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Highlights

- Role of Online Videos
- Effects of Violent Video
- Social Media in Nigeria
- Portrayals of Socio-Structural Issues

Discovering Thoughts, Inventing Future

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Stigma and uptake of Antiretroviral Therapy Among Women in Rachuonyo North Sub-County, Kenya

By Jim Katieno, Prof Paul Odundo & Dr Benson Ojwang

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Abstract- We investigated the effects of stigma on uptake of Antiretroviral Therapy among women attending Prevention of Mother to Child Transmission clinics in Kenya. This was a cross sectional descriptive study where all the 280 women who attended 6 health facilities in Rachuonyo North Sub County during the study period were sampled. Data were collected using questionnaires and Key-informant guide for PMTCT Health Officers in charge of the clinics. Data analyzed using descriptive statistics and using content analysis. The study established that enacted stigma influenced ART uptake by causing160 (65%) to stop taking anti-retroviral drugs, anticipated stigma influenced ART uptake by causing 177(63%) women to stop taking antiretroviral, consequently perceived community stigma influenced ART uptake by causing 168(60%) respondents to stop taking antiretroviral drugs and self-stigma led to stoppage of antiretroviral drugs among 184(66%) women. The study highlighted the need to address stigma to improve ART uptakein PMTCT settings.

Keyterms: *antiretroviral therapy, stigma, women, uptake.*

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Stigma and uptake of Antiretroviral Therapy Among Women in Rachuonyo North Sub-County, Kenya

Jim Katieno [α], Prof. Paul Odundo [σ] & Dr. Benson Ojwang [ρ]

Abstract- We investigated the effects of stigma on uptake of Antiretroviral Therapy among women attending Prevention of Mother to Child Transmission clinics in Kenya. This was a cross sectional descriptive study where all the 280 women who attended 6 health facilities in Rachuonyo North Sub County during the study period were sampled. Data were collected using questionnaires and Key-informant guide for PMTCT Health Officers in charge of the clinics. Data analyzed using descriptive statistics and using content analysis. The study established that enacted stigma influenced ART uptake by causing160 (65%) to stop taking anti-retroviral drugs, anticipated stigma influenced ART uptake by causing 177(63%) women to stop taking antiretroviral, consequently perceived community stigma influenced ART uptake by causing 168(60%) respondents to stop taking antiretroviral drugs and self-stigma led to stoppage of antiretroviral drugs among 184(66%) women. The study highlighted the need to address stigma to improve ART uptakein PMTCT settings.

Keyterms: antiretroviral therapy, stigma, women, uptake.

I. Introduction

Uptake of antiretroviral therapy was intended to effectively reduce mother to child transmission of HIV in order to create an HIV/AIDS free society (Giaquinto*et al*, 2005).However, women attending Prevention of Mother to Child Transmission (PMTCT) clinic continues to be heavily affected by HIV/AIDS. Globally, HIV/AIDS stigma is still a major issue hindering uptake of ART since more than thirty years after the start of AIDS epidemic (Johnson *et al*, 2015).According to Mwaura (2008), Kenyan women living with HIV are highly stigmatized and are culturally deemed worthless if unable to bear children. According to Spangler *et al* (2014), the impact of HIV related AIDS stigma must be taken into consideration in promoting HIV positive status disclosure in women attending PMTCT and maternal health services in Kenya. Thus the potential of PMTCT programmes to virtually eliminate vertical transmission of HIV will remain elusive unless HIV/AIDS related stigma is addressed (Gourlay*et al*, 2013).

According to WHO (2011) women still remains to be highly stigmatized, however the role that different types of stigma play on uptake of ART has been poorly understood highlighting the need to study the effect of stigma specific domains in order to employ stigma reduction strategies aimed at promoting ART uptake. This study investigated the effectsof stigma on uptake of antiretroviral therapy among women attending PMTCT clini inRachuonyo North Sub County in Kenya.

II. Statement of the Problem

According to UNAIDS (2001), PMTCT health care units is one of the main settings that are associated with HIV-related stigma and discrimination. Few studies have attempted to assess how these different dimensions of stigma affect uptake of antiretroviral therapy among pregnant women in high HIV prevalence settings.HIV and AIDS related stigma has been cited as posing a great challenge by inhibiting many women from seeking HIV testing services and accessing ART (NCPD, 2013).In addition, according to Stewart *et al* (2002), lack of utilization of HIV testing services is significantly associated with stigmatizing attitudes toward PLWHA which occurred due to social isolation and ridicule. This has a likely effect of affecting uptake of ART especially among women who ought to visit PMTCT regularly. Duffy *et al* (2005) further reports that issues of stigma among PLWHA are still poorly understood and often marginalized within national and international programs and responses. Stigma prevents the delivery of effective social and medical care, enhances the number of HIV-infections and diminishes the public health effects of ART because PLWHA are not able to interact with their families and the communities which is supposed to make them feel complete and be a part of the society. There is paucity of literature on how various domains of stigma influences uptake of ART in PMTCT clinics and the understanding of the mechanism on how stigma affects healthcare system remains limited (Piot*et al*, 2006)

III. Objectives of the Study

To study the uptake of antiretroviral therapy among women attending PMTCT in Rachuonyo North Sub County, the following were adopted as the objectives:

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1. To establish how enacted stigma influence uptake of ART among women attending PMTCT clinic in Rachuonyo North Sub-County.
2. To determine how anticipated stigma influence uptake of ART among women attending PMTCT clinic in Rachuonyo North Sub-County.
3. To assess the extent to which perceived community stigma influence uptake of ART among women attending PMTCT clinic in Rachuonyo North Sub-County
4. To examine the extent to which self-stigma influence uptake of ART among women attending PMTCT clinic in Rachuonyo North Sub-County.

IV. Literature Review

Uptake of anti-retroviral therapy for the sake of this paper is defined as utilizing ART services by women who are HIV positive while accessing PMTCT services in health facilities in Kenya. Literature review examining 150 journals conducted by Turan *et al* (2013) found out that HIV-related stigma can discourage pregnant women in low-income settings from seeking anti-retroviral therapy and to prevent mother-to-child transmission (PMTCT) of HIV. These findings highlight a serious challenge to international goals to virtually eliminate mother-to-child HIV transmission and reduce HIV-related maternal mortality by 50 percent by 2015.Global bodies such as The President's Emergency Plan For AIDS Relief (PEPFAR), has outlined in its Blueprint steps needed to achieve an AIDS-free generation (PEPFAR, 2012).However, a common element of these political initiatives is their recognition that reducing HIV-related stigma is critical to the success of the global HIV response and increased ART uptake. According to UNAIDS (2014), it is reported that although there is hope of ending HIV epidemic by 2030, widespread stigma still hinder uptake of antiretroviral therapy. This is attested by WHO (2011), that stigma is one of the main reason that women do not take antiretroviral drugs. According to WHO (2010), it is estimated that only roughly half of the HIV-infected pregnant women in low and middle-income countries receive ART for PMTCT despite the recent global scale up of PMTCT services, with wide country-level disparities in PMTCT coverage ranging from 5 to 10% in Sudan and Chad, to 80 to 90% in South Africa, Botswana, Swaziland, and Namibia. The poor uptake of ART could be attributed to experiences of stigma among the pregnant women. In another qualitative study conducted in Zambia, enacted stigma emerged spontaneously as the second most frequently listed reason women do not begin ART in a qualitative study in Zambia(Murphy *et al*, 2006).This parallels a large household-based study conducted in Kenya which found out that 75% of HIV-positive respondents had experienced "enacted stigma" (Odindo and Mwanthi 2008)

Many people living with HIV face high levels of stigma and discrimination despite comparatively high levels of awareness of HIV and AIDS in Kenya. Stigma and discrimination has been shown to affect women in Kenya from seeking vital HIV services (UNGASS, 2014).In a study in Rural Kenya by Turan and Cohen *et al* (2010),it was demonstrated that anticipated stigma regarding HIV/AIDS stigma can be a barrier to acceptance of HIV testing by pregnant women, even in an environment where HIV testing in the antenatal clinic is becoming the norm. In another study by Colombini *et al* (2014) conducted in Kenya, it was reported that women attending HIV integrated services experienced anticipated stigma and this was exacerbated by the actions of health care providers. Another study carried out by Dlamini *et al* (2009) in five countries viz: Lesotho, Malawi, South Africa, Swaziland and Tanzania found out that there was a significant relationship between perceived HIV stigma and self-reports of missed medications over time. Individuals who reported missing more ARV medications also reported higher levels of perceived HIV stigma. Therefore, the reason for poor uptake and adherence of ART is linked to stigma experienced by people living with HIV. Existing HIV related stigma may be thus properly addressed if the extent to which specific stigma domains affect uptake of ART is known of which this paper aims to answer.

V. Method

The research employed descriptive survey design. Since it was not possible to study the entire Rachuonyo North sub county, stratified sampling was employed to come up with 2 strata; each stratum belonging to each division. Thus the two divisions which were studied were Karachuonyo East and Karachuonyo West division. Three facilities in each stratum were purposively selected having met the predefined criteria. The criteria was arrived at looking at the number of new ANC clients received which had to be more than 160 clients per year and the location of the health facility. A sample of six facilities was used to establish parameters that may be used to generalize entire sub county. All clients who are issued with anti-retroviral prophylaxis are registered at the PMTCT clinic using PMTCT register which also contains demographic information accessible to District AIDS and STDS Control Coordinator (DASCO).The researcher worked closely with DASCO to identify 280 women in these facilities who were interviewed. Snowball sampling was used to recruit those who may have defaulted ARV drug prophylaxis in the course of taking the treatment regimen and did not present to the clinic. Questionnaires were used to collect data from women attending PMTCT while key informant guide was used to

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collect data from six health officers in charge of PMTCT clinics within the study region. Descriptive statistics was used to analyze quantitative data while qualitative data was employed to analyze qualitative data.

VI. Results

1. It was found out that 160 (65%) women stopped taking anti-retroviral drugs due to experiences of enacted stigma. It was also reported that enacted stigma did influenceuptake of ART since 57 (29.84%) women missed their clinical appointments once, 35(18.32%) missed their clinical appointments twice, 52 (27.23%) women missed their clinical appointments thrice, 30 (15.71%) women missed their clinical appointments four times and 17 (8.9%) women missed their clinical appointments five times.
2. Anticipated stigma led 177(63%) respondents to stop taking anti-retroviral drugs which resulted to decreased uptake of ART. It was also found out that 56 (30%) women missed their clinical appointments once, 38(20%) women missed their clinical appointments twice, and 51 (27%) women missed their clinical appointments thrice, 29 (15%) missed their clinical appointments four times and 15(8%) women missed their clinical appointments five times. This indicates that uptake of ART was reduced as a result of frequent interruptions of antiretroviral drugs.
3. Perceived community stigma was expressed heavily by women who were avoided due to their HIV status which represented 130 (46%) respondents. Findings showed that 168 (60%) women stopped taking antiretroviral drugs as a result of perceived community stigma which implied that ART uptake was reduced. It was also found out that 106 (38%) respondents missed their clinical appointments once suggesting that perceived community stigma hindered uptake of ART.

HIV self-stigma was widely reported among the respondents with 105(38%) women who preferred not to disclose their HIV status for fear of being stigmatized. Self-stigma experienced by women attending PMTCT clinic caused 184(66%) respondents to stop taking antiretroviral drugs leading to low uptake of ART. It was further revealed that 57(20%) respondents reported to having missed their clinical appointments thrice which implied that self-stigma is a barrier to improved uptake of ART.

VII. Discussions

Enacted stigma due to family members was noted to have influenced 155 women representing 55% of the respondents. Enacted stigma was expressed due to discriminating attitudes emanating from spouses, friends and those who lost their jobs. In one of the instances, one woman reported. ''*When my husband returns home in the evening he feels very reluctant to share with me supper…and sometimes I am left to take my meal alone with my children. Often times he has preferred not to share with me the same bedroom at night.''* In contrast, a study by Or za*et al*,(2015) revealed that discrimination from family due to enacted stigma contributed to violence within the family. Our study is consistent with another study in China which showed that enacted stigma manifestations within domestic spheres were most obvious (Yu *et al*, 2016). One respondent who missed her clinical appointment thrice due to enacted stigma had this to say: *'' I always fear what my relatives would think should they see me visiting PMTCT health facility to obtain the antiretrovirals. These hindered me from accessing health facility three times in order to replenish the stock of drugs I was given since the last visit.''* These findings are similar to another study done in Asia by Wasti*et al*, (2012) where one of the respondents reported that ''*I am worried about meeting my neighbours in hospital for refills [ART]. All the time I worry: "How can I hide from these people?" One day I did not refill my ART due to bumping into relatives (P - 4, Female, Kathmandu).''* These findings reveal that fear of exposure to the ART facility which may be in PMTCT setting is likely to lead to low uptake of ART

Anticipated stigma was also experienced within PMTCT settings. Our study shows that 113 (40%) respondents feared taking HIV test as a result of anticipated stigma. One of the respondents had this to say: *'' When I visit PMTCT health facility unit. I refuse to take HIV test fearing that the test results may indicate that I am HIV positive.I am disturbed on how I will be perceived as a result of my status.*'' This finding agrees with another study carried out in Uganda by Nannozi*et al*, (2016) which revealed that fear of a positive HIV test result emerged as a key barrier at HIV testing centers. . Findings revealed that as a result of anticipated stigma that was experienced by women attending PMTCT, 177(63%) respondents stopped taking antiretroviral drugs and thus leading to poor uptake of ART. This was further confirmed by a key informant, an officer in charge of a PMTCT clinic at Kandiege Sub-District Hospital, who reported as follows:*'' Anticipated stigma has particularly caused 61% of the women to stop taking antiretroviral drugs. This is quite alarming to us, but we are doing our best to talk to donors and other stakeholders in a move to increase uptake of ART.''* We found out that anticipated stigma was experienced by the study participants and this resulted to a reduced uptake of ART in the health facilities within the study area. One respondent who missed clinical appointment once due to anticipated stigma reported in this manner: *''I was ashamed to visit PMTCT clinic because of the way I was mistreated at Kendu Sub-District Hospital.I*

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heard a peer educator at the clinic who made a nasty comment about my HIV status and this made me to miss my clinical appointment.'' These findings agrees with another study carried out in Nigeria by Anígilájé*et al*, (2016) where a focus group discussant reported that ''*I stopped coming when I was treated with disrespect and contempt by the ANC nurse. She made uncomplimentary comments about my HIV status. I felt if she could behave like this now, how she will behave when she has to take my delivery dealing with my blood.''*This report suggests that anticipated stigma due to poor health care services at PMTCT clinics may contribute to women defaulting in taking of antiretroviral drugs and this may lead to poor uptake of ART.

Feelings of isolation due to perceived community stigma were expressed among 130 (46%) women. One respondent stated in this manner: *'' A number of times I have felt socially rejected when I have been isolated from taking leadership responsibilities within the community. Often I have felt very embarrassed but I have struggled to cope with it.''* These findings are in harmony with another study by Sandelowski *et al*, (2004) which revealed that women living with HIV/AIDS experience panic and social rejection within the community and this may affect their health seeking behavior for HIV care and treatment and thus leading to low uptake of ART.Findings showed that 168 (60%) women stopped taking antiretroviral drugs as a result of perceived community stigma. One respondent who stopped taking drugs as a result of perceived community stigma reported:*'' I got so embarrassed that I declined to visit Wagwe Health center to take my medication.''* This statement was further confirmed by a key informant at Wagwe Health Center who reported that: *'' Perceived community HIV stigma is common around this region.HIV infected women feel so ashamed of their HIV positive status that they prefer to be isolated. This has caused them to fear coming to the clinic to obtain their medication.''* This suggests that perceived community stigma result to a decreased uptake of ART by causing women to stop taking antiretroviral drugs. Perceived community stigma further contributed to at least 106(38%) respondents reporting that they missed their clinical appointments once. One of the respondents reported in this manner:*'' I have felt so isolated by my community due to my HIV status that I missed taking a refill of my drugs at Kendu Adventist Hospital once and instead I have resorted to take my drugs at Miriu Health Center where I am not known by majority.''*. This view was confirmed by a key informant at Miriu Health Center who reported that:*'' some clients have since transferred from their nearby health centers and have requested to be enrolled at Miriu Health Center. My greatest concern is that if they take long to come to our facility then it might affect uptake of ART.''* The findings were further confirmed by a study in Malawi by Elwell (2016) which found out that community based HIV stigma hindered participants (PMTCT patients) from accessing care and treatment in PMTCT program thereby leading to a poor uptake of ART.

Self-stigma was widely reported among the respondents with 105(38%) women who preferred not to disclose their HIV status for fear of being stigmatized. One respondent who preferred not to disclose her status reported in this manner:*'' I fear informing my husband of my HIV status because, he will beat me and accuse me of infecting him with HIV.''* This implies that women may not seek for PMTCT services because of physical violence which is likely to affect ART uptake. This is further confirmed by a study carried out in rural Kenya by Walcott *et al*, (2013) which reported that fears of abuse—including being blamed for the infection, break-up of the relationship, and bodily harm—served as contributing factors to non-disclosure of one's HIV status which has a likely effect of reducing uptake of ART. As a result of this situation, 184 (66%) women reported that they stopped taking antiretroviral drugs which brought a deleterious effect on uptake of ART. *'' most women who visit our facility suffer from self-stigma. Last month alone about 25% of women who visited PMTCT clinic reported to have suffered from self-stigma.''* These findings agree with previous study carried out in United States by Rao*et al* (2007) which reported that fifty percent of respondents skipped their doses because they feared family or friends would discover their status which highlights that self-stigma may lead to a low uptake of ART. Findings are also consistent with a study in Asia which found out that self-stigma experienced by HIV infected pregnant women hindered uptake of ART by causing these women to avoid seeking drug prophylaxis at parent to child transmission of HIV services offered in health facilities (Rahangdale*et al*, 2010).This suggests that interventions to reduce self-stigma is critical towards improving uptake of ART.

VIII. Conclusion

Our study concluded that enacted stigma does influence uptake of antiretroviral therapy. There is need to enhance ways of reducing enacted stigma among women to improve ART uptake. It was concluded that anticipated stigma caused majority of women to be mainly stigmatized at the health care facilities thus leading to a poor uptake of ART. There is need to review capacity of health care providers to ensure professionalism is maintained at health care facilities. it was concluded that perceived community stigma led to majority of women being avoided or isolated within the community and this led them not to access clinical appointments for fear of being noticed which resulted to poor uptake of ART. There is need to for the government

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to tackle this kind of stigma at community level by ensuring that resources are available. It was further concluded that self-stigma did influence uptake of antiretroviral therapy by causing women to feel embarrassed and ashamed of their HIV status and consequently this led to stoppage of antiretroviral drugs highlighting the need to enforce self-stigma reduction measures.

IX. Recommendations

1. The researcher recommended that the county health director should enhance awareness methods of enacted stigma and its impact on AIDS epidemic.
2. The researcher recommended that anticipated stigma-discrimination reduction workshops to be held especially at health care settings. This will ensure that suitable ways are identified to reduce anticipated stigma.
3. The researcher recommended that perceived community stigma can be tackled by disseminating and promoting the use of tools for effective advocacy and action, such as the evidence-based talking points and the case studies of successful interventions.
4. The researcher recommended that government should adopt national policies that seek to address self-stigma experienced by women. By allocating resources and involving health stakeholders and Non-Governmental Organizations women may be properly educated towards overcoming self-stigma.

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The Role of Online Videos in Undergraduate Casual-Leisure Information Behaviors

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Abstract- This study describes undergraduate casual-leisure information behaviors relevant to online videos. Diaries and in-depth interviews were used to collect data. Twenty-four undergraduates participated in this study (9 men, 15 women; all were aged 18–22 years). This study proposes a model of casual-leisure information behaviors and contributes new insights into user experience in casual-leisure settings, such as online video programs, with implications for other information domains.

Keywords: *casual-leisure information behaviors, information behavior, online videos, role.*

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The Role of Online Videos in Undergraduate Casual-Leisure Information Behaviors

Nei-Ching Yeh

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I. Introduction

IN recent years, interest in leisure activities has increased. Watching online videos occupies a large proportion of many people's daily leisure time. According to com Score Video Matrix, personal computer users viewed over 300 billion videos each month. On average, each person watches more than 200 videos each month. In Taiwan, there are 11,842 online video audiences. On average, each audience shares 100 videos and views 216 videos. The average viewer spends 1,214 min watching videos [1].

A user who pursues leisure activities is motivated by the need for pleasure rather than by information needs, even though the user may need to search for information to achieve entertainment goals. Previous studies have focused on task scenarios rather than casual-leisure scenarios. Elsweiler, Wilson, and Kirkegaard-Lunn discovered that theories of information behavior are grounded in the context of work and library use [2]. However, few studies have considered casual-leisure information behavior. Case and O'Brien have mentioned that there were blind spots in previous studies [3], [4].

Tague-Sutcliffe suggested that information is pervasive like air, which is essential for life, but is seldom noticed [5]. Information needs often occur in leisure pursuits. Information is required in both work and nonwork situations, but people seldom reflect on its importance. Hartel indicated that information seeking occurs in leisure activities to some degree [6]. Mc Quail classified four common reasons for media use: information, personal identity, social interaction, and entertainment [7]. Media are often used for more than one purpose; for example, the need for information frequently coincides with the need for entertainment.

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Models of information behavior are typically information focused: information needs and knowledge gaps are emphasized [8], [9]. Some research has focused on models of information seeking and information encountering in everyday life [10], [11]. Despite including non-work scenarios, most models do not adequately address leisure scenarios [12]. Stebbins provided a valuable point for understanding information behaviors in nonwork contexts. He differentiated among three types of leisure: serious leisure, casual leisure, and project-based leisure [13].

This paper describes a qualitative study of undergraduate casual-leisure information behaviors for online videos. This paper addresses the following questions:

1. What are the motivations for online video viewing?
2. What are the information needs for online video viewing?
3. What are the information-seeking behaviors related to online video viewing?
4. How do undergraduates apply information when viewing online videos?

This study proposes a model of user experience for casual-leisure information behaviors; this model has implications for other information domains.

II. Related Work

Stebbins used the term "leisure" to refer to activities that people want to do and can do at either a personally satisfying or a deeply fulfilling level. He classified three categories of leisure [13]:

1. Serious leisure: People pursue amateur, hobby, or volunteer activities systematically, and commonly find conditions to be substantial, interesting, and fulfilling. People engage in serious leisure activities that require and express a combination of skill, knowledge, and experience.
2. Project-based leisure: People pursue short-term, occasional, and creative activities carried out in free time. Such leisure also requires considerable planning, effort, skill, and knowledge, but is neither serious nor intended by the participants to become serious.
3. Casual leisure: People pursue instantly, intrinsically rewarding and relatively short-lived pleasurable

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activities. People enjoy these activities with little or no special training.

Stebbins differentiated eight types of casual leisure: (a) play; (b)relaxation; (c) passive entertainment; (d) active entertainment; (e) social conversation; (f) sensory stimulation; (g) casual volunteering; and (h) pleasurable aerobic activity. He also identified five types of benefits people expect from or experience through casual leisure: (a) serendipity; (b) edutainment; (c) regeneration or recreation; (d) maintenance of interpersonal relationships; and (e) well-being [14]. As people pursue casual leisure, they may seek two or three benefits. The core characteristic of casual leisure activities is that they are hedonic. That is, participants experience feelings of pleasure and enjoyment.

Elsweiler, Wilson, and Kirkegaard-Lunn listed four types of casual leisure situations: (a) the time-wasting scenario; (b) the hedonistic-need scenario; (c) the experience-focused scenario; and (d) the casual-information scenario [2]. Wilson, Alhodaithi, and Hurst distinguished three differences between tasks and casual-leisure situations [12]:

1. Casual-leisure situations are driven by hedonic needs rather than information needs. There are no explicit information needs in casual-leisure situations.
2. Although there are many casual-leisure situations that do involve information needs, there is no requirement to seek information.
3. People in casual-leisure situations meet their hedonic needs without finding information.

Elsweiler, Wilson, and Kirkegaard-Lunn highlighted four characteristics of casual-leisure information behaviors [2]:

1. Casual-leisure information behavior tasks are often motivated by a mood, and the tasks are related to high quality of life and personal health.
2. In casual-leisure situations, the information that is discovered is less important than the experience of discovery.
3. The definitions of casual-leisure needs are unclear and do not include information needs.
4. The success of casual-leisure behavior is not dependent on finding information or on achieving any results.

Elsweiler, Mandl, and Kirkegaard-Lunn performed a diary study with 38 heterogeneous participants to understand information needs in the context of television viewing [15]. This study found that people's information needs were elicited by three types of motivations when watching television:

1. User motivation: personal interests, knowledge, lifestyle, and hobbies.
2. Context motivation: individual mood or state, time-related motivation (for example, today is Saturday), social motivation (company of mother), program-related motivation (viewing online game advertisements).
3. Planning motivation: planning Saturday activities.

Elsweiler, Wilson, and Kirkegaard-Lunn claimed that information needs for television viewing often relate to situations, such as time, the presence of other people, personal mood, emotional situations, previous events, experience, knowledge, and habits [2]. The design of information systems should reflect the situations that can motivate users to seek information. The indicators of system evaluation should consider both objective factors (such as whether the task is accomplished or how much time is spent) and subjective factors (for example, satisfaction and relative judgment).

Elsweiler, Wilson, and Kirkegaard-Lunn suggested that information systems can satisfy casual-leisure information needs if the design reflects that fact that people focus on experiences and states of information in leisure situations [2]. It is more important for an information system to support user interactions and to facilitate engagement with content than to provide rich information. Users can benefit from systems that support accidental finding of information.

In casual-leisure situations, the information needs associated with tasks are frequently underdefined or entirely absent. The user often describes needs in vague words, such as “interesting,” “complicated,” or “challenging.” A personal or user-oriented search system would function more effectively than a search system that depends on precisely specified search terms [4], [16].

Elsweiler, Wilson, and Kirkegaard-Lunn concluded that users often explore information systems to experience novelties rather than to find information [2]. This situation is similar to visiting a place with friends or family members. The aim of such socially motivated exploration is not to find a specific place, but to spend time with family members or friends.

The motivations for television viewing and channel-hopping are multidimensional. The information needs of users can be understood by observing their behaviors. Watching television can satisfy needs such as entertainment, deep knowledge, well-being, high quality of life, health, changed mood, support for claims, relaxation, and escape from chores [15]. The aforementioned studies are similar to studies on how emotions affect information behaviors [17]. Furthermore, watching television can be an instigating factor for information needs. Stebbins and Ross have mentioned that leisure activities constitute a crucial driver of information needs [14], [18].

Elsweiler, Mandl, and Kirkegaard-Lunn performed a diary study with 38 participants to research information needs in the context of television viewing. They found the following [15]:

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1. Many users searched for television programs to conduct activities in which they were interested, citing being entertained and having fun as motivations.
2. The motivations for television viewing are multidimensional. Many participants considered television to be a source of the latest information on topics such as news, stocks, and weather. Sometimes, television viewers watch television to plan vacations or to find dinner recipes.
3. Any television program can be used as background sound when doing chores, even if the program is not inherently interesting.
4. To watch a specific television program, viewers must know the correct channel and the time at which it will be broadcast.
5. Personal interests, knowledge, and lifestyle habits can motivate people to watch television.
6. Tsay and Krakowiak noted that television companies design official websites to satisfy viewers' needs. These websites have various features, including the following [19]:
7. Fan-based features: Viewers can create communities of fans.
8. Game-based features: Viewers can interact with program-related content.
9. Information-based features: Viewers can collect additional information about the programs.
10. Programming-based features: The website informs viewers about the details of various programs.

Tsay and Krakowiak found that viewers also like in-depth information (for example, episode summaries, character profiles, and actors' blogs), games, opinion sharing (for example, polls and quizzes), showcasing (for example, personal photos and videos), interaction (for example, giving commands and chatting), downloads (for example, pictures, ringtones, and desktop background pictures), shopping (for example, CDs and LPs), and subscribing (for example, discussion forums and social communities) [20].

Elsweiler, Mandl, and Kirkegaard-Lunn suggested, on the basis of the results of a diary study of television information behaviors, that faceted browsing systems can be considered in the future. The experience of using the system must be appropriate. Simply providing information or content is not sufficient: the system should satisfy the desires of the user [15].

III. Research Method

This exploratory study examined undergraduates' casual-leisure information behaviors in the context of viewing online videos and addressed the following questions: What are the motivations for information seeking? What content is sought? How do the undergraduates apply the information? What are the implications of the research results? This study followed the examples of Wilson, Alhodaithi, and Hurst and Elsweiler, Wilson, and Kirkegaard-Lunn by using both diaries and in-depth interviews; each method remedied the deficiencies of the other [2], [12]. The advantage of diaries is that participants can write down their thoughts and feelings immediately; the disadvantage is that participants may not be good at writing and may neglect to write for several days.

In this study, a purposive sampling methodology, snowball sampling, was employed to identify relevant study participants. A total of 24 undergraduate students (15 women; 9 men) wrote diaries and were interviewed by the researchers.

The researcher designed a form of electronic diary in which the participants recorded their activities related to video viewing. They wrote 3 diaries during 3 weeks. In total, 72 records were collected. Each diary recorded details of information needs, surrounding contextual information, motivating factors, and participant behaviors that satisfied relevant needs. After the participants finished writing their diaries, in-depth and semistructured interviews were conducted to collect data for analysis. Interviews ranged from 30 to 90 min; the average interview lasted approximately 1 hr.

The interview questions were based on literature reviews and designed within a conceptual framework intended to explore undergraduate casual-leisure information behaviors relevant to online videos. The interview data were transcribed and analyzed in Chinese. The data analysis process followed an inductive approach; qualitative data were analyzed through open coding, axial coding, and selective coding. In the open coding process, the interview data were analyzed, compared, conceptualized, and categorized. Axial coding was then applied to group the initial codes produced in open coding and to uncover their relationships. Lastly, selective coding was used to interpret the relationships among the identified concepts and to ensure that the interpretation coherently explained the phenomena observed in the study.

IV. Results

In the collected data, we found that the respondents' favorite types of online videos were movies (63 films), Chinese dramas (14 serials), American dramas (6 serials), and entertainment television shows (1show). The participants usually watched videos on computers (41 participants/times), at cinemas (14 participants/times), on cell phones (11 participants/times), on video players(6 participants /times), and at second-run theaters (4 participants/ times).

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a) Time as a Situation of Casual-Leisure Information Behavior

Fig. 1 shows the processes of casual-leisure information behaviors for viewing online videos. This framework emphasizes time as a context for information relevant to video viewing; this framework, with its emphasis on time, resembles Hartel's framework of information behavior for gourmet cooking, which comprises three temporal arcs, namely hobby career, subjects, and episodes [6]. Savolainen mentioned that time is an essential attribute required to contextualize information. It has vital effects on personal and organizational information behaviors. People search for information and assign meaning as time flows [20]. Stebbins indicated that time is a crucial concept when analyzing the essence of leisure activities [21]. This framework consists of three parts: the processes of video viewing, casual-leisure information behaviors, and episodes as stimuli that provoke casual-leisure information behaviors.

People's casual-leisure information behaviors can be understood in relation to three phases: pre-viewing activities, viewing activities, and post-viewing activities. In the pre-viewing phase, people notice the information of videos through two approaches: they active look for information, and they are passively stimulated by information. The motivations for an active approach include relaxing, passing time, assuaging boredom, satisfying curiosity, seeking out interests, enjoying leisure, and endorsing the topics of videos. The motivations for a passive approach include encouragement from peers, information encountering, family gatherings, and free videos.

Different experiences appear as information activities unfold through time. This study analyzed these activities from cognitive, emotional, and behavioral dimensions. Nabi and Kremar conceptualized pleasure as an attitude that has cognitive, emotional, and behavioral dimensions [22]. Episodic content stimulates users to view content over time. These viewers seek information about actors' roles, episodes, issues, commands, music, cinematography, and the meaning of the videos. They search for information to satisfy their cognitive and emotional needs, which are elicited by episodic videos.

On the emotional level, viewers can be stimulated by the episodes to feel profound interest in all matters related to the videos. In this situation, episodes function as an activating mechanism that encourages viewers to seek information related to episodes. Motivated by cognitive needs or emotional needs, viewers satisfy their information needs by seeking information from the Internet. Brookes's equation states that information (I) changes knowledge (K) to create a new state of knowledge (K') [23]. Dervin and Frenette noted that when confronted with a gap, people may try to bridge it with new information. Such gaps produce curiosity and motivate viewers to explore the unknown [24]. Recently, it has become popular to view videos online, and it has become convenient to use cell phones to search for information on the Internet. Often, viewers discuss the videos they have seen with other people. Discussions with family or friends can motivate viewers to seek more information about the videos.

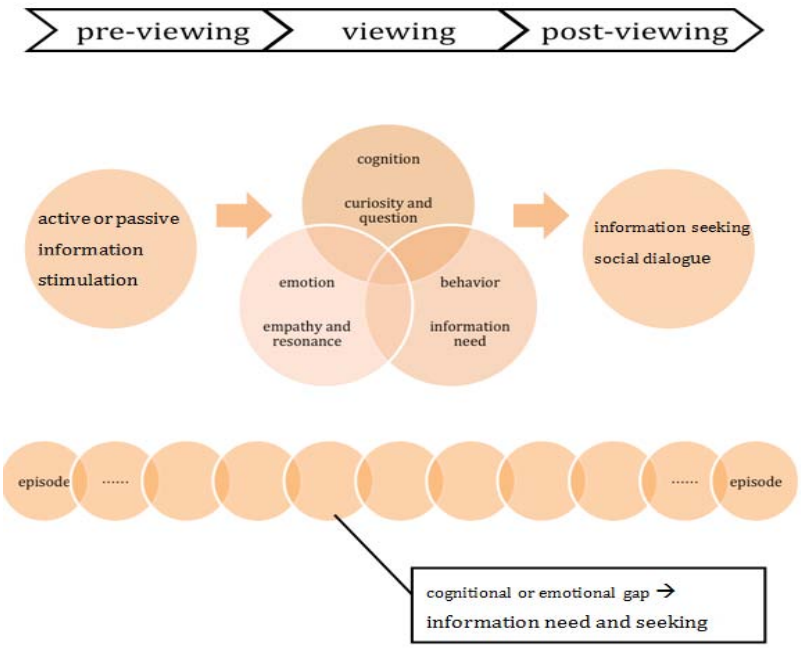

Fig. 1 : Framework of video viewing processes and information activities

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This study found that the episodic structure of online videos forms the context of viewers' casual-leisure information behaviors from pre-viewing to post-viewing. Viewers experience episodes as stories composed of series of actions or events. Episodes motivate audiences to view videos; episodes motivate audiences to look for information about the videos. Viewers engage with videos, because the episodes are attractive and interesting. They are an activating mechanism. Viewers often search for information on cell phones or desktop computers when viewing videos.

Previous studies have found that casual-leisure information seeking was motivated by avoidance of frustration and by associative links [15]. For example, viewers who could not recall information about actors, songs, or years might avoid frustration by researching such information. Furthermore, viewers who recalled having watched videos might seek information associated with the videos. The present study breaks away from such contentions, finding that the motivation to seek such information is leisure, and that the desire for leisure automatically generates information needs.

Furthermore, Elsweiler, Wilson, and Kirkegaard-Lunn found that the motivations for leisure had little relevance to information needs [15]. Viewers use television remote control units to select the programs they believe will be interesting to watch. Our study found that the information needs related to video viewing are obvious. The information needs originate from curiosity and emotional identity, and motivate viewers to seek information.

b) Interactions Among Cognition, Emotion, and Behavior Elicit Information Needs and Seeking Behaviors

Information needs are present in all three phases: pre-viewing, viewing, and post-viewing. The interactions among cognition, emotion, and behavior form the context of information needs and information-seeking behaviors.

There are two types of motivations for viewing online videos: active and passive. The active motivations include relaxing, enjoying leisure, being entertained, assuaging boredom, and passing time. The participants watched some particular online videos because they had prior interest in the subjects, actors, or film directors of those videos. Passive motivation comes from information encountering. Information encountering occurs in an information-rich environment [25]. Chatting with classmates often encourages people to view online videos. Multiple television channels, convenient Internet connections, and popular mobile devices cause information encountering to occur often.

While viewing videos, the participants were likely to discuss thoughts and feelings at the moment of viewing. At the cognitive level, they understood the video episodes and the spirits of the characters. They made critical judgements while viewing. Sometimes, the videos stimulated the participants to think about the environment or about personal health; some of those thoughts might change their future behaviors. Some participants mentioned that the episodes of videos were not consistent with their expectations. These inconsistencies provoked cognitive conflicts. Some episodes elicited emotional resonance in some participants.

Emotion is a central concept in the analysis of human information behaviors [26]. Savolanien found that daily life information seeking occurs more than work-related and non-work-related information seeking. "Daily life information seeking" refers to the behavior of humans who seek any type of information to resolve problems that occur in daily life [10].

Given explored a "model of the affective information behavior ecology" and indicated that emotions mesh with daily activities and shape human information behaviors [27]. The Information Search Process model identifies three realms of experience: the affective (feelings), the cognitive (thoughts), and the physical (actions). The uncertainty principle asserts the uncertain status of emotions at the beginning of searches for information [28].

The previously cited articles focus on the critical effects of emotions on human information behaviors. Many studies have examined information, but few have investigated emotions. Moshfeghi and Jose attempted to change the research paradigm and suggested that people often seek information even though they have no information needs [29]. For example, in their study, people often used television remote controls to switch channels unconsciously. Moreover, information needs appeared because of the pressure to satisfy emotional needs.

The study of emotion and information behaviors originated in the field of library and information science. Dervin and Dervin and Rein hard have theorized about emotions and their relationships to information seeking and use. In sense-making theory, emotion is explicitly represented as bridging sense-making elements, along with intuition, thoughts, and attitudes [30], [31].

Why does the viewing of online videos cause information needs to appear? What stimulates information needs? Two major reasons are curiosity and identity, both of which can come from characteristics of the videos. Curiosity and information may make people happy (by motivating those people to read books or to seek information). However, curiosity may reflect feelings of uncertainty and nervousness which stimulate information-seeking and problem-solving behaviors. Litman and Jimerson indicated that curiosity is a desire for information. The desire comes from the stimuli of fresh information, complications, and ambition. Curiosity

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arises from a sense of uncertainty, which makes people unhappy. To eliminate this feeling, people seek information [32].

After viewing videos, the participants tended to engage in dialogues with others as well as to seek information. They tended to have conversations with people around them, such as family members, partners, and friends. The contents of the dialogues were related to the actors, subjects, episodes, and lines of the videos. Some the participants engaged in role-playing and formulated questions such as, "What would you do if you were the person in this video?" They also tended to seek information about incidental music, film reviews, script writers, and peripheral products.

c) Information Behaviors Extend to the Post-Viewing Phase and Cause Changes

This study found that the participants tended to seek and use information after viewing videos, and information usage tended to change their thoughts, feelings, and behaviors. The participants reported that information changed their cognitive processes and deepened their understanding of the subjects. This is an invisible knowledge construction process. During this process, they tended to develop new interests in some topics. The information provided by the videos and related information discovered by researching the videos were applied in conversations with other people to enrich their verbal communication and human relationships.

V. Conclusions and Suggestions

This study found that the edutainment needs of the participants were satisfied through viewing videos. Although the videos were viewed for leisure, they stimulated the participants to seek additional relevant information. Hartel mentioned that all types of leisure activities include information-seeking behaviors [6]. In this study, the information behaviors of the participants were rich and obvious. Many writers have discussed the concepts of leisure and information as dichotomous, but that dichotomy does not explain the findings of the present study. Leisure and information as revealed in the present study are more akin to yin and yang in the tai chi diagram. This no ndichotomous dualism suggests directions for further research on information behaviors.

This study also found that when videos provoke thoughts and feelings in their viewers, the interactions between those thoughts and feelings elicit information needs that promote information-seeking behaviors. Because mobile devices have become common and multiscreen use behavior has become popular, the participants did not need to delay their searches for relevant information; they were able to search for information immediately whenever a video stimulated their curiosity. Search engines constituted the most commonly used information channel.

This study considered time as a context for information relevant to the viewing of videos and examined participants' casual-leisure information behaviors in pre-viewing, viewing, and post-viewing phases. Time is linear and irreversible, but participants could pause or reverse the playback of interesting episodes and find relevant information. Information behaviors of the participants continued up to and beyond the end of video playback, and changed their cognitive structures. This is consistent with the content of Brookes's equation of information science [23].

The limitation of this study is a lack of understanding about how systems should be designed to satisfy the information needs of video viewers. In particular, now that mobile devices have become popular, more empirical studies about the user experiences and interface design of systems that support users' casual-leisure information behaviors are necessary.

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Nagarjuna's (Buddhist Philosopher) Influence on the Major Theorist of the Frankfurt School

By Steven Gerardi

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Abstract- All the sociological literature points to the Frankfurt School Theorists using Marx (for Alienated Labor) and Freud (for psychoanalysis) in constructing Critical Theory, (in an effort to explain the inhuman treatment of humanity by the German fascists). This original effort suggests that the foundational theorists (FTCT) of Critical Theory (Adorno, Fromm, Marcuse and Horkheimer) were also profoundly influenced by the Buddhist philosopher Nāgārjuna's major thematic focus is sunyata or "emptiness," (one of the key Buddhist doctrines).

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NAGARJUNASBUDDHISTPHILOSOPHERINFLUENCEONTHEMAJORTHEORISTOFTHEFRANKFURTSCHOOL

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Nagarjuna's (Buddhist Philosopher) Influence on the Major Theorist of the Frankfurt School

Steven Gerardi

Abstract- **All the sociological literature points to the Frankfurt School Theorists using Marx (for Alienated Labor) and Freud (for psychoanalysis) in constructing Critical Theory, (in an effort to explain the inhuman treatment of humanity by the German fascists). This original effort suggests that the foundational theorists (FTCT) of Critical Theory (Adorno, Fromm, Marcuse and Horkheimer) were also profoundly influenced by the Buddhist philosopher Nāgārjuna's major thematic focus is sunyata or "emptiness," (one of the key Buddhist doctrines).**

I. Introduction

Context and Overview: The FTCT employed Freud for his psychoanalysis (FTCT concern of the Authoritarian Personality), and Marx for his concept of Alienated Labor in an effort to understanding humanities inhumanity to itself (i.e. Auschwitz, and Nazi Germany).

However, because of Western leanings toward science, and a strong Judeo-Christian tradition, Eastern Philosophical thought/doctrine was simply never disclosed by the FTFS as an important foundation for the make-up of the Critical Theory.

Additionally this ordinal effort will suggest that Nagarjuna's concept of Sunatay which stresses the idea of emptiness of essence, not self, selfless and existence without underlying essence was in fact employed by FTCT in the creation of *Minima Moralia, Escape from Freedom, One Dimension Man, and The Problem of Truth.* These concepts all echo the following precepts (below) set forth by Nagarajuna: emptiness refers to the fact that nothing exists in itself. When something is empty it is without independent of inherent existence. There is no independent self which is separate from what happens in society. Hence, the emptiness concept: Affirmation of Non-being, negation of non-being; All things do not exist: affirmation of non-being, negation of being; All things both exist and do not exist; both affirmation and negation exist, All things neither exist nor do not exist; neither affirmation nor negation. Lastly, the subject always needs the object (Komito, 1999).

Nagarajuna also identified two components of truth concept; ultimate and superficial truth. Ultimate Truth is that everything is empty of essence, and Superficial Truth is that there is no Ultimate Truth. This effort will compare and contrast Nagajuna's concepts as it relates to Adorno's *Minima Moralia,* Fromm's *Escape from Freedom*, Marcuse's One *Dimensional Man*, and Horkhiem's *The Problem with Truth*.

Adorno's *Minima Moralia: Minima Moralia* is believed to be based upon Aristotle's *Magna Moralia*. Loosely translated into English as Great Morals by which the human race must live. Adorno suggested that a good, honest life is no longer possible, because we live in an inhuman society. "Life does not live" Adorno decries, suggesting that in everyday life there is a continuing subversive nature of children's' toys, the desolation of the family, the lack of being genuine, "New Speak", Terrorism, and the rise of occult views all are having a negative effect on GOOD Ethical Behavior/life.

"LIFE DOES NOT LIVE", the subject without the object, an absence of independent self that Is separate from external forces the loss of ethical principles. Here we see Nagarjuna's concept of Sunatay – the emptiness of essence, not self, indeed without underlying essence;

"LIFE DOES NOT Live" Illustratively, let us examine Franz Kafka's (1883-1924) The Metamorphosis. Gregor Samsa, The protagonist, awakes one morning transformed into a Gigantic, hideous multi legged insect. In this perceived temporal state Gregor must conform to Social forces around him, by confining himself to his room; where only to be seen by his family.

He is dependent on his family for every necessity of life. He comments: "what an exhausting Job I picked on. It's much more irritating work than doing actual business in the office. The devil Take it all!" Gregor's metamor-phosed state is a volunteristic autonomous decision to reject self In an effort to recapture his individuality. But this rejection implies for him rejecting his Individuality, his autonomy, indeed his human form (Gerardi, 2006). The subject without the object; all things exist: the emptiness concept: Affirmation of Non-being, negation of non-being; All things do not exist: affirmation of non-being, negation of being; all things both exist and do not exist; both affirmation and negation exist; All things exist neither exist nor do not exist; neither neither affirmation nor negation.

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Fromm's Escape from Freedom: Fromm suggested that the Mass Culture and its economic counterpart consumerism, claims to be a democratic force (for it provides individual free choice in the free market system), but in fact it exercise control over all aspects of social life in post modern society. Indeed, only a few public individuals dictate the public's perceptions of freedom, and individuality. This mass freedom illusion is based upon a few "superstars" (i.e. movie, T.V. and sports figures) who hold control over the perceptions of freedom and individual autonomy in post modern society (Gerardi, 2014).

Here Nagarjuna's Sunatay is strongly echoed – the emptiness of essence, not self, selfless and inherent existence indeed without underlying essence in this case the lack of freedom in modern culture. Indeed, the subject without the object. All things exist: the emptiness concept: Affirmation of Non-being, negation of non-being; All things do not exist: affirmation of non-being, negation of being; All things both exist and do not exist; both affirmation and negation exist; All things exist neither exist nor do not exist; neither affirmation nor negation. Therefore, modern humanity is always escaping from freedom.

Marcuse's One –Dimensional Man: Marcuse argued that the current organization of society produced what he termed "Surplus Repression" (Eros and Civilization, 1962). Surplus Repression suggests that "the struggle for existence in modern society generally is not necessary (only in poor culture does it still exist) creating what Marcuse labeled *Surplus Repression*. In the struggle for existence's place, a new form of control - a "ONE DIMENSIONAL" ideology. An ideology in which thought, opposition, and critical thinking are all organized into one passive form of behavior. Having an individual opinion stands outside the mainstream, hence seen as unreasonable and irrational (Gerardi, 2014). Indeed, social conformity has become reasonable and sensible behavior in post-modern era- the subject without the object.

Again we further see evidence of Nagarjuna's concept of Sunatay – the emptiness of essence, not self, selfless and inherent existence without underlying essence and individual thought. All things exist: the emptiness concept: Affirmation of Non-being, negation of non-being; All things do not exist: affirmation of non-being, negation of being; All things both exist and do not exist; both affirmation and negation exist; All things neither exist nor do not exist; neither affirmation nor negation-the total loss of automamy.

II. Horkheimer's: the problem with Truth

Horkheimer questioned the claim that science presupposes "TRUTH". However, he suggested that science/technology can never be seen as a guaranteed set of truths. Indeed, science/technology is seen as value-free objective process seeking the truth. But the facts are that " …what is true is that which is helpful to the condition of humanity " and not truth without value.

Here we see for the first time Nagarajuna concept of the two truths, ultimate and superficial. Ultimate Truth is that everything is empty of essence, and Superficial Truth is that there is no Ultimate Truth. Indeed, as Goethe is quoted in Horkheimer's "The *Problem of Truth"*... "I have no that I regard as true that idea which is fruitful for me, fits in with the rest of my thought, and at the same time benefits me".. Suggesting the concept that there is no "Ultimate Truth"- the subject without the object.

III. Conclusion

The essays listed above all have profound elements of Nagajuna's Sunyata emptiness concept. Indeed, analogous to Star Trek's "Borg". The "Borg" is a race of quasi- human beings in which the "collective" seeks one purpose, the pursuit of mechanical perfection of the human race through blind assimilation. This assimilation enhances the control of the "hive" or Borg society as a social collective. Analogous to the Borg's "hive" is post modern society's social conformity, loss of individuality, and freedom itself; fostering hegemony (Gerardi 2010)-the subject without the object.

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Factors Affecting Quality Service Provision in Wolaita Sodo University, Ethiopia

By Yalemsew Genetu Yismaw, Kasahun Desyalew Mekonen & Desta Tegegne Assefa

Wolaita Sodo University

Abstract- This study explores the major factors that affect the provision of quality service at Wolaita Sodo University with the endeavor of providing a recommendation for improving the performance of quality service provision. The study followed a quantitative research approach using an explorative descriptive design. A survey method using questionnaires and interviews were applied. Baseline results revealed various factors, which affect provision of quality services in Wolaita Sodo University. The study revealed that Wolaita Sodo University has major problem of deficiencies in the use of its financial resources effectively; lack effective and efficient leaders that follow the service provided and do not motivate and create friendly relationship with the employees; lack of arrangement of trainings for employees and orientation to new employees; poor promotion and incentives systems; low employees work commitment; lack of employees job satisfaction and organizational cultures established in the university does not create a welcoming atmosphere and good relationship for its employees.

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Factors Affecting Quality Service Provision in Wolaita Sodo University, Ethiopia

Yalemsew Genetu Yismaw [α], Kasahun Desyalew Mekonen [σ] & Desta Tegegne Assefa [ρ]

Abstract- This study explores the major factors that affect the provision of quality service at Wolaita Sodo University with the endeavor of providing a recommendation for improving the performance of quality service provision. The study followed a quantitative research approach using an explorative descriptive design. A survey method using questionnaires and interviews were applied. Baseline results revealed various factors, which affect provision of quality services in Wolaita Sodo University. The study revealed that Wolaita Sodo University has major problem of deficiencies in the use of its financial resources effectively; lack effective and efficient leaders that follow the service provided and do not motivate and create friendly relationship with the employees; lack of arrangement of trainings for employees and orientation to new employees; poor promotion and incentives systems; low employees work commitment; lack of employees job satisfaction and organizational cultures established in the university does not create a welcoming atmosphere and good relationship for its employees.

I. Background of the Study

Higher education institutions are one of service organizations giving various kinds of services both academic and non-academic services to their customers. Higher education is considered as one of the key elements of human development in any country. The rapid expansion of higher education institutions in developing countries such as Ethiopia is a necessity in current time. Today's context of higher of education is one of the changes, with new educational needs to meet the demands of the knowledge of society, ever-growing numbers of universities, and information and communication technologies (ICTs) offering new opportunities for face-to-face and distance service provision.

Nowadays, the universities are increasingly under severe pressure to prove their participation in development of communities in such a way that responsiveness with regard to realization of educational objective has been turned into a necessity. Universities and higher education institutes are considered as a means for economic, social and cultural development and growth and also as the most fundamental development and growth hubs of any country. In the same direction, academic courses can play effective role in fulfilling main missions of the higher education and especially training expert manpower and researcher, expanding frontiers of knowledge and effective participating in socioeconomic and cultural development of the country. The Expansion of secondary public education along with growing middle class has led to the great demand for entering the university. Particularly, ever increasing expansion of technology in the field of communications and information services has faced human communities with the new requirements and also has provided a suitable market for the higher education centers.

For sustainable higher educational development, the subject of quality has faced number of challenges. quality of services is the important factor for the growth, success and durability of the organization and has been put atop agenda of the management as a strategic, effective and comprehensive factor. Recently, interest in boosting quality of higher education in universities has been increased noticeably, details of which have been taken into consideration in educational researches.

II. Statement of the Problem

Service quality has become a strategic option for many institutions of higher learning around the globe. The role of service quality has also become critical to the success of an organization (Landrum, et al, 2007). Perception of service quality has become paramount strategic importance for an organization due to its influence on the post-enrolment communication behavior of the students (Marilyn, 2005). The work of Zeithmal et al. (2009) suggests that one of the prime issues of poor performance in service organizations is that they do not know customers' expectations.

Education services are often intangible and difficult to measure, since the outcome is reflected in the transformation of individuals in their knowledge, their characteristics, and their behavior. Therefore, there is no commonly accepted definition of quality that applies specifically to the higher education sector (Michael, 1998).Unfortunately; quality in higher education as well as defining a way to measure is not a simple issue (Parri, 2006).

Ethiopian government established a number of universities to balance the educational needs of its

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citizens. The numbers of public universities rise to 31. But these established universities aren't operating and provide quality services like cafeteria, health care, recreational, housing services and quality service in libraries, lecture halls, laboratories and other services that are basic for undertaking quality education in universities. Wolaita Sodo University is one of the recently established public universities which start its operation in 2007. Therefore just like other public universities, it gives academic and non-academic services for customers (students) according to the system extended by the ministry of education. It operates its function by the budget allocated by the Ethiopian government and other donor agencies. Even if Wolaita Sodo University has made progress in the expansion of fields of studies and campus population, it has problem of quality service delivery.. There is a problem of quality services like lack of quality and resourceful libraries, quality lecture halls and classroom facilities, supportive laboratories and non-academic service like cafeteria, housing, health care, recreational centers and others services that have no direct contact with academics. Since higher education represents a type of investment in human resources and helps all-out development of the country, providing quality service and producing quality educated individuals should be the task of universities. Therefore in this study the research will explore factors that greatly affect the provision of quality service for customers (students). Because it is necessary to generate relevant evidence through a detailed study to guide Wolaita Sodo university and other stakeholders to develop strategies for improving the performance and provision quality services of universities, in other words lack of quality provision of these services may adversely affect the quality of education in higher education centers. Students who are studying in a higher educational institution seek more quality services and perfection of the system at study place because it satisfies their esteem and develops them with all the essentials and capabilities to be an effective educational personality. According to (Rowley, 1996) the students of those institution are more capable, good performers and productive who retain the better educational service quality and provide their students what they want for their strong academic and carrier accomplishment.

This study is intended to investigate and identify the major factors that greatly affect provision in quality service delivery of Wolaita Sodo University and students' perception of the entire university environment. In other words, it addresses the question; what are the determinants of service quality within the Higher Education sector of Ethiopia specifically in Wolaita Sodo University.

III. Objective of the Study

The major objective of this study is to investigate and identify the major factors that affect the provision of quality service at Wolaita Sodo University.

IV. Research Methodology

a) *Research Design*

The study adopts descriptive survey approach in collecting data from the respondents. The descriptive survey method is preferred because it ensures complete description of the situation, and at the same time, it maximize the chance of objective findings while collecting the data from respondents. Descriptive survey provides better instrument in the form of different questionnaires to finding out what, where and how of a phenomenon (Kothari, 2008).

b) *Sampling Technique and sampling size*

i. *Sampling technique and sampling procedure*

Different sampling techniques are used to select the representatives of the whole population. For this study both probability and non-probability sampling can be used. In probability sampling; simple random and stratified were used. Stratified sampling is used to subdivide the population into smaller homogeneous samples. For this study the population were divided in to two groups; teaching (academic) and non-teaching staff.

ii. *Sampling Size*

Sample size of the study could be determined depending on the nature of the study, cost, time, and cooperation of involved participants of the study. Since the population of this study is a finite one, application of statistical formula becomes imperative in determining the sample size. There are several approaches to determine a sample size. For the purpose of this study the researcher used Yamane's simplified formula for calculating the sample size. Yamane (1967) provides a simplified formula to calculate the required sample sizes at 95% confidence level with the maximum degree of variability (P = 0.5 (50%)) and the desired level of precision of 5%.

Therefore, the formula, $n = \frac{N}{1 + N(e)^2}$ is used for this study to determine sample size, where 'N' is the total population for the study, 'n' is sample size and 'e' is tolerable error or desired level of precision .For this study the researcher will use 10% tolerable error.

Since the population of this study is heterogeneous population, the researcher decided to use Yamane's formula for each section of the population i.e. non-teaching staff and teaching staffs since both are the service providers. Therefore the total population for

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each group and its sample size is shown in the fillowing table.

	Sub-group of the population	Total population	Sample size
1	Non-teaching staff	1303	64
2	Teaching staff	640	31
	Total	1940	95

c) Data Collection Instruments

The study used both primary and secondary data. Primary data- According to Kothari (2008), primary data is that which is collected afresh and for the first time, and thus happen to be original in character. Primary data was gathered by the use of closed and open ended questionnaires which was self-administered and , interviews.

i. *Questionnaire*

Questionnaire is the most commonly and widely used quantitative method (John Wiley & Sons, 2009). In this data collection instrument, primary data is obtained by individual respondents' who complete and return questionnaire questions concerning the issue under study. Under this technique the researcher distributed printed open and close-ended semi-structured questionnaire for selected participant from the study area.

ii. *Key informants Interview*

Since the study aimed to investigate and in depth understanding regarding the current problem of service delivery in the study area, Data was obtained from the management members of the university particularly for academic and administrative vice presidents of Wolaita Sodo University. To do so, the researcher conducted semi-structured interview with selected peoples.

Secondary data –The secondary data for this study was collected from journals and related literatures.

d) Data Analysis

To conduct this research, the researcher used both quantitative and qualitative data analysis methods. For the purpose of processing quantitative data descriptive statistics in SPSS program was applied. The statistical tools namely percentages and frequency is used for the analysis of the primary data. The qualitative information collected through semi-structured interview was analyzed through descriptive forms and methodological triangulation of ideas which were made under different issues.

V. Data analysis and Presentation

a) Personal information

A brief personal profile of the respondents is provided in this section which was obtained from section A of the questionnaire1. The demographic characteristics of respondents were established to ascertain the nature of respondents that participated in the study in relation to a respondents' gender, level of education, their position in the university and length of year of work experience of respondents.

i. *Gender of respondents*

It is important to know the gender distribution of respondents in Wolaita Sodo University in different service delivery positions. The following table shows how many male and female respondents are participated in the study.

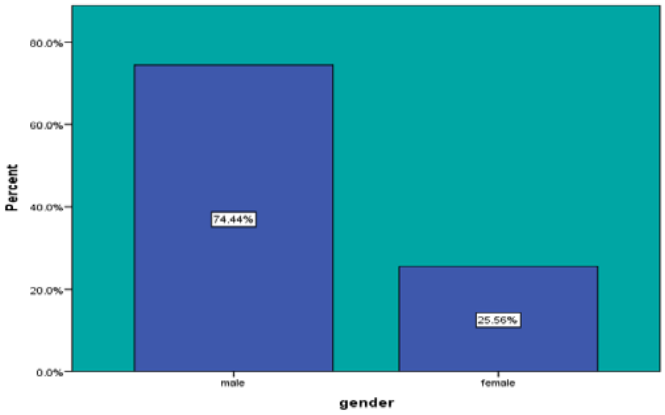

Figure 1 : Gender of the respondents

Figure 4.1 reveals that the study population is dominantly male (67:74.4%) and females are 23(25.6) who are in different positions in Wolaita Sodo University.

ii. *Respondents level of education*

In an endeavor to know respondents' academic qualifications and thus the skill base, respondents were requested to provide their highest qualification obtained. Figure 4.2 clearly shows that the results concerning to the highest qualification o respondents.

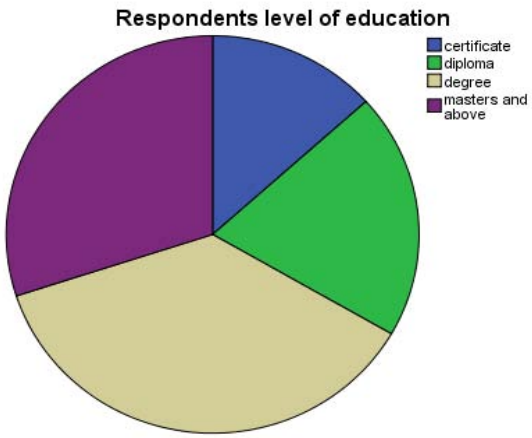

Figure 2 : above, derived from the analysis of the information got from the respondents shows that majority of the respondents 33(36.7%) had a Bachelors' degree whereas, 18(20%) had Diploma level Education, 27(30%) of the respondents had Post Graduate degree qualification, 12(13.3%) of respondents had other forms of education.

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iii. *Work positions of respondents in Wolaita Sodo University*

The questionnaire was distributed for different service providers in WSU that have direct or indirect relation with students in providing different services. Figure 4.3 shows the number of respondents that take part in the study in different position of the university.

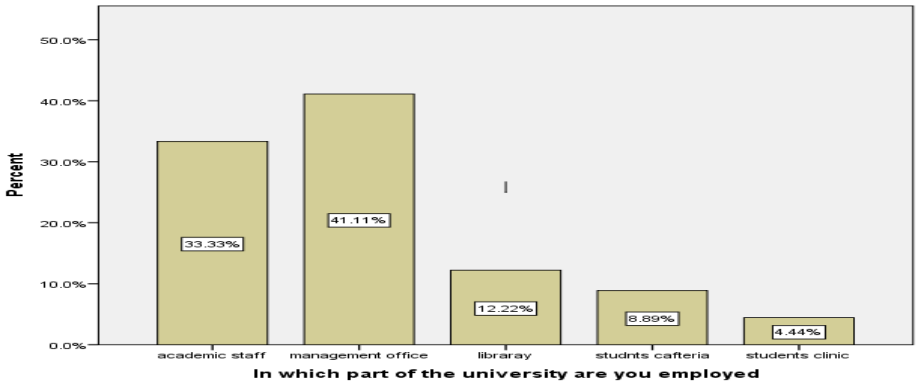

Figure 3 : Work positions of respondents.

Figure 3 shows the respondents comprise 33.3% are from academic staffs, 41.1%comprises in different management position of the university, 12.22% is the university librarians , from students cafeteria there were 8.9% respondents and lastly 4.4% respondents were from the university clinic workers.

iv. *Work experience of respondents in the university*

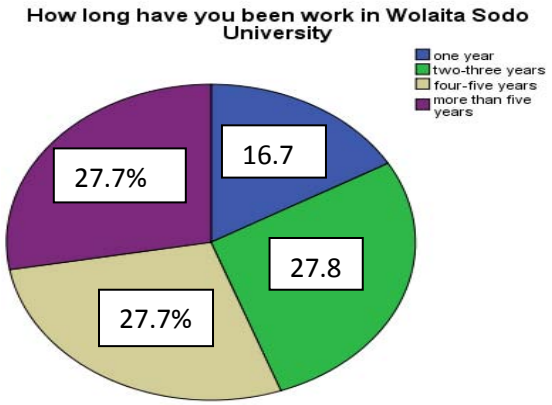

Figure 4 : Work experience of respondents

The figure above shows that 16.7 % of the respondents had spent 1 year with the institution, 27.8% had spent 2-3 years with the institution while 27.7% had spent 4-5 years with the institution and 27.7of the respondents work with the university more than the Five years.

b) Major Factors Affecting the Provision of Quality Service in Wolaita Sodo University

i. *Financial resources*

Financial management, in service organizations, has been a constraint and an obstacle to other functions that contribute to service delivery (Adams and Colebourne,1999). They suggest an „enlightened" approach to finance in service organizations. This consists of more participative and positive approach where far from being an obstacle, it contributes to strategic planning, costing systems, personnel motivation, quality control, continued solvency, and keeping outsiders" confidence in management (Arhin-Tenkorang, 2000).

Table 1 : Responses on financial resources of WSU

No.	Statement	SDA		D		NS		A		SA		total	
		Fr.	%	Fr.	%	Fr.	%	Fre.	%	Fr.	%	Fr.	%
1	Operate with in fixed budget	19	10	9	10	23	25.6	30	333	19	21.3	90	100
2	Inadequate Finances Affect Reliability in Delivery Of Services	5	5.6	4	4.4	20	22.2	35	38.9	26	28.9	90	100
3	Financial Resources Influence the Provision of Service Quality	6	6.7	3	3.3	8	6.9	37	41.1	36	40	90	100
4	The university has inadequate finance to provide quality services	16	17.8	34	37.8	14	15.6	16	17.8	10	11.1	90	100
5	Use its finance resources effectively	26	28.9	33	36.7	11	12.2	10	11.1	10	11.1	90	100

Source; primary data

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Fixed budgets offered few incentives to maximize the effectiveness, quality, or quantity of care offered one organization Table 4.1 shows 10% and 10% of the respondents strongly disagreed and disagreed respectively that the university is operated within fixed budget. 26.6% of the respondents were not sure whether the university operates within fixed budget or not. 33% and 21.1% of the respondents agree and strongly agree that the university is operating within fixed budget

Table 1 above shows that 5.6% and 4.4% of respondents were strongly disagree and disagree that inadequate Finances Affect Reliability in Delivery of Services respectively. From 90 respondents 22.2% weren't sure whether inadequate Finances Affect Reliability in Delivery of Services.38.9% and 28.9% respondents were agree and strongly agree that inadequate Finances Affect Reliability in Delivery of Services. This can be concluded as inadequate Finances Affect Reliability in Delivery of quality Services in Wolaita Sodo University.

The above table shows that 6.7% and 3.3% respondents strongly disagree and agree that Financial Resources Influence the Provision of Service Quality respectively. 8.7% of the respondents were not sure whether the Financial Resources Influence the Provision of Service Quality or not, while 41.1% and 40% of the respondents agree and strongly agree that the financial Resources Influence the Provision of Service Quality in Wolaita Sodo University respectively. Therefore from this table we can conclude that financial resources have high influence in the provision of quality services in services organizations like Wolaita Sodo University.

Table 1 above describes the result of respondents whether Wolaita Sodo University has inadequate finance to provide quality services or not. Based on the result, 17.8 % and 37.8% of the respondents strongly disagreed and disagreed that the university has inadequate finance to provide quality services respectively.15.6% respondents were not sure about university has inadequate finance to provide quality services. While, 17.8% and 11.1% of respondents agreed and strongly agreed the Wolaita Sodo University has inadequate finance to provide quality services respectively. According to the result .one can conclude that Wolaita Sodo University has no a problem of inadequate finance to provide quality services to its customers.

Table 1 above indicates that the highest percentage of respondents that is 28.9% and 36.7% strongly disagreed and disagreed that Wolaita Sodo University Use its finance resources effectively respectively.12.2% of respondents are not sure whether the university uses its financial resources or not. But 11.1% of respondents agreed it uses financial resources effectively. Also 11.1% respondents strongly agreed financial resources. Based on the results obtained from the table the study concludes that the university has the problem of using its financial resources effectively.

ii. *Leadership*

The role of leadership in improving service quality delivery has been advocated and service leadership in particular has been deemed crucial to the provision of higher levels of service quality (Zeithaml and Bitner, 1996),

Table 2 : showing responses on leadership in Wolaita Sodo University

No.	Leadership	SDA		D		NS		A		SA		total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr	%	Fr.	%
1	Has effective and efficient leaders	33	36.7	31	34.4	12	13.3	18	8.9	16	6.7	90	100
2	University leaders have friendly relationship with employees	29	32.2	29	32.2	11	12.2	14	15.6	7	7.8	90	100
3	Leaders motivate me to do my job effectively	30	33.3	28	31.1	15	16.7	10	11.1	7	7.8	90	100
4	Follow up the service and work done by employees regularly	22	244	24	26.7	25	27.8	15	16.7	4	4.4	90	100
5	Leadership has impact on quality service provision.	5	5.6	4	4.4	10	11.1	39	43.3	32	35.6	90	100

Table 2 indicates that from the total 90 respondents, 36.7% and 34.4% respondents strongly disagreed and disagreed the university has effective and efficient leaders respectively.13.3% respondents were not sure whether it has effective and efficient leaders. While 8.9% and 6.7% of respondents agreed and strongly agreed that the university has effective and efficient leaders respectively. From the result the study concludes that Wolaita Sodo University has no effective and efficient leaders who control the work and service done within the university.

Assessing the relationship between leaders and employees of the university is necessary for quality service provision. Table 2 indicates that the majority of respondents strongly disagreed or disagreed on university leaders' friendly relationship with employees. 64.4% of respondents strongly disagreed and disagreed that university leaders have friendly relationships with

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employees'.12.2% of respondents were not sure whether university leaders have friendly relationship with employees. While 15.6% and 7.8% of respondents agreed and strongly agreed that university leaders have positive relationship with the rest of the employees of the university respectively. This result indicates that there is no friendly relationship between leaders and the rest employees of the university in the service provision.

According to table 2 shows 64.4% of the respondents were either strongly disagree or disagree that Leaders motivation of employees to do their job effectively. From the total of 90 respondents 16.7% were not sure whether the leaders of the university motivate employees of the university in service delivery or not. However, 11.1% and 7.8% of respondents agree and strongly agree respectively that leaders are motivating employees to do their job effectively. Based on this data obtained from respondents the study concludes that leaders are not motivating the rest of the university employees in the quality provision of services.

One question was forwarded to the respondents of the study regarding whether leaders follow up the service and work done by employees regularly. Table 2 above shows that 24.4% and 26.7% of respondents strongly disagree and disagree leaders follow up of the service and work done by employees in Wolaita Sodo University. 27.7% of respondents of the study were not sure in leaders Follow up of the service and work done by employees regularly.21.1% of respondents were agree or strongly agree leaders follow the service and work done by the employees of the university. These results lead the study to conclude that leaders are not following the service provided by the employees which leads to low quality provision of services to the university customers. The above table shows respondents reaction towards the impact of leadership on quality service provision. Based on table 2, 10% of the respondents strongly disagree or disagree Leaderships' impact on quality service provision of the university.11.1% respondents were not sure whether leadership has impact on quality service provision. While 43.3% and 35.6% of the respondents of this study agree and strongly agree Leadership has impact on quality service provision respectively. Based on this result the study concludes that Leadership has impact on quality service provision of institution.

iii. *Employee Training*

Organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organization. Training is the most important part of human resource management function on the effective use of human resources. Now a day, everyone admits the value of training as a major influence on success of the organization. It is agreed by a number of authors that a training need occurs when an existing or anticipated shortfall in overall performance where training is the most appropriate and effective remedy (Okanya, 2008)

Table 3 : respondents view the university Provide trainings to employees

no	Employee training	SDA		D		NS		A		SA		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The university Provide trainings to employees	31	34.4	22	24.2	20	22.2	15	16.7	2	2.2	90	100
2	Orientation is given to new employees	35		27		16		10		2		90	100
3	Lack of Employee training has impact on the quality service of the university	5	5.6	3	3.3	11	12.2	41	45.6	30	33.3	90	100

According to the above table the majorities of respondents strongly disagree or disagree whether there is provision of employee training in the university. Based on the data, 34.4% and 24.4% respondents strongly disagree and disagree about the provision of employees training in Wolaita Sodo University respectively. 22.2% of respondents were not sure whether there is employee training or not. While 22.2 % and 16.7% of respondents agree and strongly agree the university provides employees training in Wolaita Sodo University respectively. Based on this result the study concludes that the university's provision of employee training about quality service delivery is less.

In this part, the study examines respondents' opinion about whether Lack of Employee training has impact on the quality service of the university or not. Table 3 indicates that majority of the respondents strongly agree or agree that Lack of Employee training has impact on the quality service of the university. According to the result, 8.9% of the respondents strongly disagree or disagree that the Lack of Employee training has impact on the quality service of the university. 12.2% of the respondents were not sure the impact of employee training on service quality. While 78.9% of the respondents strongly agree or agree that the Lack of Employee training has impact on the quality service of the university. Based on the data obtained from respondents the study concludes that Lack of Employee training has impact on the quality service of Wolaita Sodo University.

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iv. *Promotion and incentives*

This section shows about promotion and incentive aspects of Wolaita Sodo University employees which may enhance the work commitment of employees in service quality.

Table 4 : Responses on the promotion and incentive in Wolaita Sodo University

No.	statements	SDA		D		NS		A		SA		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	I got promotions and it makes me committed to do my job well	18	20	26	28.9	17	18.9	29	32.2	-	-	90	100
2	Promotions and incentives Are necessary for employees for quality work and services.	17	18.9	-	-	12	13.3	16	17.8	45	50	90	100

One question was forwarded to the respondents of this study the role of promotions and incentives for the work commitment of Wolaita Sodo University workers to do their job in a good manner. The following table shows the result of the respondents. The above table shows that 20% and 28% of the respondents strongly disagree and disagree respectively that I got promotions and it makes me committed to do my job well. 18.9% of the respondents were not sure whether they got promotions and it makes them committed to do their job well or not. While 32.2% of the respondents agree they got promotions and it makes them committed to do their job well. Based on the data the researcher concludes that the employees did not dot promotions and this made them not to be committed to do their job well in the provision of quality service for the customers of the university.

The above table indicates that 18.9% and 13.3% of the respondents were strongly disagree and disagree the necessity of promotions and incentives for employees for quality services.17.8% of the respondents of this study weren't sure whether Promotions and incentives are necessary for employees for quality work and services or not. But 17.8% and 50% of the respondents agree and strongly agree respectively regarding Promotions and incentives are necessary for employees for quality work and services. Based on the data obtained from the majority of the respondents, the study concludes that promotion and incentives are necessary for employees of the university to do quality service for the customers.

v. *Employee job satisfaction*

When employees are more satisfied it helps reduce stress, turnover, leaves of absence, and lower work-related disability and violence claims (Harmon, et al, 2003; Joiner and Bartram, 2004).this section explores job satisfaction of WSU employees and the relationship between job satisfaction of employees an d quality service provision.

Table 5 : Employees' job satisfaction

No.	statements	SDA		D		NS		A		SA		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	There is relationship between Employee job satisfaction and quality service	17	18.9	1	1.1	-	-	11	12.2	61	67.8	90	100
2	I am not satisfied with my job and my current position	29	32.2	7	7.8	10	11.2	22	24.4	22	24.4	90	100

Table 5 indicates that 18.9% and 1.1% of the respondents strongly disagree and disagree that there is relationship between Employee job satisfaction and quality service respectively. While 67% and 12.2% of the respondents agree and strongly agree that there is relationship between Employee job satisfaction and quality service. Based on the result obtained from the majority of the respondents, the study concludes that employee job satisfaction has strong relationship with the provision of quality service in service organization.

The table above shows that majority of the respondents of this study are not satisfied by their job and position.32.2% and 7.8% of the respondents were strongly disagree and disagree that they are not satisfied which means 40% of the respondents are satisfied by their job. 11.1% of the respondents did not decide whether they are satisfied by their job and current position or not.48.8% of the respondents replied strongly agree or agree that they are not satisfied by their job and current position. According to this data the study concludes that majority of the employees of Wolaita Sodo University are not satisfied by their job.

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vi. *Employees work commitment*

Table 6 : Responses about employees work commitment in WSU

No.	statements	SDA		D		NS		A		SA		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Work commitment has great impact on quality service of the service organizations	5	5.6	-	-	-	-	17	18.9	68	75.6	90	100
2	I have good commitment to do my job	5	5.6	5	5.6	-	-	38	42.2	42	46.7	90	100
3	There are reasons that hinder me to be committed worker	5	5.6	11	12.2	5	5.6	27	30	42	46.7	90	100

According to table 6 indicates only 5.6% of the respondents strongly disagree the impact of work commitment on the quality service of the service organizations while 18.9% and 75.6% of The respondents agree and strongly agree respectively that work commitment has impact in delivering quality services. Based on this data the study concludes that work commitment has great impact on quality service of the service organizations.

The table above shows that 11.2% of the respondents of this study strongly disagree or disagree that they have good commitment to do their job which means they have no good commitment to do their job. While 89.9% of respondents agree and strongly agree that they have good commitment to do their job. This data shows that majority workers of Wolaita Sodo University have good commitment for their

Even if majority of the respondents of agree that they have commitment for their work, the table above shows whether employees have reasons that hinder them to be committed workers.5.6% and 12.2% of the respondents strongly disagree and disagree respectively that there are reasons that hinder me to be committed worker. 5.6% of the respondents are not sure about the reasons that hinder them to be committed workers. But 76.7% of the respondents agree or strongly agree that there are many reasons that affect workers commitment in their job. The above demonstrates there are reasons that affect workers commitment that should be enhanced by the Wolaita Sodo University.

vii. *Employees work experience*

Employees work experience in Wolaita Sodo University and its impact in delivering quality services for the customers were assessed in this study. The following table shows respondents view regarding the relationship between work experience and quality service provision of service organizations.

Table 7 : showing Employees work experience has impact on quality service delivery

No.	statements	SDA		D		NS		A		SA		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Employees work experience has impact on quality service delivery	5	5.6	5	5.6	-	-	21	23.3	59	65.6	90	100
2	I improve how to perform my work since I am employed in this institution	-	-	12	13.3	5	5.6	31	34.6	42	46.7	90	100

The above data in table 7 Indicates that only 11.2% of the respondents strongly disagree or disagree that Employees work experience has impact on quality service delivery while 88.9% of the respondents agree or strongly agree that work experience of employees has direct relationship with quality service provision of service organizations. Based on the data the study concludes that Employees work experience has impact on quality service delivery.

Respondents were asked whether their work capacity is improved through time or not since they are employed in Wolaita Sodo University. The following table shows the result of the respondents. The data shows that 13.3% of the respondents disagree that they improve how to perform their work since they are employed in the university. 5. 6% of the respondents are not sure about their improvement. But 34.4% and 46.7% of the respondents agree and strongly agree respectively that I improve how to perform my work since I am employed in this institution. From this data the study concludes that work experience has necessary connection with improving work skill and capacity in quality service provision.

VI. Conclusions

This part presents the conclusions derived based on research findings. According to the research findings the following are the major factors affecting the provision of quality service in Wolaita Sodo University

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Financial resources are one of the key factors that affect the provision of quality service in Wolaita Sodo University. According to the findings of the study indicates the university operates within fixed budget. The university has adequate financial resources to provide quality services to its customers but the university management doesn't use the allocated budgets effectively. From the results of the study one can concludes that financial Resources Influence the Provision of quality Service in the service organizations The findings of the study indicate that Wolaita Sodo University hasn't effective and efficient leaders that are capable of running the institution. University leaders have no friendly relationship with the rest of the employees of the university especially with the academic staffs also they don't motivate peoples who work in the university to do their job effectively. From the study, Leaders don't follow up the service and work done by employees regularly within the university. Generally leadership is one of the major factors that affect the provision of quality services in Wolaita Sodo University.

According the results of this study, employee training is one of the factors that affect quality service provision in Wolaita Sodo University. The findings show that university management doesn't provided training to the employees and orientation is not given to new workers employed in the institution. In addition to this there is no counseling for employees of the university. The study revealed that lack of Employee training has impact on the quality service of the university.

The findings of this study implies that in Wolaita Sodo University the systems of promotion and incentive giving is very poor and this affect the work commitment of the university employees job in providing quality services for its customers. The findings of the study show Promotions and incentives are necessary for employees for quality work and services.

The study further showed employee job satisfaction is also one of the factors that affect the provision of service quality.

The findings of the study strongly show that the work commitment of employees has influence on the provision of quality service in Wolaita Sodo University.
The result of study also shows Employees work experience is also found as one of the major factors that affect the provision of quality service.

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Portrayals of Socio-Structural Issues in Homosexuality by the Social Media in Nigeria: A Theoretical Discourse

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Abstract- The anti-homosexual stance of the Nigerian government has provoked intense debate and threats from some parts of the West (especially the pro-homosexual parts). However, this campaign will remain a hoax if left at its current level without a deeper look at the socio-structural issues giving impetus to the growing homosexual community around the world. Thus, this paper examines the social and structural indicators of homosexuality in certain Nigeria educational institutions and the contra-cultural elements stemming from the social media. The single sex educational institutions and the unrestrained pluralization of the social media are implicit enablers of this social phenomenon. The social learning theory and the post-modernity theory aptly provide the theoretical framework for understanding the subject-matter. It argues that homosexuality, is socially learnt and a product of a post-modernizing society.

Keywords: *socio-structural, homosexuality and social media.*

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Portrayals of Socio-Structural Issues in Homosexuality by the Social Media in Nigeria: A Theoretical Discourse

Ejimofor Raphael Opara [α], Kelechi Kenneth Osayi [σ], Nwankwo, Ignatius Uche PhD [ρ] & Oli, Nneka Perpetua PhD [ω]

Abstract- The anti-homosexual stance of the Nigerian government has provoked intense debate and threats from some parts of the West (especially the pro-homosexual parts). However, this campaign will remain a hoax if left at its current level without a deeper look at the socio-structural issues giving impetus to the growing homosexual community around the world. Thus, this paper examines the social and structural indicators of homosexuality in certain Nigeria educational institutions and the contra-cultural elements stemming from the social media. The single sex educational institutions and the unrestrained pluralization of the social media are implicit enablers of this social phenomenon. The social learning theory and the post-modernity theory aptly provide the theoretical framework for understanding the subject-matter. It argues that homosexuality, is socially learnt and a product of a post-modernizing society. It is therefore recommended among others, that the policies establishing single-sex education need to be re-visited and an improved regulation and re-designing of social media contents in the country.

Keywords: socio-structural, homosexuality and social media.

I. Introduction

The anti-homosexuality law passed by the Nigerian legislature has provoked intense debate and threats from some parts of the West (especially the pro-gay parts). The response of most African leaders to this intellectual battle has circled into shells of aspersion, which obviously may not be enough to clarify the scientific basis of the discourse to the "man on the street". The anti-gay law will remain a hoax if left at its current level (inhibiting homosexual activities) without incisive look at the social and structural context giving impetus to the budding homosexual community around the country. Cherng (2012) averred that scholars are yet to agree on the best way to identify homosexual individuals, particularly in large-scale surveys. Recognizing this ambiguity, scholars like Black (2000) define homosexuals based on sexual behavior history and co-residency with same-sex partners. Some researchers, however, have used definitions based on sexual orientation and attraction in attempting to identify homosexuals (Albelda et al. 2009; Russell and Joyner 2001). Ruse (1988 cited in Stein, 1999:105) defines a homosexual as, "a person whose erotic yearnings and fantasies are directed toward his/her own sex and whose activities are influenced by such yearnings." However, Homosexuality technically refers to the actual or implied sexual interaction between persons of same sex.

One may argue that there are certain benefits that encourage members of this growing homosexual community. For instance, the hunch holding sway within the cultural and religious circles in some African countries, argues that the involvement of certain members of the elitist class as both accomplices and financiers of the homosexual community in the country (Kukah, 2011); drawing strength from the pool of formidable support of their foreign western allies, who are propagating the biological rationale of being gay and have entwined it with the web of fundamental human right, makes the phenomenon appear normative. Irrespective of the biological underpins of the individual homosexual disposition, the human being is far beyond a mere biological entity driven by impulses; the impact of the socio-structural environment is immense and cannot be over emphasized. For example the views of the Greek philosopher Plato according to whom homosexual behavior did not occur in animals, re-enforces this claim (Stein, 1999).

Ruse (1988) and Murphy (1997) argued that despite objections to socio-biological theories, they are scientific and potentially helpful in understanding homosexuality. Ruse further argues that psychological, hormonal and socio-biological hypotheses may be complementary rather than in conflict with each other. Beyond the biological analysis that gives impetus to ones propensity of becoming homosexual, lies the very significant droplets of socially acceptable conditions for becoming a human being with diverse albeit distinct roles; which are more so justified by the very science of sex differentiation. The debate becomes interesting when agreeably we come to the realization that being a homosexual is not fundamentally a function of our biological impulses, but a conscious outcome of our seeming socio-structural susceptibility to negative idealism, engendered by adventurous and curious individuals who are constantly longing for the possibility

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of a new thing irrespective of the norms and values they violate.

This yearning gap is not explainable by the myriads of biological experiments, as captured by Wardell (1972:76) on the rigorous experiments by Dr. Kinsey of the Institute of Sex research, New York; "By the end of 1940 he had recorded more than 450 homosexual histories, enough to convince him that the psychologists were making matters worse by starting with the assumption that homosexuality was an inherited abnormality which could not be cured simply because it was inherent. Kinsey was convinced that there was absolutely no evidence of inheritance." John Locke in his *Essay Concerning Human Understanding* restated the importance of the experience of the senses over speculation and sets out the case that the human mind at birth is a complete, but receptive, blank slate (tabula rasa) upon which experience imprints knowledge (Herrnstein & Murray, 1994). Locke argued that people acquire knowledge from the information about the objects in the world that our senses bring. People begin with simple ideas and then combine them into more complex ones. Sociologically, this presupposes the potency of the socialization process of imbuing the human being with cultural values that endears him to group members. This process ultimately thrives on the structural pillars of the society – family, education, economy, government and the mass media (Egbue & Edokobi, 2002). Thus, this paper presents a narrative of some socio-structural predictors of homosexuality, the complicity of the social media in entrenching same, and the need to adopt effective strategies in addressing homosexuality, which has become a major source of love-lost and cold war between the West and some developing countries of Africa, Nigeria especially, and a major cause of dissent among locals.

II. Single-Sex Schools and Homosexuality

According to Sullivan, Josh and Leonard (2012), the United Kingdom has a long history of single-sex education; they further noted that traditional British secondary schools were single-sex. This explains the presence of similar educational structures in most of their former colonies, Nigeria inclusive. Giving that traditional African society had distinct socialization patterns for boys and girls respectively; this was exclusively found in the "role-teaching", with appropriate role models co-existing in similar milieus. Role learning and structures for disseminating same, remains integral to the socialization process. Society's intention to intensify *role adaptation* through the formal education collectives represents the rationale for the establishment of single sex schools. As these individuals are prepared for their primary roles and responsibilities in the society in a special kind of setting different from the ideal social milieu, the tendency to via into role conflict is imminent. The basic nature of life comes to play - contrast. Thus, homosexuality may be a perfect exemplar of this contrast emanating from an intensified *role adaptation.* Dale (1973 cited in Sullivan et al, 2011:137) asserted, "mixed-sex schooling was more 'natural' and provided protection against homosexuality". He presented evidence suggesting that boys and girls in mixed schools had more positive and friendly attitudes towards one another, and that as adults they were more likely to believe in the equality of the sexes and to have happier marriages than graduates of single-sex schools (Sullivan et al, 2011).

Ebing says in his most well known work *Psychopathia Sexualis* that same sex schooling is one of the ways to "create" a homosexual for just the reason that humans have a basic need for sexuality (Wally, 2007); if a young heterosexual boy is placed in a place where there are no women around to release his need for a sexual relationship than he will turn to those who are around him, other boys in the same predicament. Wally (2007) observed that these feelings of homosexual attraction (using that term loosely) are only defined by availability. In a single-sex school, homosexual feelings and attitudes might develop, but may not last as the students are injected into a heterosexual society. The problem with Wally's supposition stems from the increasing demand by homosexuals for recognition in the larger society, pointing to the structural deficiency of single-sex schools. The single-sex education remains a veritable accessory structure for the sensory process of becoming homosexual and results in the ultimate formation of the perception of the same (seeing oneself as homosexual).

Alvarez (2005:1) reveals a somewhat interesting experience as a young lad in a single sex school, he recounted;

I was at Oundle in the mid-40s and it was tough. There were cold baths every morning and the food was awful. As far as I can see, the point was to produce people to run the British empire: if you could survive five years at public school, there was nothing the Kalahari desert or Antarctica could throw at you. Sex was part of the culture of the school, but it was all pretty ingenuous. It wasn't a culture of gang rape; it was boys getting crushes on other boys. It was like a ghastly parody of courtship, more to do with adolescent yearning than lust. Imagine it: 650 adolescents with nothing on their mind but sex who had to try to sublimate it all into playing rugger.

Similar encounters abound with many young students in single-sex schools; this adolescent mischief grows into strong habits that subsequently shape their adult personality. The end result is the emergence of persons who are dislocated from the normative ways of

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the society and daring to super-impose an alien way of life on the overall outlook of Society.

Some studies on sexuality and growing up show that when a child reaches the adolescent stage they may have romantic feeling to the opposite sex or the same sex even. However, Musaalo (2007), a psychologist, says that people will have a stronger attraction to people of the opposite sex. The issue of attraction to the same sex is not mandatory or scientifically proven as a fact. He adds saying that unlike poles will attract, and that has been proven whereas like poles will not. Furthermore he says that some of these practices in schools may come about due to peer pressure, when students stay together they learn from each other depending on the factors prevailing. The environment that we live in usually might influence the lifestyle that we choose to live. Musaalo (2007) also says that some students can be forced into such behavior, for instance when some students join a school in senior one they might encounter older students that are already involved in this kind of lifestyle; With the naivety at this age one can easily be influenced because they are seeking acceptance and can easily be oriented into these practices. What the issue might be is, as time passes children have become more widely exposed to this kind of lifestyle. This is somewhat a common occurrence in single-sex school. For girls, a close relationship may not seem too suspicious though, they can hold hands and hug each other for an extended time; share a bed without anyone necessarily raising eyebrows. However with the increased popularity of the trend, in single schools this has started to be questioned.

III. Homosexuality and the Social Media

The media is not only a source of information and entertainment; it also shows the social perspectives and behavior of society. Through television and social media, people learn social norms, social behavior, and how to interact with others. The media can also influence people, like their personal perceptions, views, and values. Therefore, media has a large influence on how people view others, situations, or events. Homosexuality is one such topic. It is talked about throughout society from developed to developing segments. Everyone has an opinion about homosexuals, their life style and equal rights. Some agree, some do not, and some could care less. How the news and social media interpret current events relating to homosexuality and the lifestyle has a significant influence on society and public opinion.

Homosexuality stands against most Societal values, beliefs, and is considered to be taboo among various cultures and subcultures (Reilly, 2012). Homosexuals and their lifestyle are faced with many challenges including discrimination and violence. Society continues to struggle with the homosexual issue because of social values and is considered taboo in some cultures and subcultures. Something that is taboo is known to be a “sacred prohibition on certain things or acts”, (“sociologyguide.com”, 2012). For people with strong religious and cultural values, like Nigeria, homosexuality goes against social beliefs and is the reason why people are against homosexuality and do not accept this lifestyle. Researchers admit that, “sexuality is related to some of the most difficult social problem”, (Tyler & Anderson, 2008:12). Despite this, homosexuality has moved closer to social acceptance. Steps are being taken by some developed societies (USA and some parts of Europe) against homophobia, gay bashing, and have created laws against sexual orientation discrimination. Some Celebrities in the United States of America keep “coming out” the closet and letting other people aware. For instance, news broadcaster Anderson Cooper and actress/comedian Rosie O’Donnell are famous and gay (Robinson, 2014). Western Societies are slowly accepting and tolerant of homosexuality. Social media has continued to shape and influence society and public perceptions. Through the proliferation of cyber activism for homosexual rights despite its rejection in the society some individuals have utilized the instrumentality of the social media to advocate social acceptance of homosexuality.

According to Nyirenda (2015), homosexuality takes an advanced stage on social media as some men on social media have taken up the issue by storm as mass romantic messages have been leveled in different facebook inboxes. Some individuals have taken to social media for the glorification of homosexuality with excessive publicity, and having done so, has been successful in promoting the homosexual lifestyle. Homosexuality has been hyped in the social media in a manner that presents absolutely no negative connotation, with only positive viewpoints that would encourage an undisputable acceptance (Butler, 2012). This act of deification involves heavy emphasis on positive aspects of a concept, while toning down or eliminating the negative traits of said concept altogether. This is exactly what has been done through the social media platform with regard to the topic of homosexuality.

Homosexuals in the media are portrayed as affluent or otherwise prominent individuals in order to elicit a positive perception from the audience, when in reality, this is not the case, (http://inplainsight. Nbcnews.Com/_news/2013/05/31/18581353- the -truth about-gays-and-money?Lite). Butler (2012) observed that the process of making the homosexual population seem "affluent" to the population is a technique that is tried and proven by social media. He further argued, that by believing someone is from a higher class background, we are more likely to admire them for who

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they are, more so than someone of an impoverished or otherwise average background. As an example, he pointed to the normalized obsession with the lives of Hollywood celebrities. Thus, by glorifying homosexuals in a similar manner, they receive respect easily from a populace that actively seeks information from social media outlets.

The health afflictions associated with the homosexual lifestyle (beyond AIDS) are completely ignored. There are health risks that are "SPECIFIC" to this population, which are washed out to the fullest possible extent by the media, leading us to believe that homosexuals have a singular, clear intention of "love," and nothing more. In reality, of course, sex is a frequent but disregarded factor. As such, it presents many unique health risks involved in the required sexual acts (Butler, 2012). The social media has shown a promotion of homosexuality that is highly disproportionate to the actual homosexual population in the world. Homosexual television prevalence directly promotes homosexuality. Straight from the horse's mouth: "Among the 19% who reported that their feelings toward gay and lesbian people have become more favorable in the past 5 years, 34% cited 'seeing gay or lesbian characters on television' as a contributing factor," (Harris Interactive Firm, 2014). Glorification of homosexuality exists in the social media, ss a result they have led to the promotion of the homosexual lifestyle.

Isayev (2009) observed the online posts of 29 school teachers in Russia; he found "incriminating" evidence of homosexual advances, in his words, they are "disseminating the gay propaganda". For example, Isayev recently posted photos of an openly lesbian school teacher to his VKontakte, Russia's largest social media network page, publicizing her sexuality and the school where she worked. He compiled screen grabs of her likes on VK, drawing arrows to pop-culture items he believed were indicative of lesbianism. This clearly shows the pervasive role of the social media in modern societies, where influences (negative and positive) are rapidly exchanged. The arduous task of regulating what streams into the cyber space has become increasingly imperative for the sustenance of societal values and norms, as the social media has the potential to seamlessly overrun the popular culture with contra cultural elements that will generate disequilibrium in existing socio-structural arrangements.

IV. Theoretical Framework

Tripp (1975) expounds a social learning theory about the development of sexual orientation arguing that heterosexuality and homosexuality are the result of societal expectation: people are homosexual or heterosexual because they are taught to be that way. Grey evidence abounds on the mutual influencing that results in homosexuality amongst students of single-sex schools. Tripp argues that physical attractiveness is the most important determinant of sexual desirability, while social class and status are relatively unimportant. The single-sex schools are largely made up of young children in their formative years; here the quest to explore the terrain of adult life accompanies the discovery of a natural instinct for sexual satisfaction and the desirability of readily available medium.

This is further executed in the disaggregation of heterosexual roles in a homosexual environment, unlike in mixed schools or co-educational settings, where the ideal environment is available for what may be termed, "illicit" sexual activities - so much so because of the involvement of minors in what is exclusively reserved for adult life. The socio-structural evolution of the individual social actor begins with the identification of the primary group together with the values and mores of the group. The transition into other social structures comes with some level of re-socialization, mostly involving the unlearning and relearning of social patterns – positive or negative. Homosexuality represents, negative social [re] learning in the educational structure of society, especially within the single-sex schools. Posner (1992) credits Tripp with providing the clearest articulation of the social learning theory of sexual orientation. However, Hamer (1994) finds the theory implausible, and rejects it on numerous grounds, arguing that it is inconsistent with anthropological evidence and human evolutionary history, and fails to explain the existence of homosexuality.

Some authors, such as Lyotard (1984) and Baudrillard (1984) believe that modernity ended in the late 20th century and thus have defined a period subsequent to modernity, namely postmodernity. Lyotard (1984) and Baudrillard (1984) posited that postmodernity has gone through two relatively distinct phases the first beginning in the late 1940s and 1950s and ending with the Cold War (when analog media with limited bandwidth encouraged a few, authoritative media channels) and the second beginning at the end of the Cold War (marked by the spread of cable television and "new media" based on digital means of information dissemination and broadcast). The second phase of postmodernity according to Albrow (1996), is defined by "digitality" - the increasing power of personal and digital means of communication including fax machines, modems, cable and high speed internet, which has altered the socio-structural framework of society dramatically: digital production of information allows individuals to manipulate virtually every aspect of the media environment. This has brought conflict in entrenched value systems and led to the creation of new values; this dramatic twist of events has brought about a fundamental alteration in society's sexual orientation with homosexual adherents championing their course via the social media – enabled by digitality. The

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proliferation of information through the social media, with little or no regulation creates a cozy ambience for the propagation of the homosexual agenda as evidence of homosexual chat sites abound together with a growing online Lesbian, Gay, Bisexual and Transgender (LGBT) community. Thus, as a major correlate, postmodernity represents the fluidity of social life, an unholy co-mingling of values, a rapid growth in contra-cultural elements and the gradual collapse of the ideal socialization process, with gender roles blurring seamlessly.

V. Conclusion/Recommendations

Attempts have been made to move a largely social malaise into the biological domain, albeit with little or no success recorded. It is important to note that the human, as a higher animal, is guided not just by instinct but a robust web of social expectations which must be met and sustained. Homosexuality may have been delisted from the list of psychological disorders, but it remains a social problem as it has led to the emergence of social misfits who are laden with socio-psychological concerns the society has decided to overlook. Social problems, such as this, are the outcome of a dysfunctional social structure. Single-sex schooling and the social media are socio-structural arrangements that seem to fan the ambers of this on-going predicament and thus, must be revisited. Society is not a static reality; however, it is necessary that the aspect of its evolution that revolves around social actors be placed under check.

The policies establishing single-sex education may have to be re-visited as it may be a veritable accessory structure for the learning process of becoming homosexual and the ultimate formation of the perception of the same. Emphasis must be placed on co-education, a setting that depicts the ideal social milieu where boys and girls, will not only learn their unique roles, but also have a grasped of their mutual co-existence. The social media and its contents must be domesticated to be in line with acceptable social standards. To achieve this, a social media regulation policy must be developed and implemented to ensure greater cyber security and monitoring. Sexuality education must be re-introduced in secondary schools and made an integral part of the curriculum. Prophylactic sensitization parleys must be organized by civil society organizations for secondary school students and their handlers, with special emphasis on single-sex schools. Corporate Nigeria must partner with the government to provide funding for the academia and civil society to build a socially acceptable content for the social media. Finally, the family as the most threatened social institution in the face of this emerging problem, must brace up to effectively monitor the activities of young children in other to detect asocial tendencies and nip them in the bud.

VI. Ethical Approval

Author A declares that he has no conflict of interest. Author B declares that he has no conflict of interest and author C declares that he has no conflict of interest. This article does not contain any studies with human participants performed by any of the authors. Neither does it contain any studies with animals performed by any of the authors nor any studies with human participants or animals performed by any of the authors.

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Effects of Violent Video/Computer Games

By Khandaker Ashikur Rahman

North South University

Abstract- The research topic for this paper presented hereby is on the topic titled 'The effects of violent video/ computer games. My research paper basically focuses on the effects of playing violent video or computer games. For my research I also gathered primary and secondary data which shows the positive and negative effects of playing violent computer games.

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Effects of Violent Video/Computer Games

Khandaker Ashikur Rahman

Abstract- The research topic for this paper presented hereby is on the topic titled 'The effects of violent video/ computer games. My research paper basically focuses on the effects of playing violent video or computer games. For my research I also gathered primary and secondary data which shows the positive and negative effects of playing violent computer games.

I. Introduction

Violent video and computer games are popular among young peoples, teens and children's. The topic of whether playing a violent video game causes violent behavior in young people and children's are a very important issue and it is often addressed in media debates about violence in society. There are many researches done on this topic, from which does provide any clear evidence among the relationship between aggressive behavior and violent computer games. Although most of the Psychologists believe that there is negative effect of playing violent computer and video games. But some researcher found that there is some positive side of playing computer or video games. In my research paper I am tried to find out the overall effects include negative & positive of playing video games. Now a day's especially young generation, teens and children's are very like to play violent computer or video games. Availability and improvement of computer technology increase the number of violent video games players.

In above we can see two images of twopopular violent computer games

II. Background

The debate between violent video games and violence/aggressive behavior is not a new phenomenon. Video games that are usually played by gamers mainly come in four forms: PC games, console games connected to T.V, hand games and games in cell phones. Console games are the most popular ones, and some mentionable names are Play Station, X-Box, Sega, WII, etc. Usually the video games that are released also have a PC version for gamers who prefer computer to T.V. Many researches don't regarding this topic to show what is the actual effects of playing violent computer games. Some researchers shows there is positive side of playing of computer games on the hand there is also some research articles that tells us playing violent computer games can make us aggressive.

The main categories of video games include Racing, Sports, Shooting (first person, third person), Strategy, Virtual Life or Third Life, Mind Games, etc. Games which contain violent contents generally belong to the Shooting, Strategy and Virtual Life categories. Approximately 40% of all gamers are female, while the rest is male. Violent videos games can also provide people much information. Calls of duty, Wings over Israel, Lock On, delta force, Crisis, Far cry are some violent video games and by playing these games, gamers get the idea of what happens in a war. Red dead Redemption is also a violent video game which is all about modern civilization. Assassin Creed is a violent video game which talks about the past history of Italy. Those who don't like to read books can gather that information by playing these games. Despite now a

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day's many organizations organize tournaments of video games which include violent video games. World Cyber Games competition is the most prestigious. This competition is held worldwide and the winner gets fascinating prize money. Asian Cyber Games is also very well known. So, gamers play violent video games to prepare themselves for the competition and not to do criminal activities.

Playing violent video games can be a good source of entertainment and passing free time. But it should be limits. Because many researchers and psychologists find out that playing violent computer game may influence a gamers to behave aggressive. But some researchers also mentioned that playing games can be useful for learning tool for education to the children's and it also improves computer literacy.

III. Area of Research and Findings

In my research I am tried to find out the effects of playing violent video/computer games.

a) *What are the causes of playing violent computer games?*

There are many reasons of playing violent video games. Young people, teenagers and children mostly plays violent video games on their pc or other device like PlayStation. From my survey questionnaires I have found that most of peoples play violent computer games for entertainment, passing the boring time etc. In Dhaka city the space for outdoor games like football, cricket or playground are very limited, many students, children and teen agers don't time to have to play outside in the evening due to lectures, class and coaching. So they are involved to play computer games. Most of peoples like to play violent computer games like Delta Force, Call of Duty, GTA and so on.

b) *Negative effects of playing violent games*

There are some negative effects of playing computer games. One of the most common negative effects of playing violent games among the students, their academic career can be hampered their concentration studies decreasing. There are also different ideas, debates, and researches about the negative effects of playing violent video games. In research I have found some negative impacts of playing violent video games through secondary data analysis like playing violent video games can make a person's behavior aggressive or rude, increasing heart bit rate etc. But the scholars are still not sure about the negative impacts of playing violent computer games.

c) *Connection Between violent video games and crime*

Most of researchers and psychologists don't think there is any link between violent computer games and crime. "The Journal of Adolescent Health, and The British Medical Journal have found no conclusive link between video game usage and violent activity." (Wikipedia). Very few researchers found the link between violent computer games and crime. But there evidences didn't prove the direct link between crime and violent video games.

d) *Positive effects of violent computer games*

From my research I have found some significance positive effects of playing violent computer games. From my primary data analysis, playing violent computer games provides information like history, country, war and so on which may useful for gamers and during playing computer games most of peoples thinks about strategy formulation which is a positive sign. Many researchers also argued that there are positive impacts of playing violent computer games. One of most positive side of playing violent computer games that I have found that is improving computer literacy, help to reduce stress, crime etc. Analyzing secondary data, I have found that playing computer games can be a learning too for some student those who findings difficulties to learn from their class and lectures. On the other hand we can say that to some extent playing violent games can good source of entertainment and fun.

e) *Do violent video games causes aggressive behavior or rude behavior?*

Violent video games have damaging impact on human psychology. I have found through my primary and secondary data that playing violent video games can causes of aggressive and rude behavior among children, young people and teen agers.

"Violent video games do indeed cause aggressive behavior" (Huesmann, 2009). But I think that there are more study and research needed to find out the exact influences of playing violent video ganes in aggressive behavior.

IV. Hypothesis

Playing violent video/computer games is good for literacy, problem-solving, and researching information, while critics worry that gaming is making children's and young people's specially students more socially isolated, less experienced in working with others, making behavior aggressive and less creative. Psychologist's and researchers believes that there are both positive and negative sides of playing computer & video games. There are many people, mostly students' who watch violent / action movies, but that doesn't mean they do violence or crime. I think people who play violent games like any other types of games only for entertainment, fun and excitement and also stand against the violence like they do in the video games. I like to study both positive and negative effects of playing computer games.

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V. Research Methodology

For the primary research, I conducted a field survey of the peoples who are actually engaged in playing violent video & computer games, and also playing during their free times. I will design a questionnaire with different types of questions so that I get a useful range of data which will help me to answer my research question. So, I used both quantitative and qualitative questionnaire in my survey question.

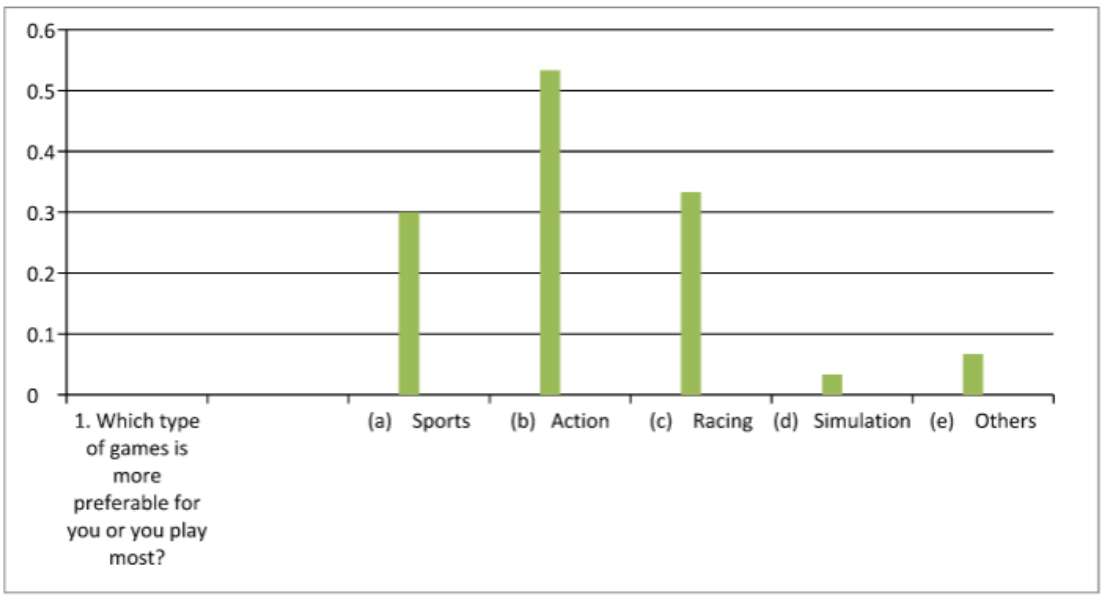
For the secondary research, I used resources from the library, consulting relevant books and articles in magazines, websites and newspapers. I also used online materials extensively, such as online journals and discussions on blogs.

VI. Data Analysis

a) Primary Data Presentation and Analysis

For primary information I conducted a survey on 30 people and in survey I put 11 mcq types' questions. Here I am presenting the primary data analysis with the help various graphs.

1. Which type of games is more preferable for you or you play most?



In this graph, the X is presents the types of computer or video games and the Y axis represent the percentage of people. From this graph we can see that 30% of people play sport based games, 53% of people play action based game, 33% of people play racing based games, 3.33% of people play simulation based computer games and 6.67% of people play other type of games which includes puzzles or adventures. So after analyzing this diagram we can say that most of the games play action based games. Action based games are basically violent games. Horror games also come in action computer games category.

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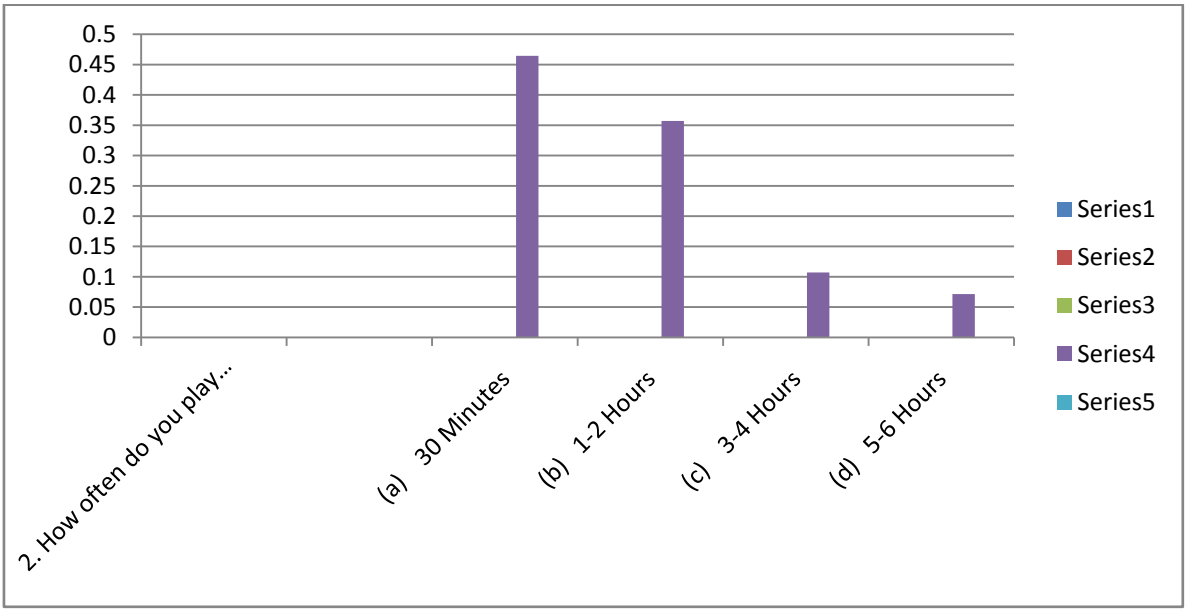
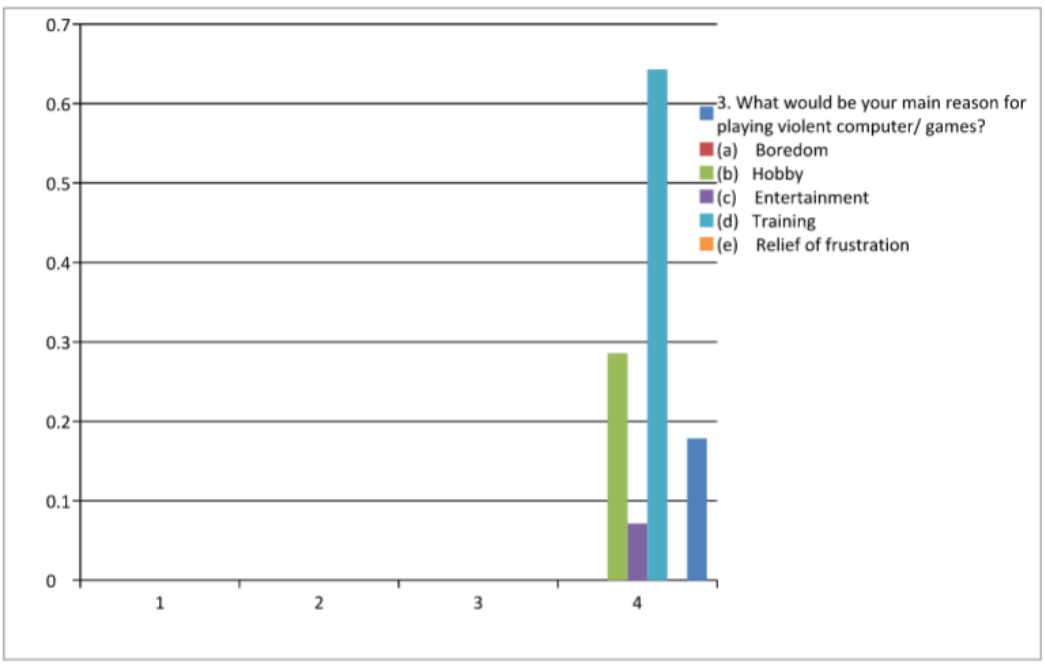
2. How often do you play violent computer/video games?



In the graph the X axis showing the amount of time spent to play violent computer games on daily basis. And the Y axis presents the percentage of people. We see that 46.43% of people plays computer games 30 min on a day, 35.71% people plays compute games 1-2 hours on day, 10.71% people plays computer games 3-4 hours on day and only 7.14% plays computer games 5-6 hours on a day. We see that most of gamers play's video games at least 30mins on a daily basis.

3. What would be your reason for playing violent computer/ games?



At this graph the X axis represents the main reasons of playing violent video games. From the graph we see that 28.57% people play violent compute games for boredom, 7.14% people play video games for hobby only, 64% people play violent video games for entertainment only, No one plays violent video games for training and 18% of people play violent computer games for relief frustration. We see that most of gamers plays violent computer games for entertainment only.

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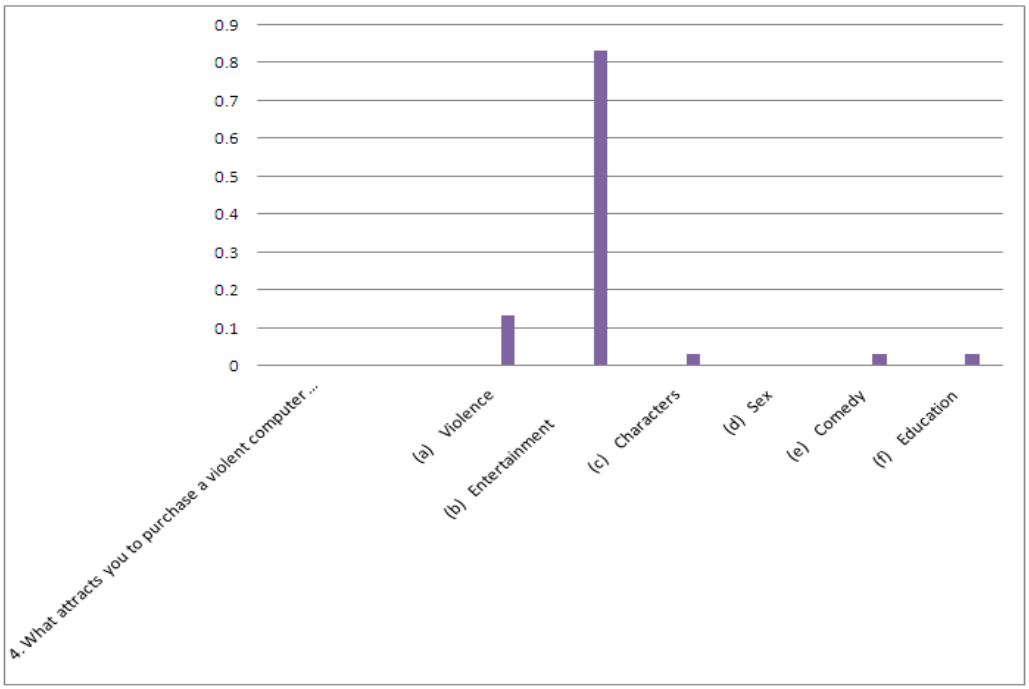
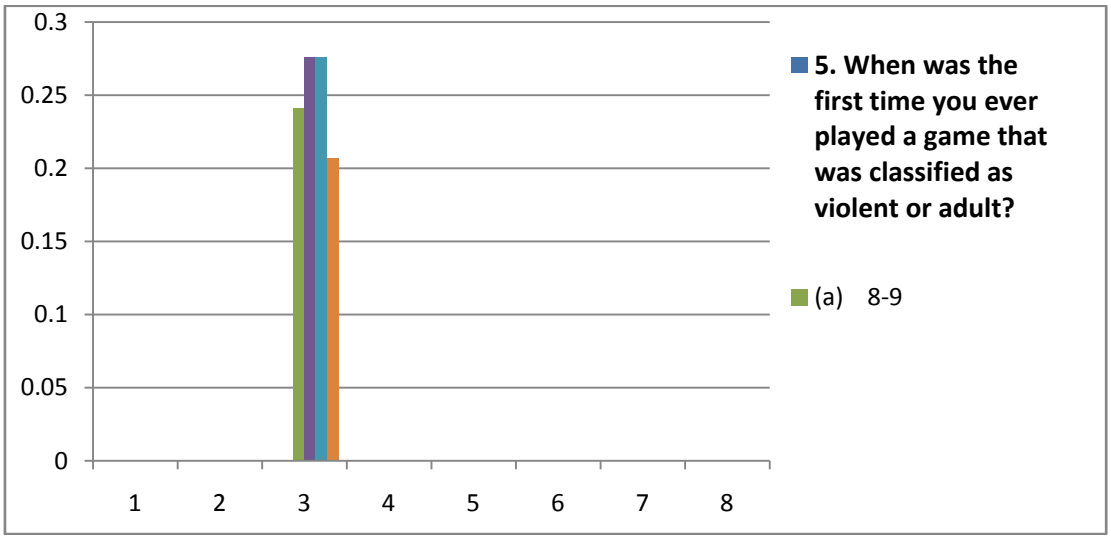
4. What attracts you to purchase a violent computer games?



The X axis of this graph showing the reasons behind purchasing violent video games. According to the graph 14% people purchase computer games for violence, 83%of people purchase computer games for entertainment, 3% people purchases violent games for the character on the games , no games purchases violent games for sex or the adult contents, 3% of people for comedy and 35 people purchases violent games for education,



At this graph the X axis presents the age when a person first time played a violent games or classified games which contents adultery. 24% people plays first violent video games when they were 8-9 years old, 28% of people plays violent computer games when they were 10-12 years old, 28% peoples plays first time violent video games when their age were 13-15. And only 20% plays first time any violent or adult games at 16018 years old.

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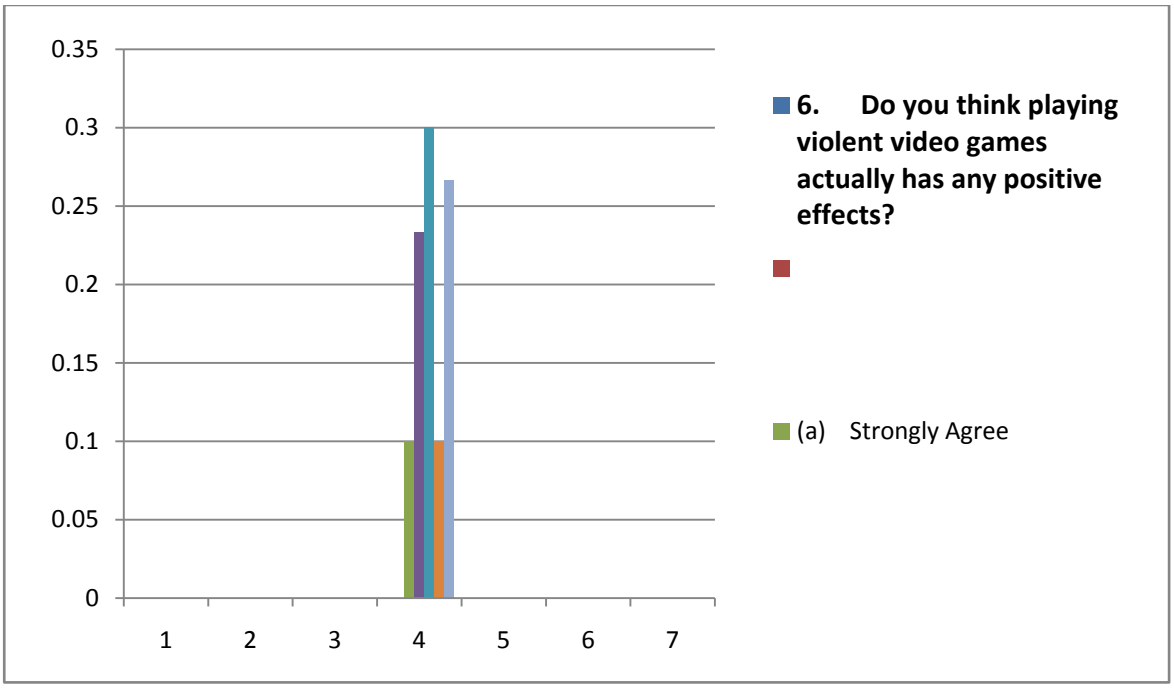
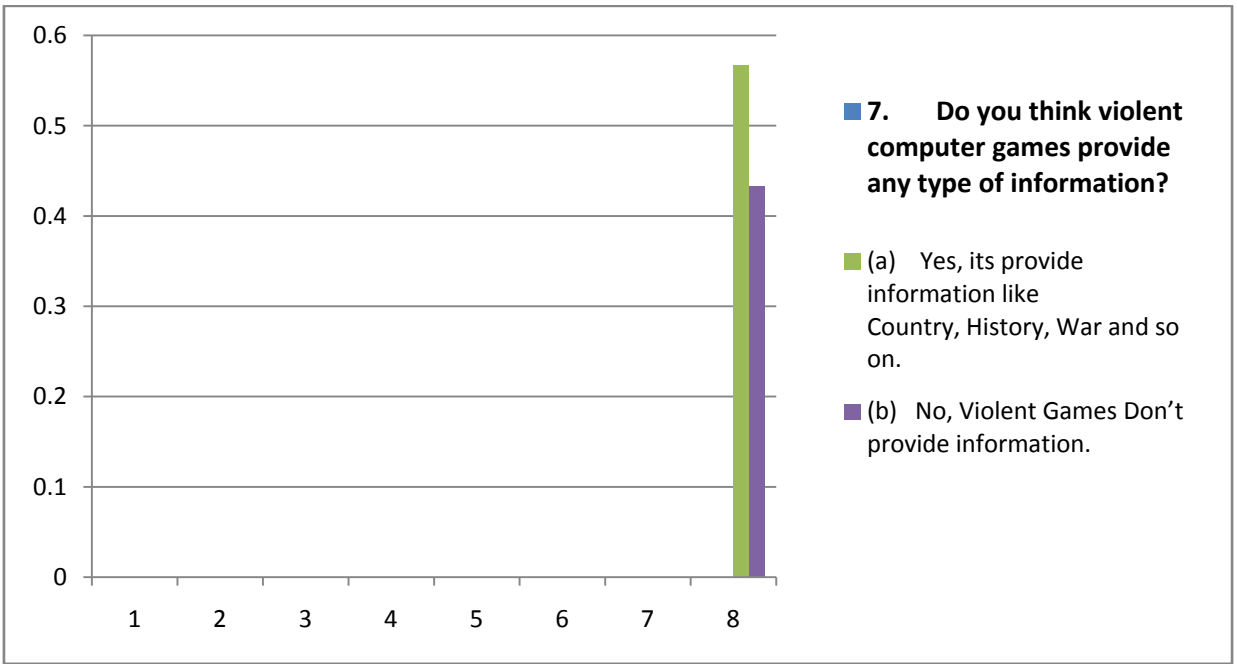


From the graph we see that 10% people are strongly agree that there is positive effect on playing violent computer games while 23% of people are Agree that there is any positive effects on playing violent computer games. 30% of peoples are neutral about this question, 10% of people are strongly disagree and 27% of people are disagree that there is positive effects on playing violent computer games. We see that for positive effects of playing violent computer games most of the people are neutral.



At this graph the X axis showing the philosophy about providing any kind of information through playing violent video games. The graph indicates that 57% of people say that violent video games provide information like history, war, culture and so on. On the other hand 435 of people say that a violent computer game doesn't provide any kind of information.

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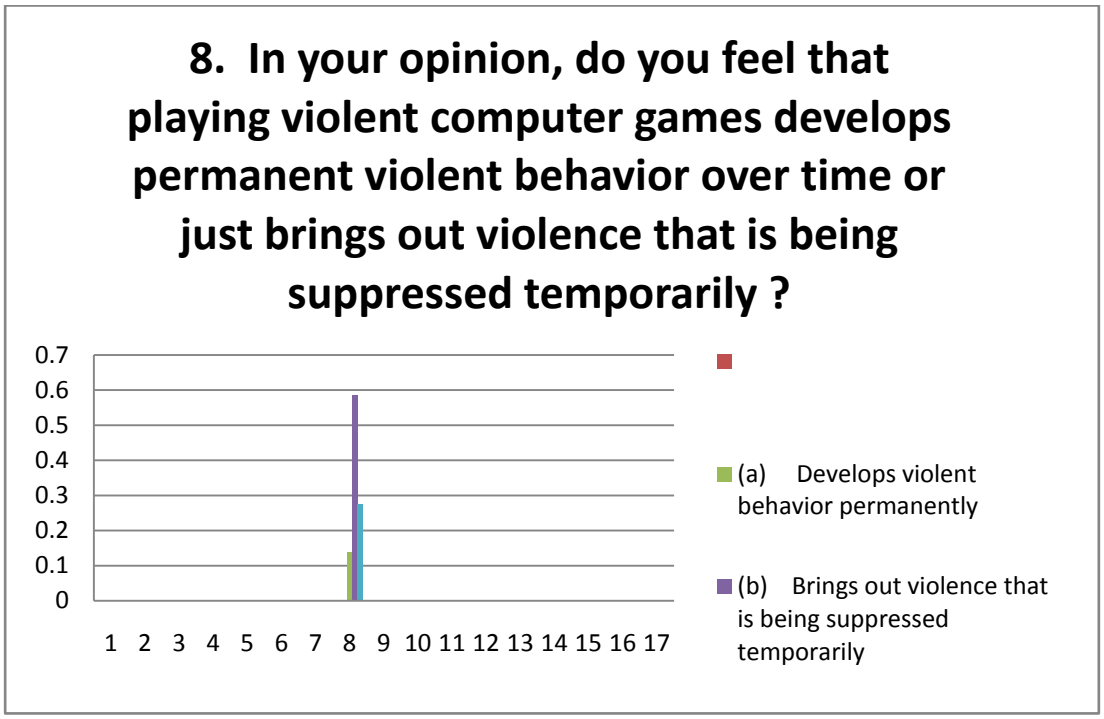
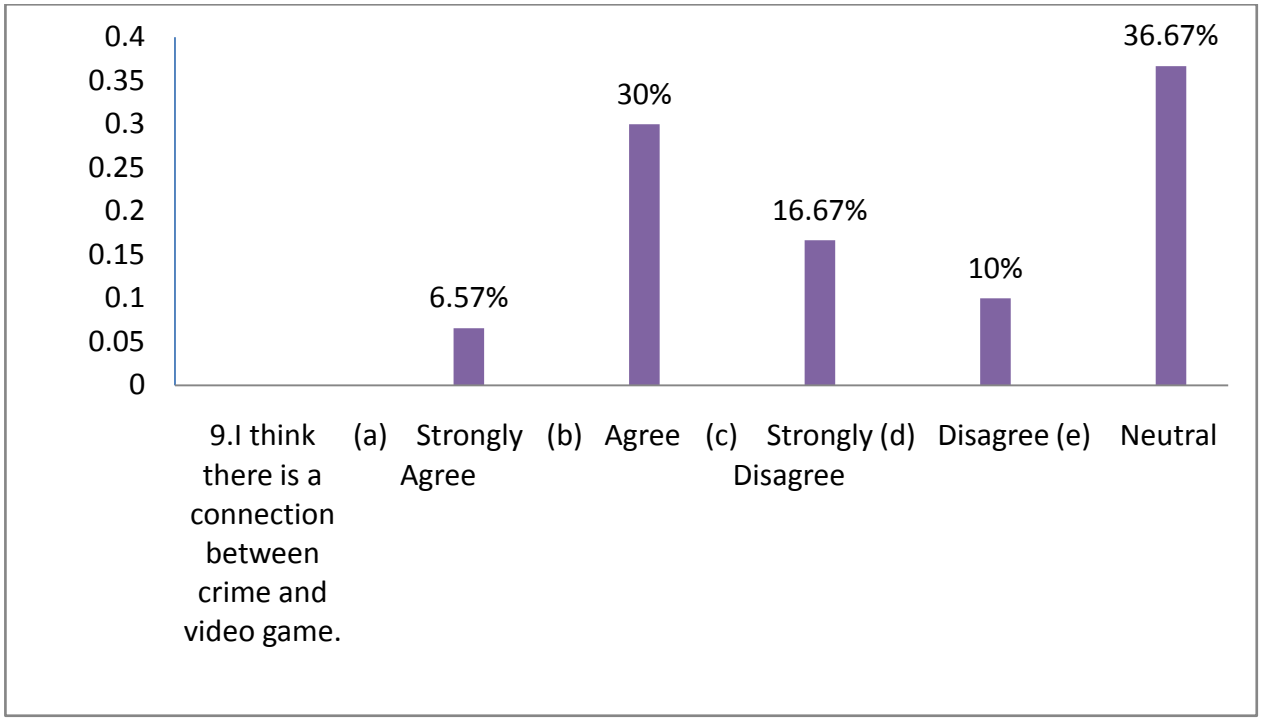


On this graph 14% people thinks that violent computer games develops violent behavior permanently, 59% people think that brings out violence that is being suppressed temporarily while 27% people have no opinion regarding violent behavior.

9. I think there is a connection between crime and video game.



From this diagram the x axis showing the thinking regarding connection between crime and violent video games among the peoples. And the Y axis presents the percentage of people. We see that 6% of peoples are strongly agreed and 10% of people are agreeing that there is a connection between crime and violent video games. On the other hand we can see from the graph that 10% of people are disagree and 16% of people are strongly agree that they think there is a connection between crime and video games while 36% of people are neutral regarding the connection between crime and video games.

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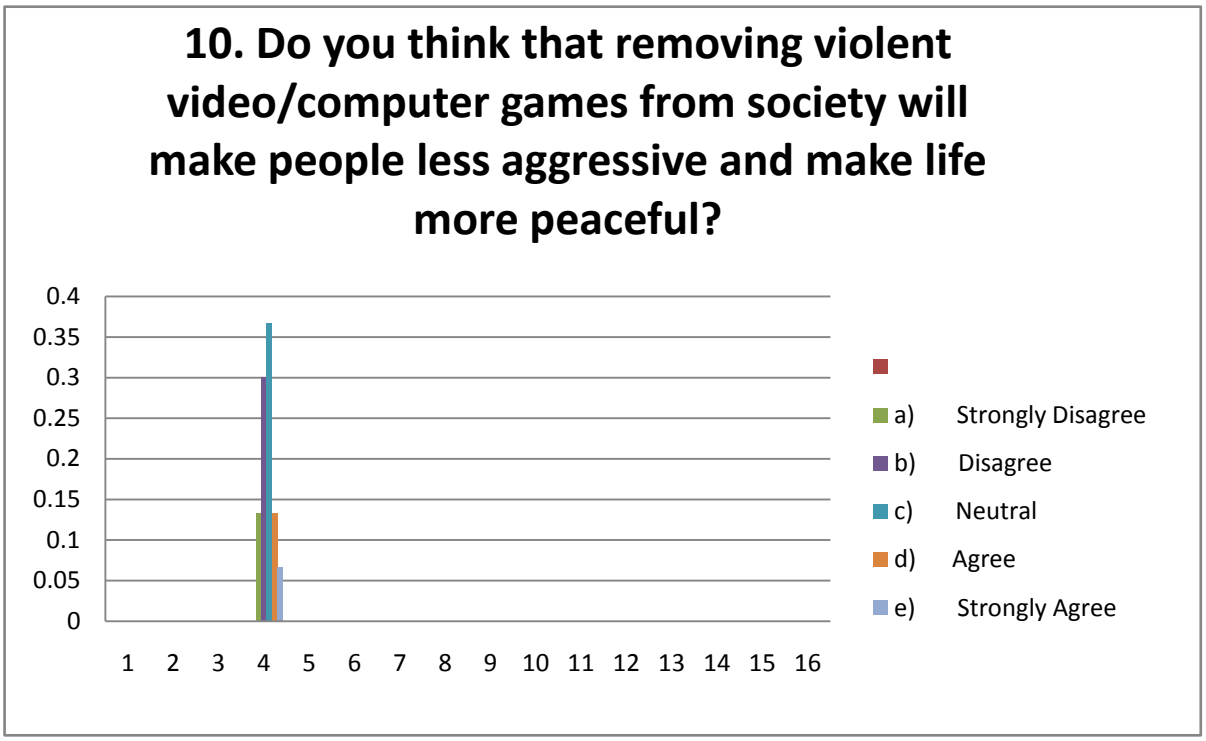
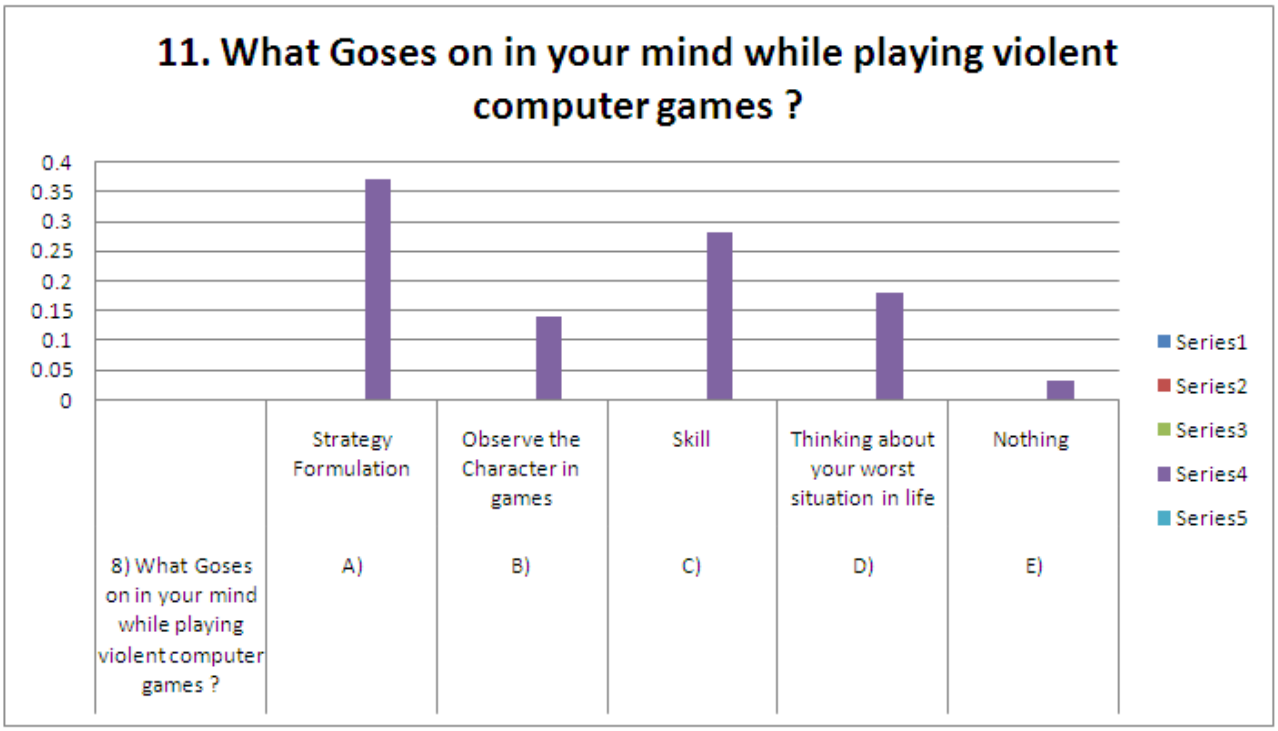


The following graph saying that 13% people are strongly disagree and 30% people are disagree that removing violent video games from society will make less aggressive & make life more peaceful. On the other side, 13% of people are agree and 7% of people are strongly agree that it will makes peoples less aggressive and make life more peaceful while 37% people are neutral.



In this graph, the X axis represents the various things that go on the gamers' mind while playing violent video games and the Y axis represents the percentage of people. We can see that, 36% of the gamers think of the strategy formulation, 14% gamers actually observe the character, 28% gamer's think of the skills, 185 gamers thinks about their worst situation in life and 35 people thinks nothing during playing a violent computer/video games.

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So far at and we can say that most of games plays violent computer games for entertainment and passing boring times and most of them like to play action games like Della Force, Call of Duty, Mafia, Gat and so on. From my primary data analysis I have found that most of the people played first time violent video games on their childhood. Some people think that there may connection between crime and playing violent video games and some are neutral about the relation between crime and violent video games. A portion of people said to the survey that the violent video games may reasons for aggressive behavior but that is temporarily.

VII. Secondary Data Analysis

For my research paper I also took information through several journal, articles, newspaper cuttings, and websites and so on. Cause and effects of playing violent computer games is debatable issue. There have been many researches and studies done on these violent video games. Many renowned psychologists saying that there are many both positive and negative effects of playing violent video games. But most of the studies showed that there no direct relationship between crime and violent video games although some psychologists and scholar argued there at least 1% relationship between crime and violent video games. Most of the psychologists believed that violent video games can make a person aggressive and rude. But there is lot of debates confusions regarding playing violent video games and its influences on aggressive behavior. Young peoples, teenagers, children's are mostly plays violent video games. According to Profesor Markman (2010). "I like to be even-handed, though, and so I want to talk about a positive influence of playing action video games on thinking. There is growing evidence that playing action video games increases people's ability to process visual information quickly and to make decisions based on that information. Video games don't make people dangerous; they just make people faster at processing and using visual information. There are some tangible benefits to playing action video games after all(n.p).Anderson (2003) stated that the most widely used "positive" impact video games are said to have on children is that they may improve a player's manual dexterity and computer literacy. Ever-improving technology also provides players with better graphics that give a more "realistic" virtual playing experience. (p. 67)

Some scholars also saying that violent video game also helps to reducing crime rates. According to Benjamin Radford (2008) observation, if violent entertainment caused real violence, logic would dictate that the violent crime rate would have skyrocketed in recent years because the rate of violent video gamers is pretty high. He also observed that, instead of increasing the aggression and the criminal activities, the rate of the criminal activities is decreasing as the rate of the violent video gamers is increasing.

"Violent game playing may be associated with some positive effects, but little evidence exists to link violent game playing with aggression. This is unfortunate because video games are very popular among youth and we should be investigating how to use this powerful medium for positive gains, including the use of games with some violent content, like Re-Mission, a game that involves blowing away cancer cells and infection, as educational tools. Games that are both exciting and fun as well as educational may be a revolutionary development for some children who have difficulty learning through traditional means" (Dr. Ferguson, 2007, n.p) . Violent computer games may prompt aggressiveness in males long after the games a games end. "Young men who played the violent games and thought about their gameplay were the most aggressive; they opted to punish opponents with long, blaring sounds. Women, nonviolent gamers and men who played violent games but were not asked to ruminate were not significantly aggressive" (Bushman, 2010) .According to CNN (2009) , "About 90 percent of U.S. kids ages 8 to 16 play video games, and they spend about 13 hours a week doing so (more if you're a boy). Kids in both the U.S. and Japan who reported playing lots of violent video games had more aggressive behavior months later" (n.p) .

According to bushman (2012) "We found hostile expectations and aggression behaviors increased over time for violent video game playing but not for non-violent video games. People who have a steady diet of playing these violent games may come to see the world as a hostile and violent place. It is impossible to know for sure how much aggression may increase for those who play video games for months and years. Violent computer games can stimulate aggression for an extended period of time" (n.p)

There still huge debates on positive and negative impact on playing violent computer games. Scholars thinks that to find the accurate impact of playing violent games they have to need to do lot research and studies on this topic. But the researcher agreed that spending too many times on playing violent video games obviously not good for health. "It's important to know the long-term causal effects of violent videogames, because so many young people regularly play these games. Playing videogames could be compared to smoking cigarettes. A single cigarette won't cause lung cancer, but smoking over weeks or months or years greatly increases the risk. In the same way, repeated exposure to violent videogames may have a cumulative effect on aggression. It's impossible to determine just how much aggression may build up in

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people who play violent games "(Bushman, n.p.).According to professor Mark Griffiths, "video games can prove to be a distraction for those undergoing painful cancer treatments" (n.p.)

"The surgical skills of surgeons playing video games and surgeons who did not. It was astonishing to know from the results that surgeons playing video games were faster in action and made lesser mistakes during work than those who did not play video games. There are careers building around video gaming. We have programmers working as video game testers and game designers. Those conversant with video games have an edge over those unaware of video games. Video games that include simulation of real world scenarios are becoming popular. The United States has launched a game called America's Army, which reproduces a real wartime experience. It is going to help train the new recruits." (Rosser, 2004, n.p.) . Some researcher says that gaming can be way of learning for the children.

According to the star online (2013) " United States (US) Vice President Joe Biden, who convened a White House meeting after the Sandy Hook school massacre in Connecticut that saw a man gun down children and adults before taking his own life, has said more research is needed on how violent computer games affect users. Most Americans in a recent online survey said they see a link between video games and violent behavior. However, researchers say there is little evidence that playing games can cause users to become violent, and instead have a positive impact. Jive Health, a company founded by university student Dennis Ai, produced a mobile game that encourages children to eat more fruits and vegetables, with the goal of curbing childhood obesity. Even the oft-criticized "shooter games" can have an upside: a University of Toronto study showed that playing shooting or driving videogames, even for a short time, improves the ability to search for a hidden target. Boston Children's Hospital researchers reported that the game can help children with anger problems regulate their emotions. When their heart rate goes above a certain level, players lose their ability to shoot, teaching them skills to keep calm, according to a study published in the journal *Adolescent Psychiatry*.Another game, *Darfur is Dying*, was created by University of Southern California students to raise awareness about Sudan's humanitarian crisis. There are so many ways games can be used to have this kind of impact, and clearly one of the big ways is awareness learning," said Carrie Heeter, of the University of Michigan's Games for Entertainment and Learning Lab.Heeter said that games in her lab helped teach the importance of sanitation, medical disorders and pollution. But there are often unintended results. We have a student from China who was motivated to learn English by playing *Tomb Raider*". Some of the researchers say there is a link between crime criminal behavior or aggressive behavior and violent video games. According Science Daily (2012) "New evidence from Iowa State researchers demonstrates a link between video games and youth violence and crime. Matt DeLisi, a professor of sociology, said the research shows a strong connection even when controlling for a history of violence and psychopathic traits among juvenile offenders. I didn't expect to see much of an effect when we got to serious delinquent and criminal level aggression because youth who commit that level of aggression have a lot of things going wrong for them said DeLisi. The study published in the April issue of *Youth Violence and Juvenile Justice* examined the level of video game exposure for 227 juvenile offenders in Pennsylvania. The average offender had committed nearly nine serious acts of violence, such as gang fighting, hitting a parent or attacking another person in the prior year. The results show that both the frequency of play and affinity for violent games were strongly associated with delinquent and violent behavior. Craig Anderson, Distinguished Professor of psychology and director of the Center for the Study of Violence at Iowa State, said violent video game exposure is not the sole cause of violence, but this study shows it is a risk factor.''

At the of the secondary data analysis we can see that there is so many different arguments of study and research about effects of playing violent computer or video games. There is both positive and negative side effects of playing violent video games.

VIII. Conclusion

After working on research paper from two months regarding various & different journal's, articles, blogs, websites and analyzing the survey I came to a decision that there is both positive and negative effects of playing computer games. There are much debate of the relationship between violent video games and aggressive behavior. The negative effects are like that can make a person's behavior rude and its positive side is that violent video games can be enjoyable source of entertainment and fun. But still there is no 100% accurate data or evidence that violent computer games encourage gamers to involve in crime.

IX. Recommendation

At the end my recommendation will be we need to do lot research and examination that how playing violent video games can affects us. Still that is debatable issue around the world and many psychologists researchers still trying to figure out the right impacts of playing violent computer games.

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X. Limitations of Research

During the process of working for my research topic I have faced many limitations and problems. The secondary resources available for the relevant topic are insufficient. Almost no books and journals are available in the local libraries. Most of the data and information I collected from different websites and online newspapers. Therefore, the researchers, psychologists and scholars are not 100% confirmed about the effects of playing violent games. If I had more time to work on this project, I would have done research on the topic more extensively, collected more reliable sources of secondary data and improve the overall quality of the research paper.

XI. Acknowledgement

First thank my mentor Dr Deena P. Forkan. Without her instruction, this research paper would never have been possible. I also like to thank my family and friends who helped me in my time of need to do this research paper.

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Appendix A

Target Group: Male and female, with their age ranging from 12 to 25 years.

Age……□ Male

□ Female

Instruction: Please ticks (√) mark the most appropriate answer. Please choose only one answer.

1. Which type of games is more preferable for you or you play most?
   (a) Sports
   (b) Action
   (c) Racing
   (d) Simulation
   (e) Others
2. How often do you play violent computer/video games?
   (a) 30 Minutes
   (b) 1-2 Hours
   (c) 3-4 Hours
   (d) 5-6 Hours
3. What would be your main reason for playing violent computer/ videogames?
   (a) Boredom
   (b) Hobby
   (c) Entertainment
   (d) Training
   (e) Relief of frustration
4. What attracts you to purchase a computer or video game?
   (a) Violence
   (b) Entertainment
   (c) Characters
   (d) Sexual role or Adult Content
   (e) Comedy
   (f) Education
5. When was the first time you ever played a game that was classified as violent or adult?
   (a) -9
   (b) 10-12
   (c) 13-15
   (d) 16-18
6. Do you think playing violent video games actually has any positive effects?
   (a) Strongly Agree
   (b) Agree
   (c) Neutral
   (d) Strongly Disagree
   (e) Disagree
7. Do you think violent computer games provide any type of information?
   (a) Yes, its provide information like Country, History, War and so on.
   (b) No, Violent Games Don't provide information.
8. In your opinion, do you feel that playing violent computer games develops permanent violent behavior over time or just brings out violence that is being suppressed temporarily?
   (a) Develops violent behavior permanently
   (b) Brings out violence that is being suppressed temporarily
   (c) Neither

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9. I think there is a connection between crime and video game.
   (a) Strongly Agree
   (b) Agree
   (c) Strongly Disagree
   (d) Disagree
   (e) Neutral
10. Do you think that removing violent video/computer games from society will make people less aggressive and make life more peaceful?
   (a) Strongly Disagree
   (b) Disagree
   (c) Neutral
   (d) Agree
   (e) Strongly Agree
11. What goes on in your mind while playing violent video/Computer games?
   (a) Strategy Formulation
   (b) Observe the Character in games
   (c) Skill
   (d) Thinking about your worst situation in life
   (e) Nothing

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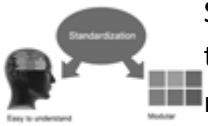

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2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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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.

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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.

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- Submitting a manuscript with pages out of sequence

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· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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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.

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- Fundamental goal
- To the point depiction of the research
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- Significant conclusions or questions that track from the research(es)

Approach:

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- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

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- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
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- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

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- Report the method (not particulars of each process that engaged the same methodology)
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- 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.
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What to keep away from

- Resources and methods are not a set of information.
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The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

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

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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.
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- Do not present the similar data more than once.
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Approach

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- Put figures and tables, appropriately numbered, in order at the end of the report
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- 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.
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	A-B	**C-D**	**E-F**
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Introduction	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
Methods and Procedures	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
Result	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
Discussion	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
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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