of the King controls all affairs, or there is a powerful House which does all these instead of chancellorship and no affairs are employed without the consent of the House, or ministries separately perform their duties and they will be castigated if they exceed their limits. At present there aren't any of these items" (Adamiyat, 1956).

#### b) Despotism

The absolute despotism, the increasing tyranny of rulers and agents of the king towards the people and their adverse consequences were the elements that made up the circumstances in Iran. There were no limits to the authorities of the government and the Iranian population was ignorant of citizenship rights and laws. The government recognized no right of the people and the king would be considered the shadow of God. He would be obeyed like God and his legitimacy originated from just the same idea (L. Ajodani, 2007).

Despotism was present at every aspect of life and freedom and authority of decision-making had been destroyed. Limited oppositions by some clerics were not able to bring essential and fundamental changes to power structure and neither did they prevent despotism (Ajodani, 2007).

Sir John Melcom writes about Iranian Court in the nineteenth Century, "Iranian Kingdom is the most despotic one in the world and no court does so much serious clinging to formalities and superficial ceremonies" (Kasraee, 2000).

#### c) The Influence by Foreigners

Another powerful element greatly influencing the political and socioeconomic structures in Iran was the influence by the great powers of the time; Russia and England, on Iranian policy. Russia Occupied Georgia, a part of Iranian territory, in 1801 and Iran had to begin a war to resist such a loss of parts of its territory.

However, it was defeated convincingly. The result from the defeat was the conclusion of *Golestan* peace convention in 1813 under which many parts of Northern Iran were separated from Iran and were annexed to Russian territories (Kasraee, 2000).

Ten years later, in order to take back the occupied areas, Iran got involved in a destructive war and was defeated again. Moreover, Russia occupied some other areas. The worst of all, Russia even occupied Tabriz. *Turkmanchai* Convention was the bitter fruit of that defeat in 1828 (Kasraee, 2000).

### III. CIRCUMSTANCES IN EUROPE AND THE WEST

It seems that a brief review of circumstances governing Europe in those days is required along with this short review of conditions in Iran. It may help us understand the differences between Iran and Europe under the conditions when Iranian People faced numerous problems. It may also help one understand the procedures resulting in the establishment of a relation between the two and the effects they had on each other. It is evident that the influence could not be on the part of Iran and that it was instead Europe and specially England and Russia that brought challenges to Iran.

Social and political movements had given rise to some changes in ideas especially in the west. Among them were constitutionalist and nationalist movements in Europe in the latter half of the nineteenth century. It was when the law of freedom of voting in elections and distribution of parliamentary positions were developed in England (1884). In 1850-1870 Italy created a union out of its seven separate areas and developed a constitutional law. Italian monarchy was established. Moreover, Denmark, Austria, Hungary, Germany and France developed their constitutional laws in 1864, 1869, 1871 and 1875 respectively. Egypt and India also developed their own constitutions respectively in 1866 and 1861. Constitutionalist movement in Japan also resulted in development of a constitutional law in 1889 (Kasraee, 2000). In addition to the ideological developments having created the grounds for other developments, Europe had its scientific and technological advancements ahead of Iran in those times. *Abdollahif Mousavi Shoushtari* gives in his "*Tohfah-ul-Alam*" (1801) some descriptions of London and the many services provided by the government including water installations, the system of avenues, urban and rural roads, schools and hospitals. He also speaks of democracy, freedom of press, equality of people before the system of law, the existence of consultative assembly and the right of election of deputies (Haery, 1999). Through the abovementioned conditions, some understanding of circumstances such as socioeconomic and cultural poverty, despotism in Iran, the advancements in the west and finally the social and political position of clerics, present in those days could be reached. Constitutional Revolution took place under the aforesaid conditions. The revolution occurred with the aim of finding access to modern western phenomena. It was a requirement for bringing some

reform to the political system and not for overthrowing it. It was a Movement for elimination of despotism, and the creation of parliament which was a Western phenomenon that had been missing in Iran.

Additionally there were some intellectuals from the clergy class. They had more influence on the people. Clergies such as Seyyed Mohammad Tabatabayi, Seyyed Abdollah Behbahani, Mirza Mohammad Hossein Naeeny, Akhond Mohammad Kazem Khorasani, Haj Sheikh Abdollah Mazandarany, and Sheikh Fazlolah Noory were persons that had more effectiveness on appearance and guidance of the Revolution.

Secular intellectuals with inspiration attained the western world were eager of reformations in social and political structures. They were also trying to reach the western political elements such as democracy, parliament, separated forces, freedom of speech, freedom of the press and department of justice. On the other hand the clergy had faced and were involved in these concepts for the first time.

It is evident that for the creation of social phenomena, a reason or some reasons are required. Therefore, the influence of the clergy was not an exception to this rule. Based on this rule, in the Constitution Revolution, development and expansion of clergy's influence on the people were also dependent on two reasons: the theoretical (subjective) element and the practical (objective) element.

#### IV. THE ELEMENTS OF THE CLERGY'S INFLUENCE

##### a) Theoretical (subjective) Element

This element refers to the Shi'i'a's attitude and approach to government. Shi'i'a's religious scholars believe that political leadership cannot be separated from religious leadership. They believe that in the period of the Holy Prophet *Mohammad* and even in the period of his successors, the Caliphs, politic affairs and religion were just like the two sides of a coin. It means government was a religious government and a religious leader was also a political leader. Such coincidences of political and religious leadership implied that the Holy Prophet has brought all political and religious rules for the people's life through the revelation and all governments must govern only based on those rules. In other words religious and political rules must be conformed to each other. There was the belief that the Caliphs continued the tradition of the Holy Prophet of Islam in politics, because they had lived with the Holy Prophet and had in their minds many religious rules. In other words, the government in period of the caliphs was politically and religious legitimate (M. a. Ajodani, 2007).

According to *Fun Gronbaum* "Islam is the government of God. God is the living truth to whom Islam owes its existence. God is the spiritual center and destination of Islam. God is the cause behind the

existence of such a government and He is the center of unity. God prepares the plan of life of both the human society and every individual living under his power and management" (Haery, 2002).

"Since Islamic system is a divine society and its governor is God so, there must be an executive power to represent God's commands on the Earth and the prophet of Islam was the most important and the last representative of God" (Haery, 2002).

According to this attitude Shi'a believes that after the Holy prophet, Imams are governors of the Islamic society. They inherited the leadership of Islamic society and had relation with revelation and knowledge sources and received god's grace. Actually Shi'a believes that prophecy and government will be continued by Imams after Holly prophet. So if governors to be Shi'a's Imams, government will be justly, otherwise it will be oppressive government (M. a. Ajodani, 2007).

Therefore, there theoretically existed grounds for the intervention of Shi'a's clergy in political affairs and opponents to this issue were actually considered as being in opposition to fundamentals of Shiism.

##### b) Practical (Objective) elements

Another reason behind the expansion and influence of clergy's authority which are mentioned in this study as the objective factor was the war between Iran and Russia in the age of Qajar.

This factor created a new social ground to increase the power of the clergy in order to control the government. *Fath Ali Shah* (a king of the Qajar dynasty) needed to be supported by the clergy to mobilize people against the Russian army. Guardian jurist (*vali e faqih*) supported the king by giving an order of *Jihad* (holy war) against the Russian army who were called unbelievers (M. a. Ajodani, 2007).

The war between Iran and Russia practically created the historical opportunity for the clergy to intervene in political issues and to begin a gradual progress in bringing the king and the political power within their scope of dominance and protection. It was through this same religious influence that the order of religious scholars was preferable to the orders of the king. It was because the government had to surrender to religious orders and any resistance against those orders would either result in profanity or revolt of populace (Algar, 1975).

In Iran political governance was meaningless without religious governance, because the clergy were always claimant of political government. Clerics and secular intellectuals were the leaders of the first social and political revolution of Iranian history.

The second important revolution in the social and political system of Iran resulting in the Islamic Republic of Iran was also headed by clerics and it is currently managed and directed by them. Constitutional Revolution took place when the west was speedily moving toward scientific and technological



advancement and Iran was seeking the opportunity to eliminate the overcoming circumstances and to understand the modern world. Clerics considered themselves representatives of religion and the public.

This article is concerned with the clergy's reaction to these western concepts, specifically freedom, constitutionalism, justice and parliament. This study will show us how was the status quo and the role of the clergy in the political issues of Iran. Obviously the clergy's political behavior overshadowed the rulers and populace, and their political power was in parallel of the king's power and their social class was lower than princes and higher than merchants, nobles and rich men.

Some contexts such as constitutionalism, law, freedom, parliament, and justice, entered Iran, whereas these contexts were not present in the culture and literature of Iran. For this reason these concepts were transformed in to more fluid concepts. Clergies tried to adopt them to their own thoughts and as a result they were changed to familiar contexts.

## V. THEORETICAL FRAMEWORK

Modernity is a theoretical way of thought regarding social, political, economical, cultural and artistic issues. Furthermore, because the German sociologist, Habermas, has designed the modernity project for the purpose of achieving sociological and political ideas and also believes that modern political elements such as Democracy, freedom and justice are necessary and vital to realize this ideals, the researcher, adopts his viewpoints in order to address the subject of this study.

Habermas believes that the modern age was inaugurated with Kant. Kant made tremendous efforts for the universal expansion and logical foundation of democratic institutions. Habermas, too, is in agreement with Kant and believes that such a foundation is necessary for creating democratic institutions. In other words Habermas points to this issue that a universal and rational base and foundation is needed for the creation of sociological institutions and this means re-rationalization (flyvbjerg, 1998).

Habermas invasions the formation of a logical and ideal society based on democracy. He looks for a constitution by which he is able to express the existential philosophy of forming the global society. A philosophy without which the society suffers from what Habermas considers dangerous: contextualize, relativism and nihilism. However Habermas believes that the problem with Kant and modernity intellectuals is not that they were mistaken in forming an ideal and logical society, but that they were mistaken in their ideas of how to reach the objective (flyvbjerg, 1998).

Habermas with the theory of communicative action and discourse ethics makes way for the formation of rational constitution in the modernity approach

according to Habermas, communicative action has a direct involvement in the processes of social life up to the point where the mutual understanding of individuals is a mechanism for the purpose of harmony in individual's actions. Moreover, Habermas believes that the social life is based on processes of mutual understanding which is the main and central experience in human social life. These processes, in Habermas's opinion, are universal and inevitable (flyvbjerg, 1998).

Communicative action is the result co-operation and understanding based on social norms and common values of which the most important according to Habermas are freedom, lawful democracy, equality, reasonableness and unity (Hove, 2007).

Habermas claims that human beings are defined as democratic beings. In other words, accordance among humans is reached without any compulsion as an example: all the participants in a practical discussion are able to freely accept or reject its result or side effects.

Habermas thinks of religion as being extraordinarily important, in the extent of considering religion as being the identity of a society. He believes that the society is in need of religion, because religious people can interpret a society and actively participated. Furthermore, the accordance between the religious majority and minority is an indication of a society being democratic. Indeed, if the liberal government does not show interest in participation and religious voices in political organizations, then it has separated itself from key resources that are identity and meaning. If the society understands the true meaning of religious expression, it has discovered a hidden part of itself. For instance, the true content of religious cooperate can be displayed in institutionalized activities of consultative and decision making organizations such as the activities of parliament representative in the public political domain (Habermas, 2006).

In Habermas's opinion, what is fair and just is for the political parties to learn to hear out and respect each other's viewpoint. In fact, it is with this method that the civil society is placed in a path leading to its goal which is democracy on the basis of council. Also, what constitutes fairness would be for the laws and regulations to be equal for governmental officials, politicians and other citizens. This happens only when the principle of separation religion and politics is implemented. If not, equality will only happen at the tip of the tongue. The main request of this principle is that the governmental institution administers and manages the society by being absolutely impartial and doesn't permit any group, court and organization to assume on lawful superiority. The government must stay away from any political position that could lead to religious pressure coercion and must not consider such positions in relation to its decision makings. Moreover, the government must persist on the following lawful

principles: firstly, all of the citizens have a fair share of citizenship rights and secondly, they can benefit from this lawful share and these can only be realized by implementing the principle of separation of religion and politics (Habermas, 2006).

## VI. CONSTITUTIONALISM

This concept was introduced initially after the constitutional revolution 1906. the word of constitution (mashroutah) has been used as an equivalent to constitution in English or constitution in French pronunciation.

The word of constitution relates to the verb 'to constitute' from the Latin *constituer* (to cause, to stand, to found, to establish). That which is set up is constituted; consequently the contents of that which is established can be referred to as the constitution. To constitute is the act of establishing, the constitution is the ordinance so established. The constitutional theory of the state was conspicuous in eighteenth century, although many of its elements and main arguments date back to the middle ages. The term constitution was employed to denote a constitutional form of government because such a government, as it was understood in Iran, rules conditionally within a certain limit assigned by the law (Vincent, 1987).

The central feature of the constitutional is that it is a theory first and foremost of limitation. Developing as it did in the context of absolutism this became an overriding preoccupation. Vincent states: "what is sought for in the constitutional theory is some diversification and thus limitation of authority" (Vincent, 1987).

An absolute state does not have any kind of limitations and one individual has complete authority. Thus this type of state ought to have certain defined limitations which can only be defined by law. In other words it is only the existence of law that has the ability of limiting the authority of an absolute state. The present of law means constitutionalism and constitutionalism means the limitation of one individual's authority by means of law. Based on this concept, a state is created and acts on the basis of the rule of law, and in itself, this is the meaning of constitutionalism, whereby limitations imposed on a state is because of law's authority.

The constitution is prior to any particular government; it defines the authority and gives to government the right to exercise its power. The constitutional laws are laws which govern the state, rather than laws by which the state governs. Thus the key emphasis of constitutional theory is on the state as the guardian of the constitutional order. This is what marks out the constitutional order (Vincent, 1987).

Constitutionalism is a form of political thought and action that seeks to prevent tyranny and to guarantee the liberty and rights of individuals on which free society depends.

### a) *Constitutionalism in Iran during the Constitutional Revolution*

In Iran before the age of constitutionalism, a state of absolute tyranny was the only type of governance in the political order. Iran has not seen anything but this type of government in its history, be it before Islam or after it.

After the coming of Islam the believes of Iranians got shaped on the basis of being both Iranians and Muslims. It was this type of thinking that led the governance to be embedded in religion and also caused the people to think of it as religious concept.

The king (shah) was the ruler of Iran who protected the Islamic territory. Moreover he was supported by Islamic clergies. The sovereignty of the king over an Islamic territory and its Muslim people along with the clergies' support made the king the representative and shadow of God on earth.

Power was in the hand of the king and more over he was not accountable in front of anyone or anything including the law. Furthermore the clergy was more involved in advising the king and was less involved in political matters.

The concept of constitutionalism became prevalent in Iranian political literature with the aim of limiting the king's authority on the basis of law and creates constitutional law for the first time. Because of the increase in internal dictatorship and the oppression of the people, and also the interference of external powers such as Russia and Britain, the qajar dynasty was faced with the lack of ability in controlling political sociological, economical and cultural affairs.

It was in this time that due to the somewhat limited relationship of Iranian intellectuals with western countries, a sense of awareness of the progress of modern societies and feelings anti tyranny and modernism was emerging.

The most important of the people's demands in the period of qajar was the denouncing of the despotism. The people, because of being fed up of all the oppressions and sufferings, demanded justice in their society. The constitutionalist movement wanted the limitation of the king's authority on the biases of law. So that the oppressions and corruptions get prevented (L. Ajodani, 2007).

The constitutionalist movement had obvious intensions of obtaining just this through an independent judiciary branch. Moreover they sought to have a parliament composed of people's representatives who would appoint government officials and overlook their actions. The movement was also after limiting the king's authority and the creation of independent institutions which have differentiated powers based on the constitutional law.

The people of Iran, because of the pressure exerted on them, were demanding a new type of state created on the basis of law which consists of political

and sociological institutions. In other words, a state which is based on the people will. Therefore the term constitution was a term that symbolized those demands. The concept of constitution was not clear among the people and thus was not understood by them in the same way, many people thought that constitutionalism means merely the creation of justice departments (*edalatkhane*) for some others, it meant progress and modernism in the same way as developed countries. There were also some who expected constitutionalism to be means of restoring the laws of Islam and their implementation. Also present were some people who only thought of constitutionalism as the limitation of the king's authority and power.

It is evident that the clergy had in mind the implementation and the prevalence of Islamic laws, whereas the intellectuals, who had become familiar with the advancement of Europeans countries, wanted progress and modernism from the movement.

These differences in understanding further added ambiguity to the concept of constitutionalism in such a way that freydoon adamiyat stated that "out of the 10000 people who took refuge in the England embassy not even 10 people knew what constitutionalism meant" (Adamiyat, 1956).

Ultimately in 1907 the word constitution (mashroutah) for the first time appeared in an official decree reluctantly issued by mohammad ali shah under pressure.

Since in the previous royal decrees the word constitution (mashroutah) was not used the new shah had to confirm the conversion of the Iranian old regime into a constitutional system by clearly using the word constitution (mashroutah). The shah, therefore, announced that,

"Since the day when the decree of the blessed king of kings (mozaffareddin shah), may God illuminate his proof, received the honor of issuance, and the establishment of the national consultative assembly was commanded, Iran has been included among the constitution (mashroutah) states which possess a constitution" (Haery, 2002).

The decree implies that Iran had begun to develop a constitutional institution in line with countries such as Belgium, England, French, where their own type of democratic systems were at work.

## VII. AKHOND KHORASANI

Without a leader, no revolution can take place and be successful. The constitutional revolution of Iran too is not an exception to this rule.

Mohammad kazem khorasani also known as akhond khorasani is considered as one of the most recognized leaders of the constitutional movement. Since he lived outside of Iran, in the city of Najaf (a holy city in Iraq) his role in the revolution has not been contemplated much. However he gave directions to

constitutionalists by means of letters and telegraphs for the purpose of the revolutions progress.

Akhond khorasani was born in mashad in the year 1838. His father, molla hosein was from the city of Herat but resided in the city of mashad. Akhond khorasani was the smallest of his family's five children. He began his education in Mashad and after six years he moved to Sabzevar and then to the Sadr school of Tehran. During this period he studied under the supervision of scholars such as Molla Hadi Sabzevari, Molla Hosein KHoei and Mirza Abolhasan Jelveh. After two years he left for the city of Najaf and in its religious academy (howzeye elmiye), became the student of Sheikh Morteza Ansari and Mirza Hasan Shirazi (the holder of the tobacco fatwa). After finish his education he began to teach in the same city. His classes were usually very crowded and at times it comprised more than a thousand people (Kefaei 46).

The following are some of Akhond Khorasani's published works: Dorarol Favaed, Favaedol Osoul, Tekmalatol Tabserreh, Kefayatol Osoul (kadivar, 2006).

His most important work is considered to be Kefayatol Osoul. This work is so recognize that because of it, Akhond KHORASANI is also known as the holder of Kefayah. From the date of its publish, in 1902, to this day this work is the most prevalent text book of the principles course thought in shiia religious academies (howzeye elmiye) (kadivar, 2006).

Akhond Khorasani was one of the clergies in agreement with constitutionalism and he guided and supported the constitutionalists by means of letters and telegraphs. He considered the constitutional order a mean of limiting oppression and believed that the participation of all Muslims in this movement is indispensable (Rajabi, 1989).

## VIII. FINDING AND DISCUSSION

Akhond Khorasani was a reformist who directed his attention to the manner of governing the people, the relationship between the government and people and moreover, how which one of them especially the government can perform their duties. In his view the monarchy is legitimate and accepted and does not have any contradiction with the religion of Islam.

The Shah (king) is an Islamic monarch and the general publics are a group of people who have been entrusted to him by god and preserving their rights is his duty. This viewpoint illustrates that Islam does not contradict monarchy so long as it, the monarchy, righteously upholds its duty of managing the society and the people. In a letter to Mozaffareddin Shah, while endorsing his monarchy, the Akhond expresses his worry regarding the unorganized condition of the society's management and further states that the position of monarchy is of high value and that the preservation of the people's rights who have been

entrusted to the Shah by god is very important. He goes on to say that despite the Shah's complete attention and high determination regarding the improvement and order in people's religious and governmental affairs, signs of weakness and deterioration of the foundation of the government and the pillars of the nation are increasing by the day.

The reason for this lack of appropriate administration of the society and is the increasing weakness of the government is also expressed in the views of the Akhond and is essentially the foundation of his opposition against the government. Also these are the reasons why he is drawn to the constitutional revolution and assuming the leadership of the constitutionalists. He blames this situation of weakness in the government and corrupt administration on those people who are in charge of political – social affairs but are incompetent or follow self – interests or are traitors who want the domination of foreigners in Iran. He writes in a letter to the Shah that it has become evident that most of the governmental affairs are riddled with errors and deception and that some of the ministers are not truly up to the task of preserving the dignity of the government and the order of the monarchy. The ever increasing of government weakness has no other reason but the fact that some of the governmental officials have taken their eyes of the people's rights and have followed their own personal objective and self interests. These are all deceptions and treasons on behalf of some of the government's ministers who seek the domination of foreign powers and the weakness of the government and the nation's foundations.

In the Akhond's opinion, those ruled Iran were either incompetent or traitors. In a fatwa, he condemns the premier to incompetence and attributes all the governmental corruption to him and furthermore forbids obeying his commands.

At the time, the nondemocratic society of Iran did not have any institution for major political – social decision makings. The society was controlled by a few numbers of individuals who in turn are not competent in management or were betrayer of their own country. It was in this type of situation that Akhond Khorasani finds it necessary for the society to have law and constitutionalism in order to be freed from personal decision makings which are truly the cause of absolute despotism. In order to grasp the worldview of the Akhond and the type of his vision regarding modern concepts, first we look at constitutionalism.

### ***Constitutionalism in the view of Akhond***

The Akhond considers constitutionalism to be the opposite point of despotism and self – will and this is what separates an absolute system of government from a democratic one. In his opinion, despotism means a government acting in a self – opinionated manner and detached from any accountability and is moreover the source of all decision makings and acts as it wishes in

all governmental bureaus, regardless of taking into account the law or the opinions of others, and most importantly does not consider any other way thought as its rival.

Constitutionalism is believed by the Akhond to be exactly the opposite of such a definition for despotism. He believes that constitutionalism means the limitation and constitutionalization of governmental bureaus based on the rule of law and that none of them transgresses and violate lawful limitations based on the official religion of the country. The realization of constitutionalism in Iran is in the government and the nation not violating laws that are in accordance to Islamic rulings (Sharia).

What can be understood from the Akhond's definition of constitutionalism is that he is utterly negates the concept of absolute despotism and demands the order of law and that the government acts according to that order. In one of his announcements to the Iranian nation he defines constitutionalism as the limitation of domination of individuals in charge of governmental affairs and reducing their authorities in terms of their self opinionated and oppressive actions. However, this limitation is set by governmental laws that are in accordance to the ruling of Islam as the official religion of Iran. More importantly, the Akhond considers anyone who assumes absolute power and considers himself the absolute authority to be a dissident and at least a heretic unless is a saint Imam or prophet absolute authority only belongs to a saint Imam or prophet in Islam .

Habermas emphasizes on the society being law – oriented, in a way that he believes the law is the source all the happenings that should occur in the society. Moreover, he considers the relationships of power for reaching logical and democratically laws, in other words it is the relationships of power that show the existents democracy or lack thereof. Power in a democratically society does not revolve around one individual and does not take an absolute form. The worries of Habermas too are rooted in this abuse of power where the assumption of power by one or a limited of number individuals leads to the heresy that was indicated by the Akhond. Constitutionalism shapes the relationships of power and prevents the accumulation of power and its being absolute.

In the process of modernity, Habermas believes direct relational action to be effective in social lives, to the extent that individual's actions are based on their mutual understanding. Furthermore, it is this mutual understanding that forms the central core of social life. In a non – constitutionalist government where relationship of power are not determined and it is the individual that holds absolute power, there is no relational action for the mutual understanding to happen and therefore what Habermas seeks, i.e. relational action, and what Akhond Khorasani demands , i.e. constitutionalism, are both appear and disseminate in



modernism. Otherwise, a central core of the human social life will be in crisis. In the Akhond believes constitutionalism meaning the rule of law to be the natural right of Iranian nation granted to them by the almighty God. Besides he does not believe this right to be in contradiction and opposition to religion rather believes that preservation of Islam's refulgence and the government's power and greatness are all based in constitutionalism and it is only constitutionalism that glorifies Islam and Muslims and its brilliant consequences will be manifested in the future. In addition, he states that because constitutionalism results in preservation of religion, therefore the struggle for realization is like performing Jihad in companionship of Imam Zaman (Shiia's messiah), thus even the smallest opposition to constitutionalism is in contradiction to being a Muslim.

The issue that not only the constitutionalist government does not contradict Islam but are exactly in parallel to it was greatly emphasis by the Akhond, in such a way that in a letter to the Shah, he describes this relationship in detail and finally concludes that in anyway, it is clear that preservation of Islam and independence of a Shiia government is related to not opposing the laws of constitutionalism, supporting those laws is a must and therefore obligatory for all Muslims especially the Shah himself.

It is this accordance between constitutionalism and religion that leads to the unconditional acceptance of the order of law by the Akhond. Not only he has no doubt, but he believes that the issue is very clear and it is not hidden to anyone with reason that a constitutional government is infecting a preserver of religion and if established, oppression and despotism will be eradicated and people's welfare and comfort will appear.

Furthermore, the important point is that the Akhond demands from the people not to accept anything but the constitutionalism which the permanent of Islam is based on it and a cause for the unity of Muslims and with it conflicts will be eliminated. And he also demands that all the people consider themselves servant and protectance of the Islamic society and constitutionalism.

Akhond Khorasani mentions other countries that achieved welfare and security through constitutionalism and in a letter to the Iranians residing in England states that "since you all live in a constitutional country and lead a peaceful and secure life under the umbrella of constitutionalism, so do not forget about the Iranian people who live under oppression and despotism" (kadivar, 2006).

In view of the fact that the Akhond believes constitutionalism to be in conformity with religion and reject the idea of their contradiction, he hopes that the Iranian constitutionalism also will be formed similar to other countries that are in possession of a constitutionalist order, and that the principal of

constitutionalism, which is the elimination of the despotism, occurs. In his description of constitutionalism, he elaborates that "so long as the constitutionalism and the freedom of other governments and nations of the world are based on their official religion, they will be completely stable and secure in Iran as well" (kadivar, 2006).

It is evident that those countries that implement the constitutional order are approved by the Akhond and that he does not believe the religion to be an obstacle for realizing constitutionalism. He does not intend to convert the entire world to Islam and does not prescribe Islamic constitutionalism for them and just the fact that the religion of any society and its constitutionalism do not contradict is sufficient for him. His universal claim is the lack of contradiction between in constitutionalism and religion and it is this viewpoint that is in accordance with the view of Habermas that is in order to reach a civil society managed and administrated on the basis of law, religious freedom is necessary for all the individuals residing in that society. Religious freedom and the order of law are both prerequisite of each other and the fact the Akhond mentions Shiism does not mean that only Shiias can possess a civil society, other societies also have the ability to achieve civilization and constitutionalism according to the all respecting religion. Certainly, it can be understood from the manner of the Akhond's statement that this has already happened in modern countries and that Iran should follow in their footsteps so that she too can reach constitutionalism and civilization.

Finally it can be said that Akhond Khorasani considers his ideal society to be a society with a constitutionalist order and for him constitutionalism is a government and nation's asset of prosperity leading to the country's improvement and progress. Moreover, if a discord is formed against constitutionalism in a country, it is not because of the wrongness of constitutionalism, but the Akhond believes that it is those corrupt individuals who have entered governmental affairs and through the abuse and misuse of their actions they have created a sense of distrust among the public and thus discredited constitutionalism.

## IX. CONCLUSION

Through the viewpoint of Akhond, constitutionalism is a political order based on which the society can attain security, welfare and prosperity. This definition does not have any contradiction to religion; rather it is the protector of religious interests in all countries with such order, and most importantly it has a constant opposition to despotism and absolute monarchy. The acceptance of this concept is not only effective in liberation from an autocratic government but is also effective in entering the new of modern era of democracy, in a way that people become aware of their own rights and demand them from their government and is response the government makes the effort of

delivering those rights. The Akhond's mentality regarding the concept of constitutionalism comprises a government based on collective intellect able to govern on the basis of law.

The Akhond's approach to constitutional law has a common aspect with that of Habermas, in such a way that Habermas believes constitutional law to be a framework for attaining a republic and the Akhond as well, believes it necessary for reaching constitutionalism that is in parallel with republicanism and emphasizes on implementing it. In Habermas's view, love of the nation is the result of the people's fondness toward constitutional law, in other words whoever loves his or her own homeland must respect its laws. The Akhond too proclaims that in order to protect the country and religion from the conspiracy of the foreign enemies, having constitutional law and complying with it is crucial. Thus, the concept of constitutionalism defined as the rule of law is emphasized by both individuals, even though in terms of time, the Akhond Khorasani precedes Habermas.

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

# The Study on Occupational Well-Being of the Primary School Teachers. In Gelao Nationality Area – Take Wuchuan Gelao Nationality Autonomous County in Guizhou Province For Example

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**Abstract** - This research choose primary school teachers as study object in Wuchuan Gelao Nationality Autonomous County of Guizhou province, and mainly use questionnaires to survey the occupational well-being of primary school teachers, try to unscramble the influencing factor of their occupational well-being under special nature and humanity environment. And hope this research can improve on the occupational well-being of primary school teacher.

**Keywords** : *Gelao nationality area, primary school teacher, Occupational Well-Being.*

**GJHSS - A Classification** : *FOR Code : 330302*



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# The Study on Occupational Well-Being of the Primary School Teachers In Gelao Nationality Area – Take Wuchuan Gelao Nationality Autonomous County in Guizhou Province For Example

XuShuangshuang<sup>a</sup>, PengDanping<sup>a</sup>, WeiYan<sup>b</sup>

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## I. INTRODUCTION

For a long time, the developmental level of our education is extreme imbalance, especially in the remote national minority areas. And the survival conditions of primary school teacher in that place need urgent improvement. This article beginning with a questionnaire survey of the primary school teachers' occupational well-being within Wuchuan Gelao Nationality Autonomous County of Guizhou province (hereinafter referred to as nationality area), is aimed at reflect primary school teachers' living conditions in the remote area especially in ethnic minority area where have relatively backward economy. And according to the survey give them some assistance, to improve their occupational well-being.

## II. RESPONDENTS AND IMPLEMENTATION

The author chooses the first primary school and the second primary school and experiment primary school as study object in nationality area. Each school release 100 questionnaires, the total of three schools have 300.285 questionnaires recovered, the recovery rate is 95%, of which 273 questionnaires are valid, and

the effective rate is 91%.

Among the 273 valid samples, 231 people are ethnic minority teachers, take up 84.62% of the total example, and 186 people are Gelao teachers, 68.13% of the total number of samples.

## III. ANALYSIS OF SURVEY RESULTS

a) professional cognition situation and analysis of primary school teachers in Gelao nationality area

themselves, here mainly include whether realize their own value during the work, whether hold a positive attitude to their work, whether adapt the pace of the work, whether acquire the right of survival and health during the work, and the expectation for the future of their career.

From table 1 : there are 74.43% teachers felt "Very satisfied" or "satisfied" to their own job, and 65.57% teacher thought it's "relatively easy" to became a good teacher, 83.88% teachers deem their job can "fully reflect" or "relatively more reflect" their ability, 83.88% teachers felt "very satisfy" or "satisfy" to their achievements, 83.52% teachers considered the pace of the work was "relatively fast" or "suitable", 69.23% teachers thought the pressure came from work was "suitable", and the source of the pressure mainly came from students, parents of students and themselves, and the rates respective were 33.33%, 28.57% and 19.78%; 84.98% teachers subjectively thought the station of physical and psychological health is better than "ordinary", towards the future of their job and the development of school, 33.33% teachers thought "Hopeful", 45.42% teachers chose "let it be". That is to say, the totality is in a positive state.

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Table 1 : professional cognition situation of primary school in nationality area

Subject	Options	Number	(%)	Subject	Options	Number	(%)
Attitude to the job	Very satisfied	68	24.91	Be a good teacher	Very easy	0	0
	Satisfied	136	49.82		Relatively easy	179	65.57
	Don't care	23	8.42		not easy	68	24.91
	Dissatisfied	21	7.69		Very difficult	13	4.76
	Want change job	25	9.16		Cannot tell	13	4.76
Whether embody ability during the work	Fully embody	105	38.46	Achievements	Very satisfied	78	28.57
	Relatively more embody	89	32.60		Satisfied	151	55.31
	A little embody	65	23.81		Don't care	25	9.16
	No embody	6	2.20		Dissatisfied	15	5.49
	Cannot tell	8	2.93		Very Dissatisfied	4	1.47
Pace of work	Very fast	21	7.69	Classes hours one week	Below 5	21	7.69
	Relatively fast	143	52.38		6-10	34	12.45
	Suitable	85	31.14		11-15	207	75.82
	Relatively slow	12	4.40		16-20	11	4.03
	Very slow	12	4.40		Above 21	0	0
Working pressure	Very large	27	9.89	Source of the working pressure	School leaders	41	15.02
	Relatively large	21	7.69		Parents of students	78	28.57
	Suitable	189	69.23		Students	91	33.33
	Relatively small	11	4.03		Family	9	3.30
	Very small	25	9.16		Self	54	19.78
Current situation of physical and psychological health	Very good	75	27.47	Attitude to the future of job and development of school	Hopeful	91	33.33
	Relatively good	98	35.90		Let it be	124	45.42
	ordinary	59	21.61		Relatively confused	35	12.82
	bad	22	8.06		Futureless	23	8.42
	Very bad	19	6.96				

It seems that the primary school teachers in nationality area have a relatively higher acceptance of their job. If the full mark of acceptance is 100 points, the primary school teachers in nationality area may get about 80 points.

b) *The analysis of the work environment, interpersonal communication and payment of primary school teacher in nationality area.*

Factors that affect teachers' occupational happiness, mainly including working conditions (such as

natural environment and running conditions etc.), interpersonal communication and payment etc.those factors are closely related to the survival condition of teachers, we should take care their occupational well-being when research the career happiness of teacher. Only if survival condition is normal or better than normal teachers are likely to make progress and development in the working.

Table 2 : work environment, interpersonal communication and salary condition of primary school teachers in nationality area

Subject	Option	Number	(%)	Subject	Option	Number	(%)
Natural environment of school	Very satisfied	178	65.20	Running conditions of school	Very satisfied	13	4.76
	Relatively satisfied	88	32.23		Relatively satisfied	117	42.86
	Don't care	7	2.56		Don't care	11	4.03
	Relatively dissatisfied	0	0		Relatively dissatisfied	131	47.99
	Very dissatisfied	0	0		Very dissatisfied	1	0.37
Relationship between	Very harmonious	78	28.57	Relationship between	Very harmonious	34	12.45

colleagues	Relatively harmonious	183	67.03	students and teachers	Relatively harmonious	201	73.63
	Dull	12	4.40		Dull	31	11.36
	Relatively unharmonious	0	0		Relatively unharmonious	7	2.56
	Very unharmonious	0	0		Very unharmonious	0	0
Monthly wages (Yuan)	300-500	56	20.51	Monthly bonus (Yuan)	0 or below 50	241	88.28
	500-800	179	65.57		50-100	30	10.99
	800-1200	19	6.96		100-200	2	0.73
	above 1200	19	6.96		Above 200	0	0
Monthly class hours allowance (Yuan)	0	75	27.47	Wage of the thirteenth month	Exist	231	84.62
	Below 50	198	72.53		0	31	11.36
	Above 50	0	0		Dimness	11	4.03
Allowance for teachers in charge (Yuan)	0	34	12.45	Insurance school masters bought for teachers	medical insurance	263	96.34
	Below 50	213	78.02		Industrial injury insurance	6	2.20
	50-100	26	9.52		endowment insurance	4	1.47
	Above 100	0	0		other welfare	0	0
Attitude to the income	Very satisfied	56	20.51	Source of work motive power	Students become useful person	89	32.60
	Relatively satisfied	54	19.78		Enhance ability	79	28.94
	General	110	40.29		Social support	71	26.01
	Dissatisfied	13	4.76		Be respected and supported	17	6.23
	Very dissatisfied	40	14.65		Others	17	6.23

From table 2 : the satisfaction degree of running conditions is on the low side and 47.99% teachers felt "relatively dissatisfied", compare it with natural environment, 97.43% teachers felt "very satisfied" or "relatively satisfied" to the natural environment. It seems can reflect the primary school teachers' deep love to nationality area. The interpersonal communication between teachers, teachers and students are both in a good condition, which can express at its large percentage, and "harmonious" or "relatively harmonious" are reach up to 95.60% and 86.08%, moreover, there is no one choose "Very unharmonious". But the payment of teacher is relatively low, there are 65.57% teachers' base pay only 500-800 yuan a month, together with the extremely low welfare, the monthly income just can pay the living expenses.

Work environment is the basic protection of teachers' work, well work environment (include teaching facilities and etc) is the precondition to carry out and

accomplish pedagogical tasks. It is obviously that the running conditions of primary school in nationality area need urgently improve. It undoubtedly that payment is the living foundation of teachers. But in fact, in nationality area the economy is underdeveloped, and with the weak local finance and rising price of commodities, teachers endured great economic pressure, that can't meet the teachers' weighty responsibility identity of enlightenment.

### c) The condition and analysis about elementary teacher's career development and hope in nationality area

The life of teacher's education is not only a static being, but also a dynamic and continually developing process. The teacher's career development not only influences the boosting quality of education, but also be a crucial role in their career development . And the same time, the career expectations also has a significant relationship to the attaining and holding of the career happiness.

Table 3 : the condition of career development and career expectations of primary school teachers in nationality area

Subject	Option	Number	(%)	Subject	Option	Number	(%)
Attitude to career development	Take seriously very much	176	64.47	Cost of reference book per	0-20	0	0
	Relatively take seriously	76	27.84		20-50	251	91.94

Career advantage to choose mate of teachers	Don't care	11	4.03	year(Yuan)	50-100	13	4.76
	No consider	10	3.66		Above 100	9	3.30
	Great advantage	23	8.42	Attitude to their children became a teacher (Yuan)	Very pleasure	109	39.93
	Relatively bigger advantage	88	32.23		Relatively pleasure	23	8.42
	No advantage	101	37.00		Let it be	78	28.57
Reason for happiness	Having some influence	31	11.36		Unwilling	23	8.42
	Big influence	30	11.00		Very unwilling	40	14.65
	Healthy	58	21.25	Self-evaluation about the degree of happiness (Marks)	Below 59	9	3.30
	Harmonious family	56	20.51		60-69	34	12.45
	Satisfying work	48	17.58		70-79	56	20.51
	Income increase	47	17.22		80-89	172	63.00
	Hobbies are met	35	12.82		90-100	2	0.73
	Harmonious interpersonal relationship	29	10.62				

Form table 3 : there are 92.31% teachers appear a relatively or very concerning with the self-development, and will to study continually. Maybe by the reason of limited economy, 91.94 % teachers only pay 20-50 yuan to purchase the reference book per year. And there are 40.65% teachers believe that as a teacher there exist "great advantage" or "relatively bigger advantage" when choose a mate. At the same time, 48.35% teachers represent the attitude of "very pleasure" or "relatively pleasure" to their children be a teacher in the future. Referring to the reason of the happiness, there are no obvious distinction among several options. Among of which, the options of "healthy" and "harmonious family" have a higher acceptance, and the percentages are 21.25 and 20.51 respectively. At a potion for self-evaluation, there are 83.51%of them choose the marks between 70 and 89. While only 3.30% teachers choose the marks below the 60.

It is easy to see that the majority of teachers pay crucially attention to their career and hold the confidence in nationality area. Quite a few teachers' choice expressing the agreement for their children to be a teacher, that degree appears their career expectations to the job of teacher. For the total level of well-being is above the average, and there is a considerable space to boost the level of well-being.

#### IV. CONCLUSION

Objectively, there is a relatively quiet, stable, naive social and natural environment in nationality area. Relevant social members in there, such as colleagues, students and family members, have a relatively higher credit and acceptance to teachers. In that situation, the pressure of these teachers are relatively smaller, and it would also be a crucial source of occupational well-being for them. Maybe we can say that the elementary school teachers also easily obtain

the occupational well-being, even in the relatively backward situation of economy and relatively simple culture environment in nationality area.

Undoubtedly, following the fast development of economy, many economical facts such as income and welfare have become more and more obvious to influence the teacher's occupational well-being. Therefore, we can't underestimate those factors. At the same time, it is also an urgent task to improve the working condition and hardware facilities of teachers, because the teacher's well-being, it's not only the means of how much they have contributed, but also the means that whether they have more excellently completed the self-development and got a continual improvement for the quality of life.

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

## Perception of Visually Impaired Youth about Familial, Academic and Caregivers Support

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**Abstract** - The present study was an endeavor to explore the perception of visually impaired about familial, academic and caregivers support. Study aimed to explore the difference in the perception of support of visually impaired youth living in the residential institute. A questionnaire consisting of 28 items was developed through standardized procedure and used for data collection. The sample of the study consisted of 100 students. Among them 28 were boys and 22 were girls, ages ranged from 15 to 22 years, they belong to different socioeconomic status. The present study unfolded various aspects of familial, academic and residential life of visually impaired male and female students, experienced lack of social support by caregivers; visually impaired male students experienced most of problems due to non cooperative attitude of caregivers; students who stay longer hours in hostel face more difficulties; students who are receiving higher education face more problems as compared to students of secondary and intermediate level. Study indicates that visually impaired students perceived lack of social support due to the people those are near to them. Finding of the study confirms that the performance and attitude of caregivers are not satisfactory, moreover residential facilities are also not enough. On the basis of results, it is suggested that the excellence of family unit and institutional psychosocial support may be provided to visually impaired students because it plays a vital role for their successive achievement and success in practical life.

*GJHSS - A Classification : FOR Code : 209999*



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# Perception of Visually Impaired Youth about Familial, Academic and Caregivers Support

Dr. Fauzia Khurshid<sup>a</sup>, Dr. Sufiana. K. Malik<sup>a</sup>

**Abstract** - The present study was an endeavor to explore the perception of visually impaired about familial, academic and caregivers support. Study aimed to explore the difference in the perception of support of visually impaired youth living in the residential institute. A questionnaire consisting of 28 items was developed through standardized procedure and used for data collection. The sample of the study was consisted of 100 students. Among them 28 were boys and 22 were girls, ages ranged from 15 to 22 years, they belong to different socioeconomic status. The present study unfolded various aspects of familial, academic and residential life of visually impaired male and female students, experienced lack of social support by caregivers; visually impaired male students experienced most of problems due to non cooperative attitude of caregivers; students who stay longer hours in hostel face more difficulties; students who are receiving higher education face more problems as compared to students of secondary and intermediate level. Study indicates that visually impaired students perceived lack of social support due to the people those are near to them. Finding of the study confirms that the performance and attitude of caregivers are not satisfactory, moreover residential facilities are also not enough. On the basis of results, it is suggested that the excellence of family unit and institutional psychosocial support may be provided to visually impaired students because it plays a vital role for their successive achievement and success in practical life.

## I. INTRODUCTION

Vision is a vital means of obtaining information from the environment, lack of sight can severely limit a person's experience. Visual impairment means impairment in vision that, even with correction, adversely affects a student's educational performance. Visual impairment is a distressing physical condition with profound social and emotional implications, which consequences affect not only the personage but also the family and the community. The loss of vision due to any causes major changes in lifestyle, and habits of the blind person which may result in problems in social and psychological adjustments.

According to WHO blindness can be defined as a physical, psychiatric, intellectual or sensory impairment, whether temporary or permanent, provided that it lasts for a considerable phase that confines the ability to

execute one or more fundamental activities of everyday life. The term includes both partially sighted and blindness. Visual impairment creates an obstruction, which consequently leads to dependency. Visually impaired people always expect others to lead and take decisions for fear of being rejected. Moreover, they always have to show they are proficient, but their errors are "forgiven" because they are special.

The basic problem faced by the families of handicapped is how to cope with the problems of living in that will enhance family member's growth and development. The behaviour of the handicapped is shaped by the actions and attitudes of others and his adjustment in the family can either distort or encourage potential for growth. In this context the relationship of parents and siblings are most significant. Usually the emotional wellbeing of the visually impaired children is often not very good in their families and residential institutes due to lack of intimacy, concern and communication with parents or caregivers.

For the visually impaired, to be incorporated into the society the relationships between the visually impaired and society is very vital. The person and professionals, each at his own level, must allow society to perceive the handicap itself as well as the person's abilities. For the formation of children's health and behavior features their emotional comfort in the closest environment their family is important. Probably brothers and sisters more than parents can understand the interests of visually impaired, satisfy their needs to associate, to play and get new impressions.

As far as the education of visually impaired is concerned, the primary responsibility of the educational institutions is to provide specialized instruction and services required to meet the unique educational needs of visually impaired. Teachers can help the student, parents, and special and regular education personnel. For the education of visually impaired students, special equipments and teaching aids are vital such as large-type or Braille texts, supplementary materials, educational aids, and equipment. It is teacher's duty to ensure the availability of these aids to the visually impaired timely and ensure the student's maximum participation in all classroom activities parents and other individuals on a regular basis.

Emotional ailments and maladaptive behavior of the visually impaired are formed by complex biological and social factors. These are peculiarities of their

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individual psychical health, psychical and sensory development as well as emotional experiences caused by occlusion. Inauspicious surroundings such as, improper family education, children's unsatisfactory emotional comfort in the family or at special training institutions causes emotional and behavioral turmoil in the life. Generally individual with visual impairment become anxious due to their life experiences, such as loss of sight, peer interaction negative caregiver's attitude. According to Eniola (2007) "generally visually impaired feel anxious because of their visual problems, thinking about how to cope with the problems of blindness. Moreover visual impairment seem to evoke more awkwardness than more other disabilities because it is a apparent disability because while walkings visually impaired use a cane, guide dog, sighted guide and use dark glasses. Eyes also play an important role in social interaction and other people generally feel uncomfortable to talk with people who they are unable to establish eye contact".

Other factors that contributed to the problems of visually impaired include, inadequate teaching and learning facilities at educational institution, problem of finance, lack of special teaching learning aids. These above-mentioned factors contributed significantly to the problems of visually impaired.

According to Bhagotra, et.al (2008) social support to the blind are important and most important aspect of social support extended to a blind person include family friends and relatives and the community as a whole. They further illustrate that social support to the blind includes, accepting them as a useful part of society, encouraging them to participate in social functions, providing them proper guidance and advice, giving them physical assistance by sharing their tasks, helping them regain their self-esteem and relieving them of their attitude of self-pity etc. All this support helps them accept their disability with dignity and makes them socially cordial, psychologically adaptable and educationally firm.

In Pakistan, as far, the education of visually impaired students is concerned govt and non-governmental organizations are engaged in this task. Government is spending a lot for the education and rehabilitation of visually impaired students but there is lack of coordination among federal government, provincial governments and NGOs institutions. It also fails to provide a barrier-free environment, residential facilities, cooperative caregivers enough teaching aids and energetic teaching staff to the visually impaired students.

The main objective of this research was to investigate the perception of visually impaired youth about familial, teachers and caregivers support through characteristics of home and institutional experiences. Moreover, it is an attempt to determine the predicament stumble upon by visually impaired at educational institutions and family settings.

In Pakistani cultural context in past times, no serious attempts have been made to explore the perception of visually impaired about the familial, teacher and caregiver's support. Although many researches were available on the perception of parents and teachers about the handicapped (Shazadi, 1992), or attitude of people towards the handicapped (Rashid, 1991). Therefore, it is imperative to understand visual impaired reaction to social supports, provided by their parents, caregivers and academic in psychological terms. It also measured the role of certain demographic variables in determining this perception.

## II. METHODOLOGY

Present study was delimited to male and female visually impaired students studying in the institutions of special education. A stratified random sample of 100 male and female respondents was selected from different Govt. schools and colleges of Lahore and Rawalpindi. For the measurement of visually impaired perception a rating scale consisting of 3 subscales and 28 items was developed through standardized procedure. It measures three dimensions of social support, such as familial, academic, and caregivers support, study was an attempt to explore the perception focusing on: communal understanding, care, educational facilities, social approval, patience and sharing of responsibility. These factors are considered to be basics for sustaining the feeling of confidence and trust in one's abilities. The respondents have to rate these statements on 5 point scale strongly disagree (1) disagree (2) undecided (3) agree (4) and (5) strongly agree. The higher score on rating scale indicates lack of social support and more problems experienced by the visual impaired youth.

### a) Research problem

The problem to be investigated was to explore the perception of visually impaired youth about familial, academic and caregivers support, it furthers aimed to explore the role of certain demographic variables such as, age, gender income level of education and length of stay in hostel in determining the perceived level of social support.

### b) Research objectives

The main objectives of the research are as under:

1. To explore the perception of visually impaired students about familial, academic, and caregivers support.
2. To analyze the affects of various demographic variables including, age, gender, income, grades, and length of stay in hostel in determine the perception about social support.

### c) Hypotheses

1. Visually impaired perceived that they are facing more problems due to caregivers' attitudes than the attitude of their family and academic staff.

2. Males visually impaired perceived more lack of social support than their females counterpart.
3. Students with longer stay in hostel experienced more difficulties than those who have less stay in hostel.
4. Students of degree classes experience more lack of academic support than students of intermediate classes.
5. Students of higher income group perceived fewer problems of support than students with low-income group.
6. Students with less number of siblings perceive more lack of support than students with more number of siblings.
7. Younger visually handicapped students experience more perceived problems than the older students.

*d) Population*

For this research, the ideal population includes all visually impaired students studying in the public and private sector schools of Pakistan, but due to limited time and resources, it was not possible to collect data from all of them. Therefore, for the convenience of data collection, public special education institutions located at Lahore and Rawalpindi were only selected for the study.

*e) Sample*

The sample of the study consisted of 100 students. Among them 58 were boys and 42 were girls, ages ranged from 15 to 22 years, they belong to different socioeconomic status. Moreover, grades ranged from secondary, higher secondary and graduate

level and income level ranged from Rs.10, 000 to Rs.50, 000. Other specifications of the sample are number of sibling and length of stay in hostel.

*f) Procedure*

A stratified random sample of 100 students was collected from the three educational level such as secondary, higher secondary and graduate. The respondents were contacted in their respective classrooms. They were given adequate information about the purpose of the study; a rating scale was given to them with request to complete it in one sitting. The assurance of confidentiality and anonymity was provided to them.

*i. Psychometric Properties of the Social Support Scale*

*a. Item Total correlation*

To determine the internal consistency of social support scale, item total correlations were computed and result reveals that all items have significant correlation with the total scale, ranging from .32 to .79.

*b. Cronbach's Alpha Coefficient*

Cronbach's Alpha reliability estimates were computed for the subscales as well as the total scale.

Cronbach's Alpha Coefficient (N=100)

Subscales	No. of Items	Cronbach's Alpha
Familial Scale	8	.69
Academic Scale	11	.76
Caregivers Scale	9	.77
Total	28	.81

*ii. Establishment of Norms through Percentiles Analysis*

In order to interpret the score obtained by each individual and to determine the cutoff scores, the percentiles scores were determined.

*Table 1 : Percentiles Score of Respondents on 28 items Social Support Scale (N=100)*

Percentiles	Score
1	63
5	64
10	65
15	68
20	69
<b>25</b>	<b>70</b>
30	74
35	74
40	77
45	78
<b>50</b>	<b>80</b>
55	81



60	82
65	82
70	83
<b>75</b>	<b>87</b>
80	90
85	93
90	97
95	99

Table 1 reveals percentile ranks of respondents' scores on the 28 items social support scale. The percentile ranks were calculated in order to identify the levels of perceived lack of support. The score of 70 falls on 25<sup>th</sup> percentile, characterized as a mild perceived lack support, score of 80 falls on 50<sup>th</sup> percentile

characterized as the moderate perceived lack of support and score of 87 falls on 75<sup>th</sup> percentile rank characterized as higher perceived lack of support.

*Table 2 : Levels and Percentages of Perceived Support*

Levels of Lack Support	Percentage
Mild lack of Support	20%
Moderate lack of Support	33%
Higher lack of Support	47%

Table 2 describes the three levels and percentages of the perceived support due to familial, teachers and caregivers assistance. From the table it is clear that 20% percentage respondents have mild lack

of support whereas 33% of the respondents experienced moderate lack of perceived support whereas 47 % respondents experienced high lack of support.

*Table 3 : Inter -Correlations among the Subscales (N=100)*

Subscales	Familial	Teachers	Caregivers
Familial			
Teachers	.63*		
Caregivers	.74**	.57**	
Total	.70**	.78**	.70**

\* $P < .05$  \*\* $p < .01$

Table 3 portrays the inter-scales correlations of the subscale and total scale social support scale. Result shows that all subscales are positively correlated with each other. The highest inter scales correlations exist between caregivers and familial support.

### III. STATISTICAL ANALYSIS OF THE DATA RELATED TO THE RESEARCH HYPOTHESES

**H1:** Visually impaired perceived that they are facing more problems due to caregivers' attitudes than the attitude of their family and teachers.

*Table 4*

Subscales	M	SD
Familial	10.1	2.4
Caregivers	25.5	2.7
Teachers	20.9	3.4
<b>Total</b>	<b>56.5</b>	<b>8.6</b>

Table 4 shows the mean scores and SD of the respondents score on rating scale. Table shows that students experience lack of support mainly due to the attitude of caregivers. It means that students perceived that the attitudes of residential staff as inflexible and obstinate. Therefore, the statistical results shown in this table confirm H1 that visually impaired perceived that

they are facing more problems due to caregivers' attitudes than the attitude of their family and teachers.

**H2:** Male visually impaired perceived more difficulties than their female's counterpart did.

Table 5

Subscales	Male		female	
	M	SD	M	SD
Familial	14.7	2.7	8.1	1.7
Caregivers	30.6	4.4	25.3	3.6
Teachers	21.6	2.5	27.5	4.3
Total	66.9	9.6	60.9	9.6

Table 5 portrays the results of the respondents for the second hypothesis of the study. The results illustrate gender wise difference in the perception of support. The results presented in this table confirm the research hypothesis that male visually impaired students perceived more difficulties than the female students

because they have higher mean score on the total score of the research instrument.

**H3:** Students who have longer stay in hostel have more difficulties than those who have less stay in hostel.

Table 6

Subscales	up to 2 years		2 to 6 years	
	M	SD	M	SD
Familial	9.5	2.1	8.2	1.3
Caregivers	25.6	4.4	34.3	3.2
Teachers	20.6	2.5	29.2	4.3
Total	65.7	8.0	71.7	8.8

Table 6 present differences in the scores of the respondents for the variable length of stay in hostel. It appears from the results that those have longer stay in the hostel, experience more non-supportive behaviour than those who have less stay in the hostel.

The results presented in this table conformed third hypothesis of the research.

**H4:** Students of degree classes experience more lack of academic support than students of intermediate classes.

Table 7: Differences in the Responses for the Variable Class

Subscales	Secondary		Higher Secondary		Graduate	
	M	SD	M	SD	M	SD
Familial	9.4	1.4	9.7	2.2	10.5	1.3
Teachers	20.9	2.41	9.6	2.4	21.5	2.2
Caregivers	20.9	5.1	21.8	4.2	26.9	2.1
Total	51.2	11.8	50.1	8.8	58.9	5.6

Table 7 portrays respondent scores on the variable class. The result illustrates that students of secondary level have higher score on the total scale; they have also higher mean scores on all subscales.

**H5:** Students of higher income group perceived fewer problems of support than children with low-income group.

Table 8: Income Wise Differences in the Respondents Score

Subscales	up to 15000		50000 and above	
	M	SD	M	SD
Familial	13.6	3.6	8.1	1.4
Teachers	22.5	3.9	19.5	2.3
Caregivers	32.4	4.7	21.7	2.7
Total	68.5	13.2	49.3	9.5

Table 8 represents the income wise differences of the scores of the respondents. Results depicted those students who belong to lower income groups perceived more problems due to lack of support as compared with students of higher income groups.

**H6:** Students with fewer siblings perceived more difficulties than students with more siblings.

*Table 9* : Differences in the Responses for the Variable Number of Siblings

Subscales	1		2		3		4	
	M	SD	M	SD	M	SD	M	SD
Familial	9.5	1.4	10.2	1.1	9.6	2.1	9.9	2.4
Teachers	25.6	3.1	27.7	3.3	27.3	2.2	19.3	3.2
Caregivers	30.7	2.4	22.8	3.2	21.8	3.1	27.1	3.2
Total	64.8	6.9	60.7	7.6	58.7	7.4	56.3	8.8

Table 9 describes the respondents' scores on the variable number of siblings. From this table it is evident that respondents with less number of siblings perceive non-supportive attitude of familial teachers and caregivers than respondents have more siblings. Thus,

the empirical results presented in this table validate sixth hypothesis of the study.

**H8:** younger students experience more perceived problems than the older ones.

*Table 10* : Differences in the Respondents' Scores on the Variable Age

Subscales	12-18 years		19-22 years		22 and above	
	M	SD	M	SD	M	SD
Familial	9.5	3.4	10.6	1.3	11.2	1.2
Caregivers	28.7	1.3	21.4	1.3	22.5	2.1
Teachers	21.9	2.1	16.8	2.2	19.0	2.4
Total	58.1	6.8	48.8	8.0	52.7	5.4

Table 10 describes that the respondents' scores on the variable age, it appear from the results that respondents whose age ranges from 12-18 years perceived more lack of support. Therefore, H8 of the research is confirmed that younger students experience more stress than the older one.

#### IV. DISCUSSION

The study was carried out to measure the research objectives. It was focus on the perception of visual impaired regarding social and institutional support. It also intended to find out the relationship of demographic variables with perceived lack of support. The result of the study is presumed to be a useful experience for students with visual impairment, parents, caregivers, teachers, as well as others dealing with such student the excellence of parent-child interaction provides foundations for cognitive, social and communicative development of children (Klein et al., 1996; Rye, 1997). Throughout the life, the nature of the person's interactions with family and friends considered as the engine of development (Bronfenbrenner, 1986). The component of support include mutual understanding; acceptance, affection and tolerance; caring and supportiveness of the parents, siblings, teachers and caregivers. The finding of the research suggested that student's difficulties are due to non-supportive teaching learning environment. Moreover, residential institutions also play an important role in the life of visually impaired. The participants of this research were belongs to a segregated setting, and reported they often faced non-supportive cognitive-affective and instructional conditions in educational institution and in residential place. In order to achieve the first objective,

to explore the perception of visually impaired students about familial, teachers, and caregivers support. The mean and SD of the respondents on the overall scale were calculated results make it clear that people with visual impairment have negative perception about familial, teachers, and caregivers support, especially they are unhappy with the attitude of caregivers.

The second objective of the study was to analyze the affects of various demographic variables including, age, gender, income, class, number of siblings and length of stay in hostel in determine the perception about support. Results revealed that demographic variables affect on the perception of visually impaired students. In this regard, various hypotheses were formed; findings of this research validate our research hypotheses.

The early psychosocial home environment and the state of the participants' current emotional climate are very important for the health and positive self-esteem, which has to be cultivated early in life. Low self-esteem is often cited as the ultimate source of poor academic achievement and self-destructive behavior. Particularly, the type of early childhood upbringing, early school experiences and peer relations play a vital role in molding the child's self-esteem (Safri, 1972). Indeed, the opinions of significant adults (parents, teachers etc.) have an impact on a child's level of self-esteem. In Pakistani cultural context, the visually impaired experience unfavorable social conditions such as, improper family education, unsatisfactory emotional comfort in the family and special training institutions, that can leads to distress.

## V. CONCLUSIONS

Findings of the study reveal that 47% visually impaired male and female students experienced lack of social support. It was also found that visually impaired experienced most of problems due to non cooperation attitude of care givers in this respect male face more difficulties than female. It was also found that students who experienced have to stay for longer duration in hostel face more difficulties. Another major finding of the present study was that students who are receiving higher education face more problems as compared with students of secondary and intermediate level. The results of the study unfold various aspects of familial, academic and residential life of visually impaired. Study indicates that visually impaired students perceived lack of social support due the people those are near to them. Study also concluded that at present there is serious lack of teaching aids for the visually impaired students. Finding of the study confirm that the performance and attitude of caregivers are not satisfactory, moreover residential facilities are also not enough. The results of this study also provide insight into the demographic variables that may influence the perception about the social supports. Gender, income age seemed to have a statistical significant relationship with negative perception. The results of this study were in line with the stated hypotheses.

## VI. RECOMMENDATIONS

Visually impaired students have unique learning needs that must be addressed in order to become them independent and productive citizens of our society. Thus, family and educational institutions face a significant challenge in providing services that will enhance successful post-colleges outcomes. Making appropriate decisions about the development and implementation of social support for students with visual impairments requires a clear understanding of their unique learning needs and the interventions. Academic administrators must have knowledge about specialized personnel, materials, equipment and educational settings to ensure appropriate individual educational program planning for this unique population. Based on the special need of visually impaired student population Following are some recommendation

1. Parents, siblings, teachers and caregivers may not be treated visually impaired people in the stereotypical and demeaning manner. They should recognize that each person is unique and different from every other person, Moreover they should understand that persons who are visually impaired have the same emotions as everyone else.
2. Parents support and involvement are most important for the visually impaired, therefore, they may provide appropriate training so they can actively involved in the betterment of their children.

3. People those who are dealing with the visually impaired they should respect and encourage the individuality, capabilities and independence of the visually impaired youth.
4. Schools/ colleges counselor need to take an active role in helping visual impaired students to develop appropriate career aspiration and job performance skills.
5. Special and general educators should treat visually impaired in the same manner as they do the rest of their students.
6. There is lack of teaching aids, such as Braille books, large print material, Perkins brailier, tape recorders computer and other technological devices for visually impaired. At college level there is serious lack of Braille books, recorder books may be provided for all subjects at the beginning of the session.
7. Schools, colleges and the residential institute may provide a barrier free environment for the visual impaired persons.
8. The capacity of the residential institutions is not according to needs, so the capacity of the existing institutions may be enhance if possible.
9. The institutions should provide more supportive teaching leaning environment so visually impaired can perform up to their maximum potential level.

### Suggestion for Visually Impaired youth

1. Feel yourself valuable and contributing member of society.
2. Recognize own strengths and weaknesses in a realistic manner and acknowledge both positive and negative feelings in oneself and in others and appreciate that both feelings are justifiable.
3. Being able to identify and appropriately express their likes and dislikes and being aware of alternative ways to respond to the feelings and behavior of others.
4. Feel comfortable asking for help from others when it is appropriate.

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GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE  
Volume 11 Issue 9 Version 1.0 December 2011  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

## Love for Work as the Way towards Wellbeing

By Satu Uusiautti, Kaarina Määttä

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**Abstract** - Love for work invokes conflicting emotions. Because of love for work, people stretch, enjoy the results of their diligence. On the other hand, love for work can become enervating and consume one's energy totally. At their best, the work, joy of work, and success at work are the spice of life and the most satisfying feeling. In this article, we dissect the various dimensions of love for work and how it can be enhanced. People's many personal characteristics are crucial but employees' possibilities to develop professionally, the supervision of work and vocational training are important as well. Love for work has to be considered as the means for both individual and societal development.

**Keywords** : *love for work, caring, employees, leadership, vocational training, wellbeing.*

**GJHSS-A Classification**: *FOR Code: 750101*



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# Love for Work as the Way towards Wellbeing

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**Abstract** - Love for work invokes conflicting emotions. Because of love for work, people stretch, enjoy the results of their diligence. On the other hand, love for work can become enervating and consume one's energy totally. At their best, the work, joy of work, and success at work are the spice of life and the most satisfying feeling. In this article, we dissect the various dimensions of love for work and how it can be enhanced. People's many personal characteristics are crucial but employees' possibilities to develop professionally, the supervision of work and vocational training are important as well. Love for work has to be considered as the means for both individual and societal development.

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## I. INTRODUCTION

Love means deep caring for others and it makes life worth living, in other words, love is an emotion of strong affection and personal attachment. Furthermore, love can be seen as a virtue or strength representing human kindness, compassion, and affection (e.g. Seligman, Steen, Park, & Peterson, 2005). Love has many definitions and many faces as well: In addition to romantic love (Beck-Gernsheim & Beck, 1995; Fenchel, 2005; Hatfield, 1988; Hegi & Bergner, 2010; Määttä, 2005; Määttä, 2006; Person, 2007; Sternberg, 1998), there is friendship (Alberoni, 1987; Blieszner & Adams, 1992; Fehr, 1996; Hartup, 1995; Miller & Perlman, 2009), love for fellow humans (Eriksson, 1989; Janako, 1993; Paldanius, 2002), mother's and father's love, love of one's country (Määttä, 2007), and pedagogical love (Haavio, 1954; Skinnari, 2004).

What about love for work? Is it 'love' and how could it be defined? Not only spend people a substantial portion of their life at work but some of them also enjoy working and are enthusiastic about it. Love for work can be fascinating and liberating or oppressive and compelling. Love for work may develop into an addiction but it can provide enormous satisfaction as well. More often, however, we tend to situate love in other areas

of life than in work. Today's working life poses continuous efficiency and development pressures to all employees regardless of the occupation. Therefore, surviving in the riptide of modern working life has become demanding, not to mention succeeding in it. Would it, thus, be reasonable to contemplate for a moment the idea of love for work: what kinds of elements it could consist of? Positive emotions support problem-solving skills and the ability to act in an innovative way and thus human wellbeing. The importance and potential of this may seem surprising as the feelings of happiness are so simple and common in nature (Isen, 2006). However, experience has already shown that the healthier and more satisfied the employees are the better they work (Rissa, 2007).

### A. The Significance of Work

Still in the 1990s, the role of feelings at work was almost ignored by focusing almost exclusively on only two constructs: namely stress and satisfaction (see Briner, 1999). Nowadays, developing interventions to increase happiness is a major focus of positive psychology (Schiffrin & Nelson, 2010). At the personal level, positive psychology concentrates on subjective experiences, wellbeing, satisfaction, flow, joy, pleasure, and happiness, as well as on optimistic and hopeful attitude and confidence in the future. Furthermore, love has been defined as one of the people's basic strengths within the virtue of humanity (see Seligman et al., 2005). At the group level, the interest of positive psychology is in the civil skills and institutions that turn individuals into better citizens – responsible, flexible, and ethical workers. (Seligman, 2002.)

Those characteristics of work that enhance efficient and engaged working have been illustrated in many ways. For example, Hackman and Oldham's (1979) job characteristics model describes meaningful work relating to jobs with characteristics such as task variety, identity and significance, feedback, and autonomy. However, individuals' perceptions of their jobs do not depend entirely on the objective characteristics of the job: for example, high-quality leadership has the potential to positively influence employees' perceptions of the meaning of their work and thus to affect also their psychological wellbeing (Arnold, Turner, Barling, Kelloway, & McKee, 2007; Gilbreath & Benson, 2004). According to Arnold et al. (2007), humanistic work values – in other words, the normative beliefs individuals hold about whether work should be meaningful – have an important influence on the likelihood of finding meaning in current work and

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psychological wellbeing. This kind of idea of humanistic work values are in line with the definition of healthy work as well: "Healthy work exists where people feel good, achieve high performance, and have high levels of wellbeing (Quick, 1999, 123)". Thus, healthy work does not rest solely on the above mentioned objective characteristics but positive feeling is also important. That is why we want to focus attention towards love for work in this article.

### B. *The Aim of This Article*

In this article, our aim is to dissect the concept of love for work. It can be defined as a part of a broader emotion 'liking' but can easily be associated with attraction and romantic relationships at a work place (Briber, 1999). However, in this article our aim is to analyze love *'for'* work not *'at'* work – although the latter could make one feel love for work and, indeed, love for work is experienced at work but presumably the feeling keeps up at home as well. Therefore, love can be seen as a particular strength of character which is robustly associated with work satisfaction across a range of occupation types and positions (Peterson & Park, 2006). First, we consider the phenomenon from the point of view of employees' love for work: how can love for work be defined and what elements does it consist of? Secondly, we dissect the phenomenon from leaders' perspective: what does love for work as well as fostering that attitude and transmitting it to followers mean for leadership? Furthermore, our purpose is to connect love for work with vocational education and in-service training: what their role is in the genesis of love for work and how they could enhance it. As love is one of the fundamental concepts of positive psychology, our review is strongly tinted by this theoretical perspective.

## II. EMPLOYEES' LOVE FOR WORK

Happiness and satisfaction must be understood as the outcome of an interaction process between individual characteristics and aspirations on the one side, and social relations and macro-social structures on the other side (Haller & Hadler, 2006). Happy people perform better at work than those who report low wellbeing. Furthermore, happy workers are better organizational citizens, because they help other people at work in various ways. (see Diener & Seligman, 2004.) Kaye (2010) points out that happiness can be directly translated into engagement, productivity, and satisfaction—the wide definition of productive work (see Prewitt, 2003, p. 60). Likewise, according to Lyubomirsky et al. (2005), positive affect is associated with multiple positive outcomes including better performance ratings at work, higher salaries, and improved health.

Furthermore, there is evidence that successful employees do also have a positive and optimistic attitude towards work—downright love—and they experience work satisfaction, joy of work, and work drive (see Uusiautti, 2008).

Kinjerski and Skrypnek (2006) have listed factors that are associated with individuals' experiences of spirit at work. These factors can be considered essential also when defining love for work:

- 1) Leaders and senior members who inspire employees through their leadership and their example;
- 2) a strong organizational foundation that includes a shared vision, mission, purpose, and an intention to contribute to the overall good of society;
- 3) organizational integrity and work that is aligned with its mission and purpose;
- 4) positive workplace culture including a positive physical space for employees to work in;
- 5) positive connections among all members and a sense of community in the organization;
- 6) opportunities for members to pursue professional and personal growth and to fulfill their own personal mission through work; and
- 7) appreciation and regard for the contributions made by its members (Kinjerski & Skrypnek, 2006, 290-291).

Kinjerski's and Skrypnek's description is interesting as it presents only one reference on physical working conditions (the positive physical space for employees to work in) while the others refer to inspiration, mission and purpose, good intention, integrity as well as to positive culture and inter-worker connections including appreciation. Opportunities to develop oneself professionally and personally, for their part, strengthen the positive feeling towards work as well.

Love for work resembles voluntary altruistic or helpful acts that have the potential to enhance organizations and that are called organizational citizenship behavior (see Spector & Fox, 2002). Individuals may make voluntary contributions that go beyond specific task performance or the psychological contract with the employer and these behaviors are intended to help either people or the organization. Furthermore, people who are empathetic by nature will tend to help others, while people experience being fairly treated will tend to help the organization.

## III. LOVING LEADERS AND LEADERS' LOVE FOR WORK

The role of emotions in the leadership process has attracted increasing interest in recent years and leaders' emotional expressions are typically more important to followers than the objective content of their communication (see Glasø & Einarsen, 2008). Emotions and emotional intelligence have even been considered as the heart of effective leadership (Goleman, Boyatzis, & McKee, 2003).

Furthermore, an ethic of caring establishes, instead of guiding principles to blindly follow, a moral touchstone for decision making (Hoyle, 2002). When

leaders consistently exhibit love, forgiveness, and trust in relationships, their employees respond with increased commitment and loyalty.

Bass (1990) describes the important role that emotions play in contemporary leadership, by contrasting “transactional” leaders with “transformational” leaders. Traditional transactional leaders rather focus on mutual transactions and the exchange of rewards for performance and efforts between employee and employer instead of considering affective experiences. Transformational leaders project a vision that their followers believe in, they inspire and support the followers, and make them feel wanted and valuable to the organization. The latter leader type corresponds to our conception of a loving leader.

The present understanding, that wellbeing is not only valuable because it feels good but also because it has beneficial consequences, makes loving management imperative at work places. According to Rego, Ribeiro, Pina, and Jesuino (2011) fostering organizational virtuousness (e.g., through honesty, interpersonal respect, and compassion; combining high standards of performance with a culture of forgiveness and learning from mistakes) improves employees’ affective wellbeing and promotes a more committed workforce. Considering these findings and mirroring the growing contributions of the positive psychology (e.g. Gable & Haidt, 2005; Buss, 2000; Seligman et al., 2005), it seems clear that a “positive-people-management” perspective should be considered, both by practitioners and scholars internationally (see Calori, 1995).

Sensitive and loving leaders develop a culture that demonstrates concern for individual needs at the work place (Fairholm & Fairholm, 2000) but consider and support their followers’ personal life as well (Ransford, Crouter, & McHale, 2008). Yet, an organization where employees are happy should also make profit in economic sense. However, these two factors do not exclude each other. It has been shown that effective leaders are sensitive and responsive to their followers’ needs by providing advice, guidance, as well as emotional and instrumental resources, by supporting employees’ creativity, initiative, and autonomy as well as desire to meet new challenges and develop and acquire new professional skills and thus enhance their self-worth and self-efficacy (e.g. Popper & Amit, 2009). Happiness not only produces a quantitative improvement by increasing efficiency but also a qualitative one by making a better product or outcome by the virtue of pride, belief, and commitment to one’s job. Happy employees exhibit higher levels of job-related performance behaviors than do unhappy employees (Wright, 2004).

Therefore, emotions are also given prominence in leadership (Campbell, 2007). It has been also stated that authentic leaders are “as guided by the qualities of the heart (passion and compassion) as by the qualities of the mind (Avolio et al., 2004, p. 805)”.

Love in leaders’ work can also be considered from the point of view of the interpersonal nature of emotions. According to Fischer and van Kleef (2010), it is an indisputable fact that emotions are mostly reactions to other people, that emotions take place in settings where other people are present, that emotions are expressed towards other people and regulated because of other people: therefore, the elicitation of love by understanding other people as the cause, target, or third-party observer of these emotions is necessary for leaders.

#### IV. CAN VOCATIONAL EDUCATION IGNITE AND IN-SERVICE TRAINING SUSTAIN LOVE FOR WORK?

If individual strengths and virtues as well as loving leadership enhanced love for work, would vocational education have the role for igniting future leaders’ and employees’ loving and caring attitude towards work? Does vocational education provide students with learning settings that enhance the emergence of the positive emotions towards work?

It has been suggested that education should include training that increase positive emotion through training and activities on savoring and mindfulness, gratitude, optimism and resilience, such as stress reductions skills training, life-planning and goal-setting skills training, problem-solving skills training as well as training aiming at identifying students’ (future employees’) signature strengths and having them employ these strengths in their daily lives (Maddux, 2002).

Consequently, it can be argued that in-service training could sustain or enhance the emergence of love for work and therefore, in-service training has a special role as well. In the modern society, people has to be ready to learn new all the time but education and training in adulthood also shape employees’ lives individually and strengthen their subjectivity (Kilpeläinen, 2004). Employees who want to develop themselves and their work appreciate the opportunities produced by in-service training (Uusiautti, 2008; Uusiautti & Määttä, 2011). Thus, in-service training can function as a booster of love for work: it strengthens it as employees notice their increasing and improving proficiency and provide them with the feeling of mastery and self-fulfillment. Caring as the principle of professional development can even lead to “perfect storm” that can lead to a much deeper and more personal engagement (see e.g. Flint, Kurumada, Fisher, & Zisook, 2011).

#### V. CONCLUSION

The predictive strength of affective reactions depends on social-contextual factors, such as the nature of the interpersonal relationship (e.g., cooperative or competitive), prevailing (cultural) norms (e.g., “display rules”), and the way the emotion are expressed (Fischer



& van Kleef, 2010). Based on our review, love for work can be studied both from personal and interpersonal perspectives. Love for work is not just something that an individual employee or a leader can experience but what they can spread in the work community and what can be enhanced through education as well.

Love for work consists of the following elements as well: persistence, enthusiasm, commitment, optimistic and reactive attitude as well as willingness to develop one's proficiency. Furthermore, according to our studies, all these features epitomized successful Finnish employees (see Uusiautti & Määttä, 2011). This conclusion raises inevitably a question: Does love for work also lead to (or enhance) success at work? It could, as for example according to Rimé (2009), positive emotions enhance individual wellbeing in two different ways: by the increase of the level of positive affect that they entail and by the positive feedback that a successful experience brings to the knowledge base and the self.

In work context, love and caring emphasize the connection through responsibility to others rather than tight rules and discipline. Indeed, Caldwell and Dixon (2009) have defined love, forgiveness, and trust as organizational constructs that are freedom producing, empowering, and vital to enhancing employees' self-efficacy.

To expand our analysis further, it can be pointed out that emotions, such as love, can be utilized for the common good. We live our lives with other people and we experience ourselves choosing and feeling in relation to other people and events, in other words, acknowledging human interdependence (Oatley, 2010). Bertrand Russell has said: "The good life, as I conceive it, is a happy life. I do not mean that if you are good you will be happy; I mean that if you are happy you will be good." Transforming this statement into work context, it can be stated that if a workplace that operates on the highest ethical plane is the goal, one should work for creating a happy people's work place with engaged employees who have fun at work and who find ways to make their work of profound service to others.

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**17. Never use online paper:** If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

**18. Pick a good study spot:** To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

**19. Know what you know:** Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

**20. Use good quality grammar:** Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

**21. Arrangement of information:** Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

**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.

**25. Take proper rest and food:** No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

**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





sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

**32. Never oversimplify everything:** To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

**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.

### General style:

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
- Submitting a manuscript with pages out of sequence

In every sections of your document

- Use standard writing style including articles ("a", "the," etc.)
- Keep on paying attention on the research topic of the paper
- 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.

#### **Abstract:**

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.

An abstract is a brief distinct paragraph summary of finished work or work in development. In a minute or less a reviewer can be taught the foundation behind the study, common approach to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than lone rationale. The author can at this moment go straight to



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:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

**Introduction:**

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- 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:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.
- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- 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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This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic

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.

#### Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- 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.

#### Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- 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.

#### Results:

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.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

#### 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
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#### Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

#### Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

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<b>Introduction</b>	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
<b>Methods and Procedures</b>	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
<b>Result</b>	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
<b>Discussion</b>	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
<b>References</b>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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ISSN 975587

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