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## Conference Schedule Overview

Day 1: Judge Business School- University of Cambridge, U.K

Day 2: Knox Shaw Room, Sydney Sussex Campus, University of Cambridge, U.K

Day 3: Group Punting (boating) in RIVER CAM, Cambridge, U.K.

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**Prof. Dr. Edward Lee-**  
**Conference Chair spoke on America's Vietnam Experience:**  
**Lessons for the 21st Century**

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**RECONSIDERING LANGUAGE AND MODALITY THROUGH REMOTE ONLINE  
CERTIFICATE EXAMINEES WITH VISUAL/HEARING DISABILITIES  
DURING COVID-19 CRISIS**

Dr. KURUMI SAITO<sup>1</sup>

**ABSTRACT**

Amid Covid-19, online certificate examinations have become commonplace, reducing the economic and regional disparity for many examinees, but increasing disadvantages for people with visual/hearing disabilities. At the same time there was a controversy in Japan over the introduction of certifications to the Common Test for university admission. These issues made me face the question of whether "4 skills" is an appropriate concept or not considering the true nature of language.

It is more reasonable to make barrier-free examinations from the outset, rather than complicated accommodation, including educators/researchers with visual/hearing disabilities in the team. The best way is to make a system to create the examinations for examinees with visual/hearing disabilities separately, respecting CRPD (eg. Art. 24, 30). It is also worth reconsidering "4 skills" and converting it into a new framework, such as productive, receptive, and interactive competencies and/or orality and literacy for the examinees *without* disabilities as well.

**Key Words:** language certificate examinations, modality, visual/hearing disabilities, Covid-19

**INTRODUCTION**

This research explores the true nature of language without being misled by modality. Firstly, I will discuss the

arising controversy about the introduction of English certificates to university admission by the Japanese government. The economic and/or regional disparity, the most serious of existent problems, was reduced by the online examinations promoted by Covid-19. But examinees with visual/hearing disabilities are suffering from online examinations, as I will discuss in detail in the following.

Secondly, I will examine the arguments of those who opposed the government's introduction of certificate examinations, focusing on the "4 skills" of foreign language ability. I will support those opposing the government's proposition, considering the language activity of persons with visual /hearing disabilities. It will become clear that educators and researchers have been confused and misled by modality because they are the majority who can see and hear. I will point out the possibility of new frameworks to

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<sup>1</sup>Dr Kurumi Saito, Visiting Researcher, Research Center for Advanced Science and Technology, the University of Tokyo; Professor Emeritus, Japan College of Social Work assess language competence; productive, receptive, and interactive, and/or orality and literacy (this includes orality without sound and literacy without written letters).

Finally, I will propose customization, not accommodation, of certificate examinations for examinees with visual/hearing disabilities, with their cognitive world and culture taken into consideration. Please note, that in the following discussion, "Deaf" refers to the native signers and "deaf" refers to persons who cannot hear. MEXT stands for Ministry of Education, Culture, Sports, Science and Technology.

#### **CERTIFICATES OF ENGLISH (OR ANY LANGUAGE) PROFICIENCY**

The Japanese government started planning to introduce private-sector English proficiency tests as a part of the Common Test for University Admissions, which is a standardized university entrance examination, around 2015 (Abe, 2017). In 2017, the Japanese government decided to include certificates in the Common Test from 2020, which was postponed due to much confusion, including the opposition of

high school teachers, parents of examinees, and university professors (Asahi Shinbun Digital, 2019). Although it is urgent to improve students' speaking ability, the government stated, it is nearly impossible to include a speaking test in the Common Test, because the Common Test is scheduled nationwide at the same time on the same date (Ujioka, 2021). The examination is made by the committee established by the education ministry, and all the examinees, mostly third-grade students of high schools, answer the same questions about the subjects they chose. It is impossible for 500,000 students to take the speaking test at the same time. MEXT (2018) suggested that the students could choose one of the eight (later seven) certificates: EIKEN, GTEC, IELTS, TEAP, TEAP CBT, TOEFL iBT, Cambridge English. It contributed to further controversy.

The controversy was, firstly, about fairness and equality (Abe, 2017; Science Council of Japan, 2017). The opposition claimed that it was difficult to convert the grades or scores of certificates, and that certificates were not suitable for the Common Test which 500,000 examinees contend rigorously for the top percentile. Regional disparity and economic disparity of certificate examinations were also pointed out. But only negligible arguments about persons with disabilities arose among the government, educators, and researchers.

During the controversy, National Association of Upper Secondary School Principals (2019) conducted the questionnaire and it turned out that about 80% of principals opposed it. Finally, the government postponed the reformation plan to 2025, and withdrew it altogether in July 2021 (Ujioka, 2021). The government is continuing to make English tests (written and listening) as before, along with other subjects. But the government is still encouraging each university to require the submission of certificates at the time of admission (Ujioka, 2021). The problems of students with hearing/visual disabilities are more serious in online exams.

#### **ACCOMMODATIONS FOR VISUAL/HEARING DISABILITIES AND COVID-19**

Major language certificate examinations besides those for English, such as German, French, and American Sign

Language, are based on or related to CEFR (Common European Framework of Reference for Languages) (CEFR, 2022). CEFR and private certificates improved accommodations for examinees with disabilities (2014-). However, they have accommodations following those for daily life. They do not consider the relationship between the nature of language and distinctive characteristics of hearing/visual impairments.

There is very little research on the problem of examinees with disabilities. There are some articles, but they focus on learning disabilities. Disadvantages caused by hearing/visual impairments are not only serious but also worth a focus from the field of linguistics, because the disadvantages are closely related to the visual/hearing activities such as writing, reading, speaking, and listening, which as a whole are considered "4 skills".

Deaf/deaf students prefer Japanese EIKEN (EIKEN, 2022) rather than other certificates such as TOEFL (2022) and IELTS (2022) because it has subtitles for the listening test and it allows them to write the answer in the speaking test. But examinees with mild hearing disabilities take listening tests in "loud voice" and hearing aids or lipread which were not possible during Covid-19 because examiners cannot speak loudly near examinees and they wear masks. TOEFL allow having sign interpreters and supporters for persons with a visual disability before and after question time. But the supporters are hardly available during Covid-19. Tactile sign interpreting for deafblind examinees is impossible during Covid-19 crisis.

Whether during Covid-19 or not, choosing certificate(s) and taking the exam(s) separately from other subjects of the Common Test is troublesome and stressful for all the students. It is much more so for students with disabilities. They would first choose certificates that have better accommodations for their disabilities, and therefore, they are left with only few choices. Although regional and economic disparities were eliminated or reduced by online examinations promoted by Covid-19 crisis (Isabell et al., 2020), the disadvantages of examinees with

visual/hearing disabilities became more serious in online examinations.

### **THE DISADVANTAGES BROUGHT ON BY ONLINE EXAMS**

Covid-19 reinforced online education and online examination, which in turn caused more disadvantages to examinees with hearing/visual disabilities. Since there are no proctors in the same room, online examinations are inconvenient for some with hearing/visual disabilities. Examinees must show their room to be checked by moving their computer with a web camera around. The proctors in a remote place must confirm no one is near and there are no materials or devices in the room. Some examinees with hearing/visual disabilities need supporters and they often give up taking exams. For deafblind examinees, online exams are impossible, because they always need supporters.

Whether during Covid-19 crisis or not, Deaf/deaf examinees take listening tests with subtitles or omit the test, and they take speaking tests in written form or omit it, depending on the certificate. An exemption is not fair, because if the contents of the other tests happen to be advantageous for the examinees, the advantage is doubled, and if they happen to be disadvantageous, the disadvantage is doubled. Also, for examinees with cochlear implants or hearing aids, sound through computer speakers is very difficult to catch. Lip-reading is more difficult to watch on the screen.

Blind examinees take picture description tests with verbal explanations or omit the test. These had been problematic before Covid-19 crisis. The exemption is not fair as I have mentioned above. Additional explanation is not fair either. Also, speaking tests especially in forms of conversation with other examinees, as in Cambridge English (2022), is disadvantageous compared with other examinees who see examiners' facial expressions. Sound quality is important for examinees with a visual disability, therefore online test is again disadvantageous. It is difficult to magnify pictures or texts online because the visible range is very narrow.



These particular disadvantages may serve as hints to reconsider the relationship between language competency and modality. They remind us the relationship between our recognition of language and the true nature of language.

## **RECONSIDERING "4 SKILLS" OF LANGUAGE**

### **Reconsidering Assessment of the "Speaking" Ability**

During the controversy on the Common Test, the fundamental and crucial question arose; does language consist of "4 skills"?, or, are "4 skills" appropriate measures of language competency? The researchers such as Abe (2017) who opposed the government's plan emphasized that the "4 skills" were for examiners' convenience.

The government once decided to introduce private certificates because "speaking ability is important, but it cannot be assessed without private sector's tests." But the controversy arose on possibility, reliability, and necessity. Assessment of speaking ability is difficult because the performance of examinees is affected by many non-linguistic factors and the raters' consistency affects their assessments significantly (Fan et al., 2020). In certificate examinations, both setting and time are very limited. Contents are limited as well because it is in a closed room and in artificial situation. Question patterns are predictable since major certificate examinations are held several times a year, and the same questions are shuffled to be used repeatedly. There are all sorts of how-to books focusing on each examination designed to maximize the outcome. If examinees are able to collect information, capture question patterns, try them out, and memorize them, the results would not necessarily reflect their speaking competency. Thus, the results are not reliable.

It is not possible to assess examinees' speaking ability in 10 or 15 minutes and only with 4 or 5 questions. For example, TOEIC iBT asks only 4 questions and the examinees' answers are recorded, which are assessed by examiners later.

Some certificates require a "reading aloud the passage" question. This may reflect speaking ability to some extent. But oral utterance is not equal to speaking ability. It is doubtful that "reading aloud the passage" questions reflect speaking ability. It is rather an assessment of pronunciation. There are many variations in English pronunciations. American English is only one dialect. We should recognize other dialects as English. Judging whether one's pronunciation is right or wrong is becoming more and more difficult.

Assessing speaking ability entails many questions that may not be answered (Torikai, 2019). Speaking does not come into effect if it is one-sided. Speaking is not separable from listening and also requires responsiveness.

We have to assess examinees' competence with which they speak with someone in some situations/settings such as business or education. Reading aloud or remembering the pattern of question-answer is not such a competence.

The problem is, educators and researchers have confused sensory activities with the task language accomplishes. Reading passages is one thing and answering an unexpected question is another.

### **Reconsider "4 Skills" through Modality**

Science Council of Japan (2017) and researchers who opposed the government reformation such as Abe (2017) insist that in the end, language ability consists of components such as vocabulary and grammar, not of "4 skills". The components are reflected in linguistic fields, such as phonology, morphology, semantics, and syntax. Questions in certificate examinations are set, aiming at assessing the knowledge of vocabulary and grammar, although the examinations are not divided into those components.

We believe reading and writing are visual activities, but blind people read by ear through Screen Reader. Blind and deafblind people read Braille by fingers. We believe listening and speaking are auditory activities, but Deaf people watch signs instead of listening and express signs instead of speaking. There are no linguists who deny that

each sign language, such as American Sign Language and Japanese Sign Language, is a genuine language. CEFR acknowledges sign languages as proper languages and proposes how to assess competency by dividing it into "production", "comprehension" and "interaction" (CEFR, 2018). It may be possible and effective that certificate examinations assess the *speakers'* competency in *phonetic languages* such as English and Japanese, by dividing it into "production", "comprehension" and "interaction".

### **Neuroscience Discoveries: Productive Activity and Receptive Activity**

Neuroscience has highlighted the true nature of language. The front line was sign language research in 1990 (Poizner et al., 1990). The researchers noticed that signers who had RHD (right hemisphere damaged brain) could sign, but they could not produce gestures. Signers who had LHD (left hemisphere damaged brain) could not produce signs but they could produce gestures. Later, researchers such as Newman et al. (2015) showed brain images by fMRI and PET which proved that the brain activities of Deaf signers while signing or watching signs are almost the same as those of hearing speakers while speaking or listening. These images are totally different from the gesturing brain which is moving its hands just like sign language.

Signers' brains that are signing/watching and speakers' brains that are speaking/listening are almost the same; their language areas in the left hemisphere of the brain are activated. Whether hearing persons are speaking or Deaf signers are signing, the Broca's area is activated. Whether hearing persons are listening or Deaf signers are watching signs, Wernicke's area is active in the same way (Emmorey et al., 2003). This must be related to the true nature of language activity; productive ability and receptive ability. As for the assessment of sign language competence, CEFR sets, as I have mentioned, each level (A1 to C3) for three activities, production, comprehension, and interaction without mentioning their relationship to "4 skills" (CEFR, 2018). However, CEFR proposes the standard to assess "4 skills" of phonetic languages, and its follower certificate examinations divide the examinations

into "speaking and listening" and "writing and reading" (CEFR, 2022).

"4 skills" is based on modality, that is defined through visual or auditory sense. It is misleading because modality is not necessarily related to the true nature of language. It has become clear that the so-called "visual" cortex of blind people is used for auditory and tactile cognition (Striem-Amit & Amedi, 2014; Huber et al., 2019), and the brain area for reading by eyes is used for reading Braille by fingers of blind persons (Reich et al., 2011). The so-called "auditory" cortex of Deaf/deaf persons is used for visual and tactile cognition (Karns et al., 2021). Blind persons read by tactile sense and Deaf/deaf persons listen by visual sense. Neuroscientists once regarded the brain as a sensory machine, but now they are beginning to insist that it is a task machine.

### **Orality and Literacy**

CEFR and its follower certificate exams divide the examinations of phonetic languages into "speaking and listening" and "writing and reading", which most examinees and examiners take for granted. The true nature of language is reflected not only in productive activity and receptive activities but also in "orality and literacy".

The concept of "orality and literacy" can be an alternative to "4 skills". This concept shows the true nature of language, although the words oral and literal again have been misled by modality since Ong (1982). He writes that transition from orality to literacy by technologies affects the transformation of human thought from "the world of sound" to "the world of sight". This is an insightful statement, but needs revision, now that sign language was proven to be "language". Although his argument is deeper than "4 skills", the word "oral" has misled people and Ong himself for a long time. There exists "orality and literacy" in sign language, at an abstract level, despite the sign language having no sound or characters (Saito, 2022). Now that technology made it possible to video-record sign language, sign language for recording is emerging. Any language including visual

language has a possibility of producing "literacy" from natural utterances or natural expressions, that is, Ong's "orality" (Saito, 2022). The term "orality" might as well be used for sign languages, as linguists use "phonemes" or "phonology" for sign languages.

Returning to the problem of the "speaking" test, while the "read aloud the passage" test assesses examinees' ability of literacy, the "answer the question" test in free conversation assesses examinees' ability of orality. Both kinds of tests could be answered orally or in writing. EIKEN uses subtitles and writing in the "speaking and listening" test for examinees with hearing disabilities (EIKEN, 2022). It should be appreciated more than a so-called accommodation in forms of omittance or exemption. An exemption is not necessary if listening and speaking tests are conducted with subtitles and writing.

Voice by Screen Reader on computers for persons with visual disability is not orality, but literacy. Comprehending sign presentations or addresses is signers' competency of literacy while answering questions in sign conversation shows their competency of orality.

Listening does not make sense for persons with hearing disabilities because they will never listen to English or any foreign languages in their lifetime. Many Deaf/deaf and hearing impaired persons are successful in international settings by writing English or through a sign interpreter. In the same way, blind examinees might as well listen to reading tests, because they are usually comprehending information by ears.

## **TOWARD REFORMATION OF CERTIFICATE**

### **Latent Disadvantages of examinees with visual/hearing disabilities: Cognitive/Cultural Difference**

Concerning the definition and understanding of disabilities, the transition from the medical model to the social model, and further to the cultural-linguistic model, resulted in CRPD (the Convention on the Rights of Persons with Disabilities). Article 30-4 states "recognition and support of their specific cultural and linguistic

identity". The rights of sign languages are supported by neuroscience. Deaf education became bilingual and bicultural education, where textbooks and tests should be made by Deaf educators (Torigoe et al., 2003). It is ideal, given the purpose of CPRD, that textbooks and tests for blind students/learners should be made by blind educators. The following are problematic examples. These are from the most recent EIKEN of October 2022 (EIKEN, 2022):

*Q2B: Andrew Lloyd Webber is famous for writing musical... This features the song "Memory," the most popular one he has ever written*

*Q3A: Dear Customer Service Representative, ... I was unable to adjust the volume of the TV..*

Two passages out of five are concerned with auditory activity. The word "volume" is confusing for persons living without sound. Similarly, the following "fill in the blank question" does not make sense to examinees with a visual disability:

*Q19: Somebody had broken one of the windows in Michelle's classroom. Michelle had not done it, but some of the other students looked at her she had.*

It is difficult to understand for those who have no experience to *look at* someone when they suspect him/her to have done something.

The following passages are from EIKEN of June 2022 (EIKEN, 2022) . Three out of five passages deal with contents that are difficult to grasp without visual experience:

*Q3A: The order was for 500 medium-size black paper cups with your café's name and logo printed on them.... If you*

*really need black cups, then we have them in small and large sizes. ...We have medium-sized coffee cups in white, and we could print your logo on these instead. We also have medium-sized cups in brown.*

*Q3B: Long pieces of wool are dyed in different colors and then put together to make a cloth with a pattern. ...Hunters became interested in tweed because it is mainly brown, green, or gray, so wild animals find it difficult to see...Men would wear blue or black suits when doing business in towns and cities...*

*Q3C: The other source of information we have from this period is paintings on the walls inside caves...The Shigir Idol is a tall wooden statue that has faces and symbols carved into it.*

Q3A is especially complicated to understand unless the examinees can imagine it visually. If we respect persons with disabilities and their culture, and if we do not regard them as inferior to those who see and hear, we had better customize, rather than accommodate, certificate examinations for examinees who are hearing/visually impaired. We can create tests separately, or creators should include hearing-impaired educator(s) and visually impaired educator(s).

### **From Accommodation to Customization**

The author has started to make original tests with Deaf colleagues and blind colleagues. Such a research project is worth conducting because there are 253 million visually impaired persons and 466 million hearing impaired persons in the world. Even if there are not so many, they have the same rights to be appreciated equally, when they acquired foreign languages.

Some of the disadvantages I discussed so far are those the examinees had suffered before the Covid-19 pandemic. Many disadvantages were revealed during the pandemic. It became clear that accommodation on certificate examinations is complicated and nearly impossible after examinations

were made by persons without disabilities and for the examinees without disabilities. The slogan, "nothing about us without us" was a driving force toward CRPD, which has not been reflected in language education, especially language certificate examinations.

### **Reconsidering Assessment for Examinees without Disability**

The preceding discussion suggested that there be room for reformation of certification examinations. The transition from orality to literacy is one of the characteristics of natural language. Language competency can be assessed in terms of orality and literacy. Reading the script of conversation is a competence of orality. "Read aloud the passage" is testing literacy by voice. Speaking tests in certificate examinations involve contradiction and confusion, as the Science Council of Japan and researchers opposing the government's reformation insist. Research on the brain of persons with visual/hearing disabilities supports it from a neuroscientific viewpoint. Even if "speaking" competence deserves to be assessed, it is practically difficult to assess beginners' speaking competence (Abe, 2017; Torikai, 2019). It is possible and effective to convert the framework to, for example, production, comprehension, interaction, and/or orality and literacy, without being misled by modality.

### **CONCLUSION**

In this research the true nature of language is reconsidered without being misled by modality. It is inspired by the controversy about the introduction of certificates of the private sector to the Common Test of admission to universities. It is also motivated by disadvantages the examinees of certificate examinations with visual/hearing disabilities are suffering amid Covid-19. The following are the findings:

1. Covid-19 affected seriously the examinees who depend on tactile sense, loud voice, lipreading, or accompanying supporters.



2. Covid-19 revealed disadvantages that they had suffered more or less before Covid-19. It became clearer due to online examinations.
3. Economic and/or regional disparity of certificate examinations was reduced by online examinations which were promoted by Covid-19, but examinees with visual/hearing disabilities are suffering from disadvantages caused by online examinations.
4. "4 skills" of language ability are for the convenience of examiners and does not necessarily reflect the true nature of language.
5. Neuroscience revealed that real language ability was not necessarily related to modality.
6. Examinees with hearing/visual disabilities have had disadvantages because examinations have been made by people who live in a cognitively different world.
7. We should reconsider the framework of certificate examinations. Production, comprehension, interaction, and/or orality and literacy may be a better framework for examinees both with and without disabilities.

Educators and researchers have been misled by modality when they discuss language for a long time because they have taken visual/hearing sense for granted. Neuroscience concerning those with visual/hearing disabilities made us notice the true nature of language. These kinds of research brought a transition in neuroscience itself; from "brain is a sensory machine" to "brain is a task machine".

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## **A LEGAL PERSPECTIVE ON COPYRIGHT CONCERNS IN SCHOLARLY WRITING**

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### Abstract

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Copyright refers to a collection of legal benefits that may be bestowed upon the author or producer of a literary, musical, or creative work, as well as the creator of a moving picture or sound recording. These legal privileges protect the author's or producer's intellectual property. The scope and duration of the protection afforded by copyright law are both determined by the characteristics of the work that is being protected. This protection, however, cannot be of a supernatural nature, and in order for it to be of use to all of humanity as a whole, it must be maintained for a period of time that is satisfactory to both the author and the government. Within the context of copyright law exceptions, the concepts of fair use and fair dealing are dissected and analyzed in this article.

**KEYWORDS:** Copyright Law, Intellectual Property, Fair Use, Fair Dealing

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### INTRODUCTION

The statute permits the use of the term copyright by producers of cinematograph films and sound recordings, as well as writers of literary, dramatic, musical, and artistic works. It may be described as the sole legal right provided to an author, composer, etc. (or his assignee) to print, publish, and sell copies of his original work. The TRIPS agreement stipulates that Indian copyright laws are equivalent to international norms. The 1886 Berne Convention for the Protection of Literary and Artistic Works and the 1966 Universal Copyrights Convention, to which India is a signatory, are fully reflected in the (Indian) Copyright Act of 1957, as amended in 1999. In addition, India is an active member of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the World Intellectual Property Organization (WIPO), as well as a signatory to the Geneva Convention for the Protection of the Rights of

Producers of Phonograms (UNESCO).

### **Copyright protection law in India**

India's copyright law, like most British colonial legislation, was modelled after English law. The East India Company enacted India's first copyright statute in 1847. The copyright was given for the author's lifetime plus seven years, or 42 years. If the owner of the copyright objects, the government may grant a publishing license after the author's death. All copyright cases were heard by the highest local civil court. Act was enacted in 1914. In 1914, India passed its first modern copyright legislation. The original copyright legislation applied to all artistic and literary works. It was similar to English law. 1911. This was done by the British to spread literature throughout the colonial subcontinent.

**Post-Independence Copyright legislation in India:** On January 21, 1958, the 1957 Copyright Legislation replaced the 1911 legislation. The Act also included provisions for the establishment of a copyright office under the Registrar of Copyright for book and artwork registration. It established a board to settle copyright issues. Copyright protection in India is governed by the Copyright Act of 1957 and the Copyright Rules of 1958. Changes to the Copyright Act occurred in 2012. Copyright law only protects assertions, not concepts. The Copyright Act of 1957 protects literary, dramatic, musical, artistic, cinematographic, and sound recordings under Section 13. The Act protects works of literature, such as books and computer programmes.

The Act's Section 14 grants copyright holders exclusive rights. Only the owner of the copyright or someone authorized by the owner may exercise these rights. Rights: a) adaptation right, b) reproduction right, c) publication right, d) translation right, e) public communication, etc. 26

Copyright protection begins the moment an original creation is made, and registration is optional. However, registration is always recommended for enhanced protection. Copyright registration confers no rights and is just prima facie evidence that the work is listed in the Copyright Register maintained by the Registrar of Copyrights.

**Length of Copyright:** The length of copyright is the author's

or artist's lifetime, plus 60 years from the year following the author's death. (Malik, 2022)

### **Copyright protection law in UK**

Under UK law, copyrights are intangible property in qualified subject matter. The modified 1988 Act governs copyright law. Due to rising legal harmonisation and integration across the EU, the only way to inherit the entirety of the law without using EU case law; however, this can be altered if the UK leaves the EU. In September of 2018, the EU Parliament agreed to a modification in the legislative framework, which might oblige commercial online video sharing companies such as YouTube to negotiate licenses with and pay fair prices to the owners of the rights to the content on their sites. On September 12, 2018, the EU Parliament passed new copyright laws for authors and musicians. In 2014, the office of intellectual property published a recommendation notice (updated in 2015): According to the Court of Justice of the European Union, which has influenced important laws in the UK and other European nations, copyright can only be applied to the author's intellectual creations. These requirements make it seem improbable that a modified, digitalized version of an earlier work may be deemed original. Creating an exact copy of a work restricts the creative flexibility of the artist. In comparison to regular UK copyrights, the Crown, Parliamentary, Acts and Measures, and international organization copyrights offer a longer period of protection. The work of the government is protected by Crown copyright, Parliamentary copyright, or the associate degree Act or live. Prior to the 1988 Act, Crown copyright encompassed Parliamentary copyright, which included legislation in Parliament, devolved assemblies, and Measures & Acts. All publications that are under the control of either House are covered by the parliamentary copyright. Acts of Parliament are included in Acts and Measures, Acts of the Scottish Parliament, Acts of the European Union Assembly, and Measures of the state Church. Works created by international organizations have a 50-year copyright. (Negi, 2019)

### **Copyright protection law in USA**

The US Copyright Act of 1790 was influenced by the British Statute of Anne. Congress has the power to promote the Progress of Science and useful Arts, by guaranteeing for limited Times to Authors and Inventors the Right to their

Particular Writings and Discoveries in accordance with the Copyright Clause. Before January 1, 1923, music in the US was regarded as property.

Section 106 of the 1976 Copyright Act permits the copyright holder to reproduce and authorise the reproduction of copies or phonorecords; to prepare derivative works based on the work; to distribute copies or phonorecords of the work to the public by sale or other transfer of possession, rental, lease, or lending; to publically perform the work, including literary, musical, dramatic, and dance words, pantomimes, motion video, and other audio-visual works; and to publicly display the intellectual property, such as literary, musical, dramatic, and dance works, pantomimes, pictorial, graphic, or sculptural works, and the individual frames of a film or other audio-visual work. (Negi, 2019)

#### LITERATURE REVIEW

Monika and Dr. Parmod Malik in their paper Historical Development of Copyright Law have mentioned the history of copyright law, i.e., it described how copyright law evolved globally.

Mayank Negi in his paper A Comparative Study of Copyright Laws in India, US, UK has analysed and explored the nature of copyright law in his paper. The questions as to why is it essential to protect; and how is it safeguarded in different nations have also been dealt with.

Lisa P. Lukose in her paper Copyright Issues in Legal Research and Writing has investigated how academic authors might defend themselves against accusations of plagiarism and copyright infringement by analysing the copyright concerns related to research.

M P Ram Mohan & Aditya Gupta in their paper have come to the conclusion that a just resolution might be enabled by a purposeful reading of copyright law.

In 1987, Kal Thairani founded copyright - Indian Experience. This little book provides a summary of the Indian Copyright Act of 1957.

#### STATEMENT OF PROBLEM

On a number of issues connected to copyright and scholarly writing, there is a severe lack of awareness. A large portion of society is deprived of the legal remedies provided by the copyright act because enforcement authorities in India have a very low awareness of intellectual property (IP) laws, and



the majority of IP litigation is restricted to urban areas. It is also necessary to determine whether or not those who file complaints under the copyright act are vested with remedies.

#### RESEARCH METHODOLOGY

This is an attempt at doctrinal research on the topic of A LEGAL PERSPECTIVE ON COPYRIGHT CONCERNS IN SCHOLARLY WRITING. Both primary as well as secondary sources have been utilized by the researcher. The primary sources include statutes, regulations, and international and domestic judicial decisions. Included among the secondary sources are articles, journals, books, newspapers, and websites, among others.

#### DIFFERENT TYPES OF WRITING

All research findings are written up and published as research reports. There are various types of writing, to use common terminology. General writing, business writing, personal writing, and academic writing are all possible. Only scholarly or academic writing is covered in this article. Academic writing can also be broken down into the following categories:

- research writing (assignments, research papers, projects, dissertations, and theses);
- book writing (textbooks, reference books, etc.);
- essay writing;
- article/journal writing;
- report/project writing;
- review writing (including book and article reviews); review of literature/literature survey writing; and
- synthesis paper writing. The objective, audience, tone, and content are what set academic writing apart. (Lukose, 2016)

#### FAIR USE AND FAIR DEALING: COPYRIGHT LAW EXCEPTIONS

International, bilateral, and regional intellectual property treaties govern the modern exceptions to copyright. Among the most important multilateral accords influencing copyright law today are the Berne Convention for the Protection of Literary and Artistic Works, the Agreement on Trade-Related Aspects of Intellectual Property Rights, and many WIPO treaties.

Copyright legislation strikes a compromise between author pay and free information, new works, ideas, and inventions.

This deal was made by the first copyright monopoly statute.

The Statute of Anne governed book trading in Britain in 1710. The Act's Section IV created a very complex scheme for circumventing book monopoly pricing. This agreement is governed by modern copyright law.

Copyright promotes the advancement of science and art. The ultimate purpose of copyright law, according to Justice William Rehnquist, is to facilitate public access to creative works. Copyright law does not grant absolute ownership of inventions to authors. Copyright protection is weakened by monopoly and other constraints (L&E). L&Es exempt copyright. They permit copyright violations. Copyright law demands L&Es because creativity necessitates copying, frequently generously and frequently without payment or permission Professor Zechariah Chafee, Jr. pondered in 1945, What is the law of copyright aiming to achieve? He answered with six copyright law objectives. Three of these suggestions bolstered copyright protection, while the remaining three decreased it. Fourth, protection should not go beyond its intended aims. Professor Chafee gave this copyright policy top priority. The sixth objective of author protection argues that it should not impede the independent creation of others. This theory suggests that legislation honoring the originality of one author should not strangle other authors.

Professor Chafee's perspectives on law and economics are not represented in international copyright. Countries' approaches to L&Es have varied due to the absence of supranational treaty guidance. International copyright agreements have failed to establish access and dissemination criteria for copyrighted materials. New copyright procedures and rights have dominated treaty obligations, resulting in an imbalance between copyright protection and L&Es. Member nations are able to execute the majority of international treaty L&Es. 176 This international copyright regime violates the policy of Professor Chafee. Depending on the country, L&Es are based on Fair Use or Fair Dealing. The two models are then described. India's copyright regime consists of fair use, specific exceptions, and copyright law modifications. The United States respects fair use without exclusions for copyright infringement. If the secondary goal of the defendant is lawful, the courts must evaluate numerous factors. (GUPTA, 2022)

Integrity, Dealing, and the Public Interest

### American Experience Fair Use Model

Copyright is breathed by fair use. Fair use limits the monopoly of copyright. Fair use is among the most complex copyright ideas. According to the law, fair use frequently provides some social, cultural, or political value that outweighs any ensuing harm to the copyright owner. Since the inception of copyright, fair usage has fostered research and valuable arts. In 1740, fair usage became fair abridgement in the English legal system. In *Folsom v. Marsh*, Justice Joseph Story applied it to American copyright law (1841). The Writings contain 184 letters written by George Washington. The defendant compiled Washington's letters into an autobiography. Justice Story supported the permissible usage of copy-protected material. Folsom recommended acceptable use of copyrighted material, but the defendant was found liable. Fair use was defined as the nature and objects of the selections made, the quantity and value of the materials utilised, and the degree to which the use may obstruct the sale, lower profits, or displace the objects of the original work, by Justice Story. Justice Story's judgement and fair use are similar in terms of copyright law today. Fair use has been debated since 1841. Fair use should not be viewed a bizarre, occasionally authorised deviation from the fundamental principle of copyright monopoly, said Judge Leval in 1990. It is necessary by design. According to fair use laws, certain acts of copying are permitted where the public interest in authorising the copying substantially surpasses the author's interest in copyright protection. The use of low-resolution copyrighted images by an internet search engine to link users to the copyright owner's original work is an example of fair use. Other examples include a television viewer recording a broadcast programme for later viewing and a newspaper publishing copyrighted images to inform and amuse readers.

Section 107 of the 1976 Copyright Act codified the 1841 framework established by Justice Story. Section 107 requires four pedestals for the secondary function of a defendant. Determining fair use eligibility requires investigation. Four elements:

*The goal and nature of the infringing use:* Examine the infraction first. Consider a secondary use's commercial significance when selecting one. Courts determine whether future usage supersedes the original work's purposes. Fair

usage often facilitates transformational or educational secondary uses.

*The characteristics of the copyrighted work:* Different works require unique protections. Nonfiction should be disseminated via public policy. Thus, fair use protects nonfictional works more than fiction.

*The portion used in respect to the entire copyrighted work* decides whether the secondary usage is excessive. Quantitative/qualitative analysis. The sufficiency of a secondary use is determined by the object's original intent. There are no set standards for determining the extent to a work which has been copyrighted may be replicated but still qualify as fair use.

*The impact of the use on the market potential or market price of the protected work:* The fourth criterion assesses the monetary harm brought on by secondary use and determines whether unfettered secondary use usurps the market for the original work. The original work should not be replaced by secondary use, which is the fourth factor.

In the case of *Campbell v. Acuff-Rose*, the Supreme Court of the United States revised fair use by mandating that all four considerations be weighed equally. Unlike rules, the fair use concept provides imprecise guidance to individuals and offers courts substantial authority. Congress intentionally left Section 107 ambiguous so that courts might interpret copyright protection restrictions. A court may consider any aspect of significance.

#### The Indian Movement: Fair Dealing Model

Fair dealing, an English legal notion from the 19th century, was defined in the UK Copyright Act of 1911. David Bradshaw asserts that the 1802 case *Cary v. Kearsley* established fair dealing. The Cary plaintiff looked at roadways and wrote a book. The accused plagiarised the author's book. Was the defendant's secondary work created with the goal to produce a useful book for the public, or was it appropriated in order to violate the plaintiff's copy rights? The panel was questioned by Lord Ellenborough.

The judgement contains the phrases fairly acting, fairly adopting, and fairly employing, but not fair dealing. The case does not specifically address fair dealing, but Bradshaw contends that the fact that the contentious defence theory—fair dealing—has not historically been recognised as a

doctrine of fair acts or fair adoption is merely a question of historical luck. Congress formally enacted fair dealing in 1911. Fair trade is supported by the UK, Canada, Australia, and India. The Act lists copyright infractions that go unpunished. Fair dealing, as contrast to fair usage, is restricted to copyright-specific purposes. If both questions are affirmative, an exception is made. The first query—statutory purposes—is liberally interpreted by courts. The initial obstacle is readily overcome. Indian colonial copyright law has made use of fair use since 1842. Khan Bahadur Shamsul Ulama Zaka v. McMillan upheld the English copyright law. Fair use was controlled by the Indian Copyright Act of 1914. In India, positive defences against copyright infringement are covered in Section 52 of the postcolonial Copyright Act of 1957. Fair dealing, authorised copies, publications, performances, and recitations; exclusions for sound recordings and cinematograph films; exclusions for library use; permitted applications of artistic creations; reconstruction of architectural works; use of computers and computer programmes; applications for people with disabilities; and importation of goods. In 2012, a Delhi High Court single-judge panel came to the conclusion that fair dealing is not conceivable nor advisable. Decisions are subjective. Indian justice is more flexible than British justice. The flexibility in Indian courts may be explained by the four-factor fair usage standard used in the United States. The Delhi High Court's decisions in the instances of ICC Development v. New Delhi Television and Rameshwari Photocopy help determine fair use in accordance with the four-factor test of the Copyright Act of 1957. In 2012, ICC Development suggested that the court consider the length, context, purpose, and commercial impact when evaluating fair use under Section 52(1)(a) of the Indian Copyright Act. In Rameshwari Photocopy, Justice Pradeep Nandrajog determined in 2016 that while the other parts of Section 52(1)(a), which describe other authorised acts, are solely subject to fairness, the fair dealing review of that section is subject to the four-factor test.

Justice has been shaped by the courts. If the defendant violates the original work's copyright for financial gain through a secondary usage for research or private study, fair dealing is not applicable. An unfair use of a protected work cannot result from its commercial use. The Copyright Act of 1957's Section 52 does not have a negative definition of

infringement. It promotes personal inquiry, analysis, evaluation, and reporting on current events. Indian Institute of Management v. Wiley Eastern Ltd. and Others, 1995) A copy-protected work's reusability should be decided by a fair-minded and honest person. In exceptional cases, courts may not impose a complete ban on the public circulation of copy-protected works. (2010) (SUPER CASSETTES INDUSTRIES LTD vs. HAMAR TELEVISION NETWORK PVT. LTD & ANR.) The general public's interest may change. Commercial exploitation, inventiveness, and utilization have an impact on fair dealing.

There are two different national types of copyright systems. Fair use rules, as opposed to fair dealing, safeguard secondary uses for copyright-listed goals. In accordance with the fair use provision, examples are given. Research is a part of fair use and dealing. The restrictions on academic freedom, its constitutional justifications, and domestic copyright law exemptions are examined in the section that follows.

Exception to the Copyright and Constitutional Research Law  
Since 1956, the English copyright has permitted study. Section 6 of the U.K. Copyright Act of 1956 exempted the fair use of literary, theatrical, and musical works for the purposes of research and private study. Justice David Herbert Mervyn Davies held in 1983 that reasonable usage for research or private study does not constitute infringement. In 2003, the English copyright legislation restricted research to non-commercial use. The U.K. Copyright, Designs, and Patents Act of 1988 exempts fair dealing with a work for the purposes of research for non-commercial reasons... provided that appropriate recognition is given. The 2007 recommendations issued by the High Court of England divided between commercial and non-commercial research. In *Controller of Her Majesty's Stationery Office v. Green Amps Ltd.*, the defendants inappropriately accessed a community mapping database for university and public study. The Court decided that Section 29 of the 1988 Act, which contains the U.K. fair dealing principle, does not protect the study if it is used commercially by the defendants. Motivation is the driving force behind business study. Private research organizations can do non-commercial research, whereas public universities can conduct commercial research according to the goal of the research. Commercial academic book research may lose the protection of fair use. Research is inconclusive. When to

commercialize academic research?

Commercial research is distinctive. The distinction will be determined on a case-by-case basis due to a lack of judicial and academic judgement.

Other governments have contested the research copyright provision. In *CCH Canadian v. Law Society of Upper Canada*, the Supreme Court of Canada widened the research and private study copyright exception. Members receive complimentary photocopying at the Ontario Great Library of the Law Society of Canada. Publishers sued the Law Society for copyright infringement, citing library services. The Canadian copyright law, like English law, exempts research. The Canadian Supreme Court recognised the library's commercial purpose while interpreting this exception. Research for counselling clients, expressing views, litigating lawsuits, producing briefs and factums is nonetheless research, the Court concluded. Research was broadly defined to safeguard users. Personal scientists can replicate 75% of a study. The Delhi High Court's Indian fair dealing theory lifted quantitative limits. The Court found fair dealing unaffected by quantitative and qualitative restrictions. German copyright allows text and data mining under certain conditions. The UK, France, and EU followed Japan's 2009 exception. EU law follows the 2019 Directive on Copyright in the Digital Single Market. The Directive allows text and data mining for non-profit research and commercial text and data mining with constraints.

Indian Copyright Act exempts research. If they use copyrighted information fairly, researchers and students can avoid copyright infringement liability. As amended, Section 52(1)(a)(i) of the 1957 Copyright Act reads: 52. (1) Fair dealing with any non-computer software for personal or research use does not infringe copyright. The Copyright (Amendment) Act of 2012 changed research or private study to private or personal usage, including research. The 2012 amendment and include raise a critical question: Indian fair dealing: commercial and for-profit research? Statutory interpretation in India holds that adding including to an interpretation clause expands the meaning.

Legislators use includes to enlarge the meaning of the words and phrases contained in the body of the statute. In *S.M. James*, the Patna High Court noted that including extends the definition's subject matter. In 2009, India's Supreme Court defined inclusively: (1) to widen the meaning of terms or phrases to include the common, popular, and natural sense and

the statute's intended meaning; (2) to include meaning that may be disputed; and (3) to bring all analogous transactions with different names under one nomenclature. Section 52(1)(a) should be liberally read for constitutional and inclusive purposes I (i). Law protects research. Research may be constitutional despite government neglect. Research is protected by Articles 19(1)(a) and 21 of the Indian Constitution.

In 1966, a Delhi High Court full bench added a right to acquire useful knowledge to Article 21 as fundamental to the orderly pursuit of happiness by free man. The 1980 Supreme Court of India ruling defined Article 21 as reading, writing and expressing oneself in diverse formats. The Supreme Court of India added social, cultural, and intellectual rights to life in 1997. A broad understanding of Article 21 includes knowledge acquisition by scientists, academics, and researchers and may defend a right to research. Professor John A. Robertson thought the 14th Amendment's broad concept of liberty included a right to inquiry. Robertson referenced Meyer v. Nebraska, where the Supreme Court defined liberty as the freedom... to collect relevant information. In Wiley v. Indian Institute of Management, the Delhi High Court found that Section 52 of the 1957 Copyright Act safeguards Article 19(1) speeches and expression. Thus, wide definitions and research freedom require courts to extensively interpret Section 52(1)(a)(i) (i). Thus, a liberal fair dealing provision protects Indian commercial and non-commercial research. Next, the courts interpret Indian copyright law's fair dealing principles. Next, the Delhi High Court purposefully construed copyright law in two judgments. (GUPTA, 2022)

## **RESULTS AND CONCLUSION**

Distinct nations have diverse copyright laws and different methods for applying and enforcing those laws. According to US copyright law, a single individual is only permitted to hold intellectual property as their own for a certain amount of time. This restriction typically lasts for 70 years following the author's passing; after that, it becomes public domain, depending on the country. Likewise, as per Indian Copyright Act, 1957, a single individual is only permitted to hold intellectual property as their own for a certain amount of time. This restriction typically lasts for 60 years following the author's passing; after that, it becomes public



domain, depending on the country.

Anything that is in the public domain may be used and copied by anybody. In some cases, it is possible to use specific portions of a work that is protected by copyright without breaking the law. Typically, this is referred to as a fair use. In Fair use covers using material for study, criticism, or education. This is done for the purpose of preventing censorship by stating that it would be illegal to reference its work in any way. Copyright is deep and difficult, and it doesn't even apply to all the nations that haven't ratified any international agreements. The ability to manage and benefit from your ideas, however, is a crucial component of the economy and intellectual property rights throughout the rest of the globe.

In the subsequent research paper, the researcher will highlight the solutions to the questions raised in this piece of research.

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### **THE INFLUENCE OF ECONOMIC FACTORS ON CORPORATE INVESTMENT DECISION MAKING IN RWANDAN FIRMS: A SURVEY OF SMALL AND MEDIUM ENTERPRISES IN KIGALI CITY**

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#### **Abstract**

This study examines the influence of economic factors on corporate investment decision making among four selected

firms in Rwanda between 2019 and 2021. The four selected firms include Rwanda Anglican Capital Investment Ltd, Kigali Anglican Business Investment Company Ltd, Dimensional Holdings Rwanda Ltd and Local Investment Ltd. Data analysis was done based on descriptive and multiple linear regression. Findings show that availability of financing had a negative but not statistically significant ( $\beta_1 = -.030$ ;  $p > .05$ ) influence on corporate investment decision-making. It is observed that profitability prospects had a negative but not statistically significant ( $\beta_2 = -0.126$ ;  $p > .05$ ) influence on corporate investment decision-making based on a 5% level of significance. Economic policies and regulations including taxation, construction permit regulations, foreign exchange controls and price controls are observed to have limiting influence on the freedom of investors during investment decision making and business operations.

**Keywords** Economic Factors, Corporate Investment Decision Making, Small Medium Enterprise

### Background to the study

With increased globalization, competition and scarcity of financial resources companies are endeavoring to make prudent corporate investment decisions in order to be competitive and sustainable. Corporate investment decisions are critical for firm performance on both micro and macro-economic standpoints (Carr, *et al.*, 2017). On a macro-economic level, corporate investment decisions influence gross domestic product and the general business cycle thus influencing their performance. Karim and Azman (2013) indicate that from the micro-level perspective, corporate investment decisions influence intra-firm resource allocation between economic activities, thus having a bearing on firm efficiency and profitability.

Since the collapse of Enron in the United States in the early 2000s and the subsequent financial crisis of 2008, firms have been on high alert to improve their corporate governance processes and corporate investment decision making in particular (Madura, 2015). Benchmarking the Enron example, firms in Europe, Oceania, Africa and Asia have developed strong processes and policies to guide their corporate investments in various activities and economic sectors (Muglia, (2013). Due to high-risk aversion among firms, it appears that good operating environments are influencing investments decisions where the risks of the firms' financial loss are low.

Prevailing research on factors that influence corporate investment decision making at firm level (Jehan, 2020) has shown that there are multiple socio-economic, regulatory and political factors that factor in management's decision-making during the investment appraisal processes of firms. Some of the economic factors may include past dividends, financial ratios, recent financial performance, skills availability, income level/growth rate of the country, industry attractiveness, bonus given in recent years, daily reports of stock exchanges on gainers and losers, level of taxes, economic regulations, payback period, license requirements, available financing, among others.

It has been suggested (Obumayi, 2013) that economic factors and expectations play a key role in influencing corporate investment decision making. Some key economic factors which form the foundation of this research that affect corporate investment decision are investment financing options, profit expectations and economic policies and regulations. The decisions of managers regarding the company's investment options are largely influenced by the economic aspects, which influence firm performance, profitability and sustainability.

The establishment of favorable investment climate and prevailing ease of doing business in Rwanda has favored huge investments in the small and medium business

enterprises. Among those SMEs, four have been selected for this study and they include Rwanda Anglican Capital Investment Ltd, Kigali Anglican Business Investment Company Ltd, Dimensional Holdings Rwanda Ltd and Local Investment Ltd. These firms have invested in various activities including real estate, management consultancy, tourism and hospitality, general merchandise, construction, education, finance and sanitation and hygiene among others.

The researcher believes that economic factors especially financing, profitability prospects and economic policies, have significantly influenced the corporate investment decision-making process of these firms. Nevertheless, there is no available empirical studies that have been conducted on each of these firms to support our hypotheses. This study seeks to examine the effect of economic factors (financing, profitability prospects and economic policies) on corporate investment decision-making process of these firms.

#### Statement of the problem

It has been observed (Masini and Menichetti, 2013) that economic factors play a key role in influencing investment decision of firms whether large, small or medium-sized. Karim and Azman (2013) argued that economic considerations such as availability of investment financing, profitability expectation, payback period, gross domestic product/income, economic policies and regulations significantly influence inventors' confidence and their decision making.

Rwanda Anglican Capital Investment Ltd, Kigali Anglican Business Investment Company Ltd, Dimensional Holdings Rwanda Ltd and Local Investment Ltd are some of the SMEs investing in different sectors in Rwanda, ranging from real estates, finance, health facilities, education institutions, and tourism and hospitality establishments among others. The researcher believes that economic factors have a significant influence on the corporate

investment decision by the above firms during their investment processes.

However, there is no available empirical study that has been conducted on the above mentioned firms and their investments to establish the influence of economic factors on their corporate investment decision making process. The rationale of this study is to assess the role of three economic factors: financing, economic regulation and profitability in corporate decision-making by the four mentioned firms.

#### Purpose and Objectives of the study

The study seeks to examine the effect of economic factors on corporate investment decision making in Rwandan selected firms. The specific objectives of the study are:

- i. To establish the influence of availability of financing on corporate investment decision making among selected firms in Kigali City
- ii. To assess the influence of profitability prospect on corporate investment decision making among selected firms in Kigali City
- iii. To examine the influence of economic policy regulations on corporate investment decision making among selected firms in Kigali City

#### Research Hypotheses

- i. H<sub>01</sub>:** Financing has no statistically significant influence on corporate investment decision making among selected firms in Kigali City
- ii. H<sub>02</sub>:** Profitability prospect has no statistically significant influence on corporate investment decision making among selected firms in Kigali City
- iii. H<sub>03</sub>:** Economic policy regulations has no statistically significant influence on corporate

## investment decision making among selected firms in Kigali City

### Scope of the study

The study examined the influence of economic factors on corporate investment decision making among selected firms in Kigali City. The independent variable is represented by economic factors while corporate investment decision-making is the dependent variable. The study covers four randomly selected SMEs in Kigali city. These include Rwanda Anglican Capital Investment Ltd, Kigali Anglican Business Investment Company Ltd, Dimensional Holdings Rwanda Ltd and Local Investment Ltd. The study was conducted in two months from December 1, 2021 to January 30, 2022. It focused on the period from 2019 to 2021.

### Theoretical Literature Review

The current study is based on rational expectations theory. The Rational expectations theory was originally developed by Muth in 1961 (Muth, 1992) and was later expanded by the United States Economist Robert Lucas. According to Lucas, the rational expectations is a theoretical concept with a proposition that investors make and select investment decisions which are consistent with and supported by their rational beliefs and viewpoints, personal experiences and the available current information. Based on this theory, recent expectations about the economy are dependent upon to predict the future of the economy in the coming period. This theory contradicts the opinion that corporate investment decisions are influenced by government economic policies and regulations. Here, it is presumed that it is the investors who predict the policy decisions that are expected to be taken by the government and then make investment decisions based on the expected government policy actions. Ideally, investors are

presumed to make current investment decisions based on these expectations.

### Economic Factors

It is hypothesized that economic factors, which include the availability of financing (Fazzari, *et al.*, 2018), profitability expectations (Bohl and Stephan, 2013) and economic policies and regulations influence corporate investment decision-making. The amount of funds available for investment determines how management will prioritize and select investment options. Secondly, it is indicated that the profitability prospects of an investment option such as the gross profit, the break-even point, the payback period, the net present value will also influence firm's decision. Lastly, the level of economic regulation such as taxes, access to foreign exchange, regulations on capital inflow and outflow, rules of financial access, etc. also have a bearing on the investment decision making process among firms.

### Corporate Investment Decision

Corporate decisions are the choices that are agreed upon and taken by the company in regard to where to allocate their financial resources to improve profitability and growth of the company (Jehan, 2020). In the decision making process, the management of the company makes some decisions on investment variables like how much money to invest, which business to invest in, which sector of the economy, how long will be the payback period/breakeven point, etc. The firm's investment decision reflects the firm's readiness to focus on growing its assets.

### **Empirical Literature Review**

The literature is dominated by empirical evidence though with mixed results on the influence of economic factors on corporate investment decision making. For the purpose of this research, focus is on influence of three economic



factors (financing, profitability prospects and economic policy and regulation) on corporate investment decision making as analyzed below.

### Financing and Corporate Investment Decision Making

Financing is defined as the process of generating funds for facilitating business operations and activities, making purchases or for long-term investments (Hayes, 2021). Empirical literature shows that financing has effects on corporate investment decision making. For example, using Ordinary Least Squares method, Jehan (2020) conducted a study on the interaction of financing and investment decision making through transition in Japan. The findings revealed that financing aspects such as the size of required funds, the cost of financing, the duration of loans and the source of funds had a significant effect on investment decision making of firms. It was observed that 16% of the investment decisions made were influenced by the cost of financing while the duration of the loan had no statistically significant effect of corporate investment decision-making process.

In another study, Myers (2017) also observed the effect of corporate finance on investment decisions and found that the amount of financing required to facilitate investments was one of the key factors that influenced management investment decision making. Using qualitative interviews, the researcher asked managers of the surveyed firms in Finland to rate the effect of various factors on their investment decision making. All the respondents unanimously revealed that the amount of capital required was a major factor that influenced their investment decision making. However, this study used only qualitative approach that falls short of demonstrating the effect size of the predictor variables towards the outcome variables.

## Profitability Prospect and Corporate Investment Decision Making

Profitability prospects are expectations of investors to make profits at the current price than they would get by selling the same asset in the future or vice versa. The effect of speculation about firm profitability has also been extensively studied. Kiyimazi (2017) studied the effect of stock market rumors and speculation on stock prices from emerging markets perspective and found that earnings expectations from stock market investments and foreign investors' rumors had more impact on stock prices and investment decision making. Similarly, Kosfeld (2015) found out that if speculation is positively accepted the stock prices go up for the good while rejection of speculative information will make the prices stay at equilibrium level thus influencing the way investors make decisions.

Expected corporate earnings refers to money earned or lost by the company during a specific accounting period and the amount earned or lost has a bearing on company's investment decision making. Bradshaw (2014) argued that expected corporate earnings are considered while making decisions by corporate management on which assets or sectors to invest in and how much to invest. A study by Nagy and Obenberger (2018) found that 65.6% of the respondents considered this factor very key in influencing decision-making. It was revealed that firms whose earnings were expected to be higher attracted many investors while those with dismal performance expectations did not attract enough investors or even the available investors were selling their shareholdings and pulling out. This underscores the argument by this research that profit expectations influence corporate investment decision making.

## Economic Policy/Regulations and Corporate Investment Decision Making

Economic policy represents government economic guidelines used to control and stabilize the economy such as taxation, wage policy, foreign exchange policy, capital flow regulations, etc. Empirical literature has established that these economic policies have an effect on corporate investment decision making. For example, Bhorat, *et al.* (2012) studied the causal effect of minimum wage enforcement policy and its compliance in South African firms. Using the regression analysis, the researchers found that there was a 7.6% positive change in investment, there by concluding that minimum wage policy had a statistically significant effect on corporate investment. However, this observation is in contrast with other researchers. For example, Haepf and Lin (2016) studied the effect of minimum wage on firm investment in fixed human capital. The researchers used panel data set of all publicly owned and above-scale private Chinese firms, covering the introduction of the new Chinese minimum wage legislation in 2004. Using regression analysis, the researchers found a significant negative effect of the minimum wage on human capital investment rates and no overall effects on fixed capital investment rates. This shows that economic policy variables produced mixed results regarding their effect on corporate investment decision.

The establishment of economic infrastructures to facilitate trade and investment has also been hailed as a critical factor that promotes investment decision-making. For example, Sabrina (2019) studied the impact of Kigali Special Economic Zone and its significance on foreign direct investment and economic transformation. The researcher visited the Kigali Special Economic Zone, conducted interviews and completed a rigorous review of secondary sources. Findings revealed that the establishment of the necessary investment infrastructures, such as roads, electricity, water systems, communication networks, etc. were fundamental

factors that drove firms to invest in the Kigali Special Economic Zone, thus giving credence to the argument that economic policy has an effect on corporate investment decision making in Rwanda.

### Critical Review and Research Gap Identification

The literature reviewed for this study has some gaps. Firstly, many empirical studies reviewed in this research (Hodo, 2013; Deepankar and Debarshi, 2015, Jehan, 2020 and Obumayi, 2013) were conducted in foreign countries meaning that there is lack of local content on the influence of economic factors on investment decision making. This study seeks to focus on the cases of four local firms: i) Rwanda Anglican Capital Investment Ltd, ii) Kigali Anglican Business Investment Company Ltd, iii) Dimensional Holdings Rwanda Ltd and iv) Local Investment Ltd in order to generate local data regarding this topic for future researchers.

Secondly, some studies including Myers (2017) used qualitative approach to examine the effect of economic factors on corporate investment decision making. However, qualitative approaches are not robust to quantify the contribution. As a result, such findings were inadequate in explaining the statistical significance of economic factors on investment decision making. This study seeks to use quantitative techniques, multiple linear regression in estimating the strength of the relationship between economic factors and investment decision making in Rwanda.

### Research Design

The researcher adopted quantitative research designs, which included a mix of both descriptive and causal/explanatory research designs. The quantitative design was preferred because it helps to quantify the effect of the predator variables towards the changes in the dependent variable. On the other hand, the

causal/explanatory design was used to test the hypotheses by estimating the significance of the effect of predictor variables on the outcome variable.

#### Population of the study

The study covered four purposively selected small and medium enterprises in Kigali city. These included Rwanda Anglican Capital Investment Ltd, Kigali Anglican Business Investment Company Ltd, Dimensional Holdings Rwanda Ltd and Local Investment Ltd. They were selected because of their diverse investments in various sectors. The four firms had a total population of 103 people: Rwanda Anglican Capital Investment Ltd (36), Kigali Anglican Business Investment Company Ltd (27), Dimensional Holdings Rwanda Ltd (22) and Local Investment Ltd (18).

#### Sample

Out of the study population of 103 people, the researcher purposively selected a sample size of 72 people to act as respondents. These were selected based on their level of knowledge about their firms' investments and their investment drivers.

#### Data Collection Instrument

The questionnaire was applied during data collection for this study. The questionnaire was formulated after careful theoretical and empirical literature reviewing relation to economic factors and corporate investment decision making. The questionnaire was made of only close-ended questions under lickert scale format where: 1=Strongly Disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree.

### 3.5 Reliability and Validity of Instrument

Reliability or consistency of findings was ensured by conducting a test-retest in form of pilot-testing the questionnaire. Pilot-testing process involved administering the questionnaire to 7 randomly selected chief executive officers from 7 firms that were not covered by the study. The consistency in their responses proved that the questionnaire was reliable and appropriate for this study.

On the other hand, validity was tested by personal judgment using subject matter experts in economics and finance. These experts helped to judge and advise the researcher which questionnaire items were valid to be maintained and which were invalid to be removed.

### Ethical Considerations

During the study, the researcher observed various research ethics. Firstly, the researcher explained the purpose of research to the respondents (being for academic purposes only). The respondents were then requested to fill the consent form as a confirmation of their acceptance to participate in the study. Throughout the process, the researcher was honest, impartial, unbiased, humorous, protected human subjects and observed integrity. Data was securely protected and respondents' names were not included in the paper.

### Limitations to the study

There are some limitations to this study, which include the following: Firstly, the study was limited to only four firms in Kigali city and these may not be representatives of all firms in Rwanda. Secondly, there are many factors that influence investment decision making but this study only focused on economic factors, thus ignoring the role of other factors. Thirdly, the study used only quantitative designs are not effective in analyzing qualitative data, thus rendering the study

fail to consider non-numerical insights. Lastly, the researcher used purposive sampling which creates bias among respondents.

## Findings

### Descriptive Statics and Analysis

The descriptive statistics and analysis for this paper uses the means and standard deviation of responses to analyze the nature of three predictor variables: availability of financing, profitability prospects and economic policy regulations.

#### Availability of financing (AF) in the surveyed firms

It can be observed that majority respondents agreed that their sources of investment financing were reliable (Mean=4.31, SD=1.31) while majority also agreed that financing costs in their firms were strictly monitored and controlled (Mean=4.69, SD=0.78). It is also observed that majority agreed that the size of investment capital required influenced corporate investment decisions (Mean=4.58, SD=0.90). Furthermore, majority agreed that that their firms' level of liquidity helped them to prioritize their corporate investments (Mean=3.44, SD=1.92). Lastly respondents also agreed that financial flows determined their current financial capacity to invest (Mean=4.97, SD=0.17). The nature of response where majority respondents agreed with the research constructs suggests that financing was an important factor for consideration during corporate investment decision making in the selected four firms in Kigali between 2019 and 2021.

#### Profitability prospects (PP) of the surveyed firms

Majority respondents agreed that firms' past dividends were used as indicators of firm performance in investment decision making (Mean=4.54, SD=1.01). At the

same time, it is also observed that majority agreed that the net profit margin demonstrated firm profitability (Mean=4.67, SD=0.89). Similarly, there was high level of agreement that payback period was used to estimate the recovery period for firms' initial investments (Mean=4.64, SD=0.98). Lastly, majority respondents agreed that their firms used net present values to determine the current value of an investment before making investment decisions (Mean=4.97, SD=0.17). The high level of respondents' agreement with the research constructs suggests that profitability prospects played an important role in influencing corporate decisions regarding firm investment options in the selected firms in Kigali between 2019 and 2021.



Majority agreed that the level of taxation affected their business operations (Mean=4.46, SD=1.03). However, majority also disagreed with the statement that getting construction investment permits and licenses was easy (Mean=2.13, SD=1.05). Furthermore, there was a high rate of agreement that foreign exchange regulations influence firm access to foreign currency (Mean=4.67, SD=0.93). Regarding price regulations, majority also agreed that price control regulations influence business revenues and profitability (Mean=4.99, SD=0.12). Based on the above responses, it can be argued that economic policy regulations significantly affect corporate investment decisions in the selected firms in Kigali in 2019-2021. Very often, firms make decisions putting into account how the prevailing economic policies and regulations will affect their revenues and operations. Corporate investment decision-making (ID) in the surveyed firms

**Table 4.5: Response on Corporate investment decision-making in the surveyed firms**

No.	Response Item	N	Min.	Max.	Mean	SD
ID17	We select high value investments	72	4	5	4.96	0.20
ID18	We invest in attractive sectors	72	4	5	4.81	0.40
ID19	Our investment locations are good	72	2	5	4.72	0.68
ID20	Our duration of investments is always reasonable	72	3	5	4.69	0.57

**Source: Primary Data, 2022**

Table 4.5 shows respondents' level of agreement on four research constructs related to the nature of corporate investment decision-making in the surveyed firms.

Table 4.5 shows that majority of respondents agreed that their firms selected high value investments (Mean=4.96, SD=0.20) thus indicating the profit motive of making investments. Similarly, majority also agreed that their firms invested in attractive sectors (Mean=4.81, SD=0.40). Furthermore, respondents also agreed that they locate their investment in good locations (Mean=4.72, SD=0.68). Lastly, there was also a high agreement that duration of firm investments was always reasonable

(Mean=4.69, SD=0.57). The high level of respondents' agreement with the research constructs suggests that the selected firms in Kigali made sound investment decisions in 2019-2021.

### Inferential Statistical Analysis

Multiple linear regression (MLR) forms the foundation of inferential analysis for this study. This regression analysis was used to test the hypotheses (H<sub>01</sub>, H<sub>02</sub> and H<sub>03</sub>) and determine the effect size and significance of the predictor variables on the dependent variable. The predictor variables are availability of financing (AF), profitability prospects (PP) and economic policy regulations (ER) while corporate investment decision-making (ID) is the dependent variable.

### Summary Output

The summary output of the MLR statistics in Table 4.6 shows the influence of economic factors on corporate investment decision making in the four selected firms in Kigali City in 2019-2021.

**Table 4.6: Regression Statistics**

<b>Multiple R</b>	<b>0.356</b>
<b>R Square</b>	<b>0.127</b>
<b>Adjusted R Square</b>	<b>0.088</b>
<b>Standard Error</b>	<b>0.235</b>
<b>Observations</b>	<b>72</b>

**Source: MS Office Excel 2010, Data Analysis ToolPak-Regression**

According to Table 4.6, findings show that the multiple correlation between of .356 (35.6%) economic factors and corporate investment decision making in the surveyed firms was moderate at .356 or 35.6%. Similarly, the adjusted R<sup>2</sup> was .088, which indicates that 8.8% of the change in corporate investment decision-making process of surveyed firms in Kigali in 2019-2021 can be explained by economic factors.

The analysis of variance

**Table 4.7: Analysis of Variance**

	df	SS	MS	F	Significance F
Regression	3	0.545	0.182	3.296	0.026
Residual	68	3.746	0.055		
Total	71	4.291			

**Source: MS Office Excel 2010, Data Analysis ToolPak-Regression**

Based on a 5% level of significance, Table 4.7 which shows the analysis of variance indicates that the MLR model was significant ( $p < .05$ ). It is important to note that the model was suitable for the study.

Regression parameters/coefficients and hypothesis testing

**Table 4.8: Regression Coefficients**

	Coefficients	SE	t Stat	P-value	CI Lower 95%	CI Upper 95%
Intercept	4.621	0.384	12.025	1.707	3.854	5.387
AF	-0.030	0.041	-0.737	0.464	-0.111	0.051
PP	-0.126	0.065	-1.947	0.056	-0.255	0.003
ER	0.222	0.075	2.946	0.004	0.072	0.372

**Source: MS Office Excel 2010, Data Analysis ToolPak-Regression**

As Table 4.8 shows, it can be observed that there is no statistically significant relationship between corporate decision-making and availability of finance ( $\beta = -.030$ ;  $p > .05$ ). Therefore,  $H_01$  is supported.

Regarding profitability, the regression also shows that there was no statistically significant relationship between corporate decision-making and profitability prospects ( $\beta = -.125$ ;  $p > .05$ ). Therefore,  $H_02$  is also supported.

However, it is observed that there was a statistically significant relationship between corporate decision-making and economic policy and regulation ( $\beta=.222$ ;  $p<.05$ ). Therefore,  $H_03$  is not supported.

## Discussion

The MLR test shows that the first hypothesis result indicates the absence of statistically significant relationship between corporate decision-making and availability of finance. This finding is supported by Jehan's (2020) study.

The test also shows that the result for the second hypothesis test indicated that there was no statistically significant relationship between corporate decision-making and profitability prospects. Nevertheless, this finding is in contrast with Kiyimazi's (2017) study.

The test result of the third hypothesis shows that there was a statistically significant relationship between corporate decision-making and economic policy regulations. This finding is consistent with Sabrina's (2019) study on the effect of the special economic zone.

## Conclusion

The present paper is an attempt to examine the influence of economic factors on corporate investment decision making in four firms selected from Kigali covering the period from 2019 to 2021.

The study explores the nature and influence of three key economic factors (availability of financing, profitability prospects and economic policy regulations) as well as corporate investment decision-making.

There is a high level of agreement among the surveyed firms that the availability of financing, profitability prospects and economic policy regulations play a key

role in influencing investment decision among the selected firms.

Regarding the study hypotheses, our observation shows that AF had a negative but not statistically significant influence on ID of selected firms. Therefore, this study accepts the first hypothesis (H<sub>01</sub>) by restating that AF has no statistically significant influence on ID among selected firms.

Similarly, observations on PP show that this factor also had a negative but not statistically significant influence on ID of selected firms. This study therefore accepts the second hypothesis (H<sub>02</sub>) by restating that PP has no statistically significant influence on ID among selected firms.

However, the test of the third hypothesis (H<sub>03</sub>) shows that ER had a positive and statistically significant influence on ID of selected firms. This provided evidence for this research to reject the third hypotheses by stating that ER had statistically significant influence on ID of selected firms.

Economic policies and regulations including taxation, construction permit regulations, foreign exchange controls and price controls are observed to have limiting influence on the freedom of investors during investment decision making and business operations.

It is observed that relaxing some economic controls will enable firms to make decisions that will be efficient and profitable to their investments.

#### Practical Implications

The research will be helpful to the economic regulatory authorities to understand the effect of their policies on investment and formulate policies that are favorable to investors. Additionally, the study will help investors to understand that political, social and psychological factors also affect the profitability ad

sustainability of their investments. This will enable them to evaluate the effect of these factors alongside the economic factors and make sound investment decisions. The research will help to build a body of knowledge on the influence of economic factors on investment decisions and this will be helpful for future researchers on the same concepts.

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## **'Thainess' tourism activities in the Central Region of Thailand**

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### **Abstract**

Thainess tourism is a form of tourism that includes tourism activities related to the way of life, arts, culture, and traditions of Thai identity. This paper presents the findings of Thainess tourism activities in the central region of Thailand. The samples of the study were 400 tourists and 12 key informants. Research fieldwork by visiting the tourism sites, an in-depth interview, and an inquiry by a questionnaire, were used in this study. The findings showed that Thainess tourism activities found in the study areas included: a cruise seeing the scenery of rivers, canals, a landscape of houses, temples, and agriculture farms located on the rivers; learning the way of life in the community; learning the history by visiting local museums. The findings of the study were useful for tourism implications and for



enhancing people's incomes and promoting cultural tourism in the areas.

**Key Words:** Thainess Activity/ Thainess Tourism/ Central Region of Thailand

### **Introduction to the study**

The twelve Thai National Economic and Social Development Plan (2017-2021) places importance on the development of the tourism industry because the income from the tourism industry is enormous. This contributes to job creation and income distribution to regions and localities. It is considered the main source of income that can be used to develop the country. It is, therefore, necessary for Thailand to be able to manage and enhance the quality of tourism and able to accommodate a large number of tourists who travel to Thailand. (Office of the National Economic and Social Development Plan Board, 2016) Therefore, it is necessary to develop infrastructure and facilities, products, and services for tourism in order to increase tourist attractions, build confidence for visitors and promote tourism in the country. In addition, Thailand has to develop its competitiveness both in tourism attractions and the tourism market. (Office of the National Economic and Social Development Plan Board, 2011; National Research Council of Thailand, 2011: 2-3; Department of Tourism, Ministry of Tourism and Sport, 2011: 1-2, 25-26)

Thainess tourism is another form of tourism that is caused by the effort of the Thai government to build up the image of tourism in the country. In 2015 Thai Tourism Authority launched a campaign for the year 2015 as "2015 Discover Thainess". This campaign has promoted Thainess tourism in all regions of the country. It has also emphasized creating a positive image of the Thai people's peace, unity, safety, and friendliness. Especially, the happiness, and joy Thai way of life that can be seen everywhere in Thailand. It is a connection to the feelings of fun, joy, and new experiences both with tourists who have already visited Thailand and those never known Thailand (Thailand Tourism Authority, 2016).

In the central region, Samut Songkhram, Ratchaburi, Suphan Buri, and Nakhon Pathom have been promoted as the Thainess Torusim areas in 2016. According to the context of the area, the central region is one of the most famous areas for tourism in the country because there are various tourist resources both historical and cultural attractions. (Boonkoun, and Boonkoun, 2016; 2014; Samut Songkram Province, 2020; Ratchaburi Province, 2020; Suphan Buri Province, 2020; Nakhon Pathom Province, 2020)

In order to promote Thainess tourism, this research was carried out in 4 provinces of the central region of the country namely Samut Songkhram, Ratchaburi, Suphan Buri, and Nakhon Pathom. The objective of this study aimed to find out the Thainess tourism activities in these 4 provinces. The findings presented in this paper were part of the study on the development of the Thainess activity model for creative and sustainable learning in the central region of Thailand.

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### **Literature Review**

In this study, the concept and theories of tourism, cultural tourism, Thainess tourism, creative learning, and sustainable tourism have been reviewed as defined in the research conceptual framework (McIntosh, and Goeldner, 1986; World Tourism Organization, 1997; 2003; Mill 1990, Atipak, 2013; Thai Tourism Authority, 2016)

### **Research Methodology**

In this study, mixed methods were used to collect both qualitative and quantitative data from the areas of the study. Research fieldwork by visiting tourism sites in 4 provinces along with an inquiry by using a questionnaire was used to collect data from 400 tourists who visited cultural tourism sites. An in-depth interview was also used to collect data from 12 key informants who were stakeholders: people in the community, academic people, entrepreneurs, and tourists. The data collection was during January 2019-February 2020. The collected data were analyzed by frequency, percentage, and content analysis.

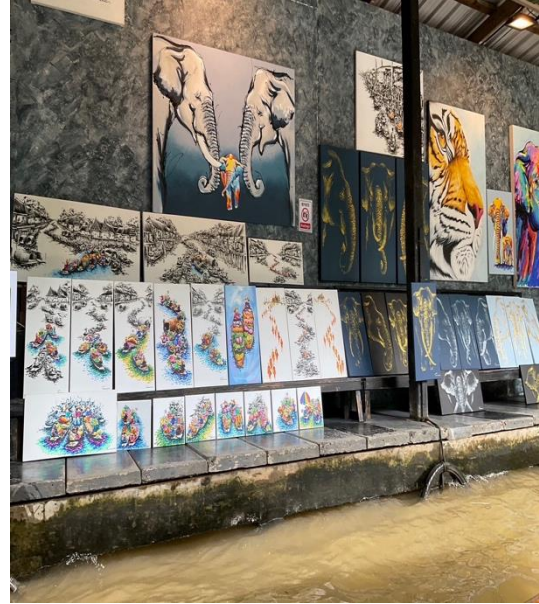
## Research findings

The results of the study from research filed work and interview showed that Thainess activity of tourism in the central region of Thailand were including: 1) a cruise seeing of the scenery of rivers, canals, landscape of houses, temples, grapefruit farms located on the rivers; 2) learning agriculture occupation such as cultivation of local fruits and vegetables; 3) visiting Damnoen Saduak floating market and buying souvenirs from shops on the river sites in Ratchaburi province; 4) learning how to produce agro products such as coconut sugar, coconut water, making local food and dessert; 5) visiting and buying local souvenirs at U-Thong Ancient city and ancient sites at Sam Chuk market, Suphan Buri Province which has been declared as a 100-year market; 6) learning how to make Thai rice noodle which was an important tradition of the community in Nakhon Pathom Province; 7) visiting Wat Khanon Nang Yai Museum, and learning history and way of life in Ratchaburi province; 8) Visiting the temples to pray for blessings from Buddha in the temples located in the 4 provinces. Thainess tourism activities in the tourism areas are as shown in Pictures 1-5.

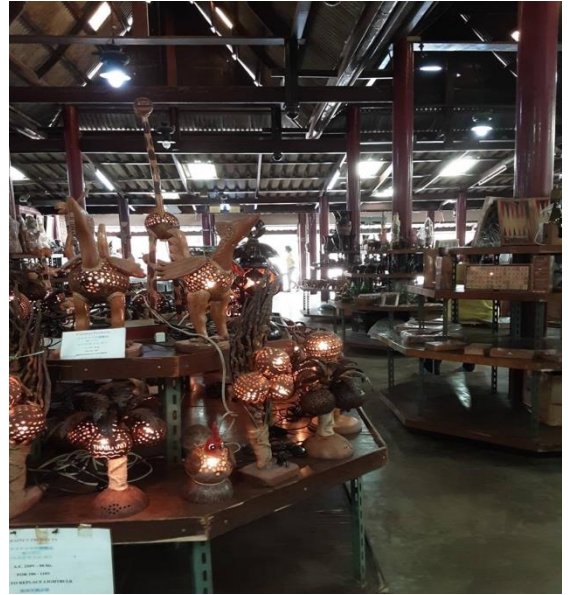


Picture 1: Learning how to produce agro products such as coconut sugar in Samut

Songkhram Province



Picture 2: Visiting Damnoen Saduak floating market in Ratchaburi Province



Picture 3: Buying souvenirs from local shops at Damnoen Saduak floating market



Picture 4: Visiting Wat Khanon Nang Yai Museum, and learning history and way of life in Ratchaburi Province



**Picture 5: Visiting the temples to pray for blessings in Nakhon Pathom Province**

The results from the questionnaire also showed Thainess tourism activities similar to the results from fieldwork, and interview, as shown in Table 1

**Table 1: Thainess tourism activities in the Central Region indicated by tourists**

) can indicate more than 1 answer (

) n=400)

Thainess tourism activities	Frequency	Percentage
1. Visiting tourism sites and learning history	79	79.00
2. Visiting tourism sites and learning about ancient sites, ancient artifacts	63	63.00
3. Visiting tourism sites and learning local traditions and	83	83.00

culture		
4. Visiting tourism sites and learning the community's way of life, living, cooking	80	80.00
5. Visiting tourism sites and learning agriculture activities such as planting local fruits and vegetables	92	92.00
6. Visiting tourism sites and learning art, music, drawing	65	65.00
7. Visiting tourism sites and learning folk performance	52	52.00
8. Visiting tourism sites and learning how to provide tourism services such as accommodation, restaurants, coffee shops, facilities arrangements	75	75.00
9. Learning how to be a tour guide	72	72.00

From Table 1, it was founded that the top three priorities of Thainess tourism activities that the tourists were interested in: 1) visiting tourism sites and learning agriculture occupations such as planting local fruits and vegetables (92 percent); 2) visiting tourism sites and learning local traditions and culture (83 percent); and visiting tourism site and learning the community way of life, living, and cooking (80 percent). It was noticed that Thainess tourism activities that the tourists were interested in consisted of the activities found from the research fieldwork and interview.

In addition, the findings from the questionnaire collected from 400 tourists (52 percent were female, 48 percent were male) showed the type of tourism sites that the tourist preferred to visit as shown in Table 2.

**Table 2: Type of tourism sites that tourists prefer to visit**

)n=400)

Type of tourism sites that tourists prefer to visit	Frequency	Percentage
1. Historical and ancient sites	240	60.00
2. Traditions and culture	150	37.50
4. Way of life	128	32.00
5. Natural tourism	78	19.50
6. Agrotourism sites	28	7.00

From Table 2, the results showed the top three priorities of tourism sites that tourists preferred to visit were historical and ancient sites (60 percent), traditions and culture (37.50 percent), and way of life (32.00 percent) respectively.

However, a minority of the tourists were interested in natural and agrotourism sites. This might be explained that the Thai traditional way of life has a relationship with the waterfront lifestyle and cultivation in the field. The area of living is surrounded by natural areas, trees, rivers, and canals. Thus, this may lead this group of tourists interested in visiting this type of tourist attraction.

## **Discussion**

The result of the study on Thainess tourism activities in the 4 provinces in the central

region of Thailand, namely Samut Songkhram, Ratchaburi, Suphan Buri, and Nakhon

Pathom was found that Thainess tourism activities in this area were related to the way of life

of people in the community including arts, culture, and traditions such as producing food from

farms, living, occupations, and various traditional events with the objective of making tourists



appreciate the Thai way of life, exchanged knowledge, and learn the story of the communities.

The findings from the questionnaire also indicated that the tourists were interested in: 1) visiting tourism sites and learning agriculture occupations such as planting local fruits and vegetables (92 percent); 2) visiting tourism sites and learning local traditions and culture (83 percent); and visiting tourism sites and learning about the community's way of life, living, and cooking (80 percent). These Thainess tourism activities would support the tourists gain more knowledge, understanding, new experiences, and satisfaction with their traveling. Thainess tourism activities are able to continue the Thai way of life in the provincial tourist areas.

The results obtained from the study consisted of the study of Chaichan (2020) which

studied Thainess tourism needs, it was found that the outstanding Thainess tourism needs indicated by university students were way of life and traditional activities including food.

The development of Thainess tourism activities or new tourism activities in the Thai way

of life will develop the local community socially and economically. This is in the line with the

idea of a creative economy that relied on economic propulsion based on the use of knowledge

and wisdom. The development approach must be linked with human resources and the

tourism areas (Hawkins, 2001; Termittayapaisit, 2010; Atipak, 2013; UNTAD, 2008: 15-21)

Thainess tourism activities found in this study are derived from the wisdom based of the

people. Traveling to the tourism sites and joining tourism activities, the tourists will gain

knowledge, and pride in culture, ancient sites, arts, traditions, historical heritage, and the identity of the community. This is in line with the concept of cultural tourism stated by organizations, and academics (World Tourism Organization: 1997; Nophaket, 1999; Ministry of Tourism and Sport, 2003: 167-168; Wongwanich, 2003; Isichaikul, 2003: 83; Jittangwatana, 2005: 283).

The finding from interview also indicated that the policy proposals for developing Thainess tourism activities in the central region were: 1) there should be activities related to the conservation of tourism sites and environment, landscape management, develop rivers and canals in the tourism areas; 2) promote learning stories that indicate the identity of tourism sites, establish learning center and tourist information center; and 3) communication strategies for marketing and creating tourism brand is required to promote tourism sites and to meet safety standard for the tourist traveling during the Covid-19 situation. The Thai government has launched the SHA standard which is the disease control during Covid-19 in order to guarantee the safety of tourists and raise the quality of tourism products and services during their visit to Thailand (Tourism Authority of Thailand (2020). In addition, if the people in the community, as well as the entrepreneurs, are concerned about this standard and try to improve the quality of their service, the benefits from tourism, should occur in the cultural tourism sites of the country.

The development of Thainess tourism activities or new tourism activities in the Thai way of life will develop the local community socially and economically. This corresponds to the idea of a creative economy that relied on economic propulsion based on the use of knowledge and wisdom (Hawkins, 2001).

## **Conclusion and Implication**

Thainess tourism activities are important for promoting cultural tourism in Thai communities, especially in the local areas where tourists are able to experience in those activities and satisfied with the experiences based on the identity of the community, way of life, and traditions. Promoting and developing Thainess tourism activities will also benefit people in tourism sites in terms of economic and social development.

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## **The development of citizenship indicators for pre-service teachers in the western region of Thailand**

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### **Abstract**

The objectives of this research were to 1( develop indicators of citizenship for pre-service teachers in the western region and 2( investigate the state of citizenship for pre-service teachers in the western region. The samples, selected through multistage random sampling, were 410 pre-service teachers in the western region studying in the Faculty of Education of Silpakorn University, Kasetsart University, Phetchaburi Rajabhat University, and Kanchanaburi Rajabhat University during Academic Year 2019. Data were collected from the citizenship scale for pre-

service teachers. Data were analyzed by mean, standard deviation, and second-order confirmatory factor analysis. The results of the study were as follows.

1( The citizenship indicators for pre-service teachers in the western region consisted of 7 factors )18 indicators( including; 1( respect for social rules and laws, 2( compliance with rights and duties, 3( understanding and participation in democracy, 4( apply democracy in life, 5( participate in community development, 6( critical thinking for justice and equality, and 7( media, information and digital for social change. The model fitted to the empirical data

)  $\chi^2 = 60.72$ ,  $df = 45$ ,  $p\text{-value} = 0.06$  CFI= 1.00, RMSEA= 0.03, SRMR=0.04, CN=494(.

2( The current state of citizenship for pre-service teachers in the western region, in overall, was at a high level )M=4.01(.

Keywords: citizenship indicators, pre-service teachers, second-order confirmatory factor analysis

### **Background and importance of the study**

Democratic citizenship Education is a defining issue that almost every country in the world has tried to because they are aware of its essential and value to be as a tool to lead the country to survive and overcome various crises. Moreover, the qualified citizens of the country will affect the quality of society which will be counted as a strong social foundation and consequently will be truly sustainable development. The concept of citizenship is related to the theme of civic literacy mentioned in the 21st century themes concept as well as the Desired Outcomes of Education ) DOE Thailand( mentioned in students' desired characteristics of active citizen for peace who have a sense of democracy, a focus on common interests, an ideology of national

development based on principles of justice, a focus on equality, a peaceful coexistence, been a member or co-leader of society, a role as a competent citizen to participate in conflict management, and a role to create peace in society )Office of Education Council, 2017(.

The concept of citizenship has been proposed by many educators. Westheimer and Kahae (2004) mentioned that there are three types of citizenship theme to study; those were 1) Personally Responsible Citizen-each single citizen takes individual responsibility as country's citizenship; 2) Participatory Citizen-a group of citizen gathers for public affairs and shares their responsibility for the public; and 3) Justice-Oriented Citizen-the citizens are interested in the country's affairs as oneself or one's group is a part of society. However, every society needs all three types of "citizens" because a single citizen with individual responsibility or unique is unable to develop the whole nation or society. So the conceptual framework and the practice guideline must extend to citizens who focus more on social justice. Thai Civic Education ) 2013( framed the education curriculum for building democratic citizenship in Thailand and identified different characteristics of a democratic system citizens as follows; 1( an active citizen who is directly and indirectly involve in politics, 2( an informed citizen who has sufficient knowledge and information about democracy, 3( a skilled citizen who has basic democratic skills consisting of critical thinking, teamwork ability, procedural skill, and consultative democracy rationale; and 4( a democratic citizen who believes in pluralism, the use of peaceful means to resolve conflicts of public interest, fraternity, equality, social justice, checks and balances, self-reliance, coexistence with others including defines himself as a responsible citizenship and respects the law.

Based on previous research papers, it can be concluded that developing and promoting citizenship is crucial; however, there have been studies investigating the citizenship indicators of Thai students only for undergraduate level and youth ) Kampongpee and Parnichparinchai, 2017; Dorn, Wattananonsakul, & Sripahol, 2018). Therefore, the researcher is interested in developing citizenship indicators for pre-service teachers because "strong citizen and socially conscious" is identified as one

of desired characteristics of the bachelor's degree in Education.

The description of this character includes: patriotism; Thai and international conscience; awareness of value and conservation of environment; Thai and local wisdom; volunteering; democratic lifestyle; justice; moral courage; adherence to the right; knowing righteousness and wickedness; daring to deny and resisting wrong actions, respecting human rights, liberties and dignity; and Thai citizen and a global citizen consciousness ) Ministry of Education, 2019(. These citizenship indicators will be beneficial for developing desired characteristics of pre-service teachers in accordance with the mission of faculty of Education, Silpakorn University that aims to produce bachelors with professional excellence, morals, ethics, and social responsibility. Moreover, Silpakorn University follows the research approach to emphasize on the research areas of 8 provinces of western region including Nakhon Pathom, Samut Sakhon, Kanchanaburi, Phetchaburi, Prachuap Khiri Khan, Samut Songkhram, Ratchaburi and Suphan Buri.

### **Research Questions**

- 1.What are the indicators for examining citizenship of pre-service teachers in the western region?
2. What level of citizenship are pre-service teachers in the Western Region in?

### **Research Objectives**

- 1.To develop citizenship indicators of pre- service teachers in the Western Region.
- 2.To study the current state of citizenship of pre-service teachers in the Western Region.

### **Methods**

#### **Population and Samples**



## **Population**

The population for this study are pre-service teachers studying in the faculty of education ) 4-year course( in the universities located in the western region including 8 provinces; Nakhon Pathom, Samut Sakhon, Samut Songkhram, Ratchaburi, Kanchanaburi, Suphan Buri, Phetchaburi and Prachuap Khiri Khan. Within 8 provinces, there are 7 institutions of higher education namely Silpakorn University, Kasetsart University, Nakhon Pathom Rajabhat University, Phetchaburi Rajabhat University, Muban Chom Bueng Rajabhat University, Kanchanaburi Rajabhat University, Rajamangala University of Technology Suvarnabhumi. The population of this study were 2019, 6,365 pre-service teachers studying the first year of academic year 2019.

## **Samples**

Samples of the study were 410 pre-service teachers studying in their first year in the faculty of education of 4 universities during academic year 2019 which included Silpakorn University, Kasetsart University, Phetchaburi Rajabhat University, and Kanchanaburi Rajabhat University.

The sample size was calculated using power analysis program called Soper )2021(. For structural equation model, the statistical significance level was set at .05 and test power at 0.8 including 8 latent variables and 18 observable variables were determined. The appropriate sample size was 341 subjects. Therefore, more questionnaires were sent in order to get the appropriate numbers of responses; as a results, there were 410 samples responses to the study.

The sampling method of this study deployed multi-stage random sampling which comprised 2 sub-steps; step 1 cluster random sampling for 4 universities of western region, and step 2 simple random sampling for pre-service teachers of the four universities.

## **Research tools**

The Citizenship Scalee for pre-service teachers is a 5-level rating scale total 50 items. The construct validity is

examined using IOC )Index of Item Objective Congruence( with a value at between 0.67-1.00. and the internal reliability is examined using Cronbach's alpha coefficient resulted at 0.84 which the interpretation criteria were set as follows:

4.21 - 5.00      The citizenship of pre-service teachers is at the highest level.

3.41 - 4.20      The citizenship of pre-service teachers is at a high level.

2.61 - 3.40      The citizenship of pre-service teachers is at a moderate level.

1.81 - 2.60      The citizenship of pre-service teachers is at a low level.

1.00 - 1.80      The citizenship of pre-service teachers is at the lowest level.

### **Data Analysis**

1. Descriptive statistics used in data analysis, in order to describe general background of variables, consisted of frequency and percentage.

2. Inferential statistics used in data analysis, in order to explore current state of pre-service teachers' citizenship, consisted of mean, standard deviation, construct validity of pre-service teachers' citizenship model testing by second-order confirmatory factor analysis.

### **Results**

The results of the study were presented in 2 parts, Part 1 presented the result of developing citizenship indicators of pre-service teachers in the western region and Part 2 presented the result of exploring current state of citizenship of pre-service teachers in the western region using the developed indicators.

**Part 1 The development of citizenship indicators of pre-service teachers in the western region**

The consistency testing of measurement model of citizenship latent variables of pre-service teachers in western region revealed that the hypothetical measurement model fitted well with the empirical data. The consistency index was shown as follows;  $\chi^2$  was equal to 60.72 and degree of freedom was 45, the statistical significance level was greater than 0.05 ( $p=0.059$ ), the ratio of  $\chi^2$  and degree of freedom was 1.35, the Goodness of Fit Index (GFI) was 0.98 and the Adjusted Goodness of Fit Index (AGFI) was 0.94, the Comparative Fit Index ) CFI( was 1.00, the Root Mean Square Error of Approximation (RMSEA( was 0.029, and the Root Mean Square Residual ) RMSR( was 0.037, those confirmed that the model fitted well with the empirical data.

**Table 1: Factor Loading )L(, Standard Error )SE(, T values )t(, Standardized Factor Loading ) $\lambda$ (, and Coefficient of Determination ( $R^2$ )**

Citizenship	L	SE	t	$\lambda$	$R^2$
<b>Factor 1 Respect social rules and laws</b>	<b>0.73</b>	<b>0.08</b>	<b>9.44</b>	<b>0.73</b>	<b>0.54</b>
Indicator 1.1 Be responsible to oneself and society	0.41	-	-	0.62	0.38
Indicator 1.2 Comply with the law	0.33* *	0.04	8.32	0.55	0.31
<b>Factor 2 Perform their rights and duties</b>	<b>0.68</b>	<b>0.06</b>	<b>10.75</b>	<b>0.68</b>	<b>0.46</b>

Indicator 2.1 Know, understand and act according to the roles and duties	0.40	-	-	0.73	0.54
Indicator 2.2 Realize the importance of rights and practice the rights	0.56* *	0.04	14.7 6	0.83	0.69
<b>Factor 3 Understand democracy and participation</b>	<b>0.84</b>	<b>0.05</b>	<b>16.8 9</b>	<b>0.84</b>	<b>0.70</b>
Indicator 3.1 Political Literacy	0.61	-	-	0.87	0.75
Indicator 3.2 Track and monitor behaviors and works of political representatives	0.79	0.04	17.9 9	0.82	0.68
Indicator 3.3 Demonstrate participation as a member of civil society	0.89	0.05	17.5 6	0.86	0.75
Citizenship	L	SE	t	$\lambda$	R <sup>2</sup>
<b>Factor 4 Apply democratic principles in life</b>	<b>0.73</b>	<b>0.05</b>	<b>13.6 5</b>	<b>0.73</b>	<b>0.53</b>
Indicator 4.1 Resolve conflicts with peaceful means	0.58	-	-	0.89	0.79
Indicator 4.2 Listen to different opinions	0.42	0.03	14.5 3	0.70	0.49
Indicator 4.3 Understand and be able to live among diversity	0.42	0.03	14.1 3	0.68	0.46
<b>Factor 5 Participate in community and social development</b>	<b>0.73</b>	<b>0.06</b>	<b>11.8 1</b>	<b>0.73</b>	<b>0.53</b>

Indicator 5.1 Initiate and participate in activities/projects	0.64	-	-	0.69	0.48
Indicator 5.2 Have a sense of community ownership in social issues	0.71	0.04	18.0 2	0.95	0.91

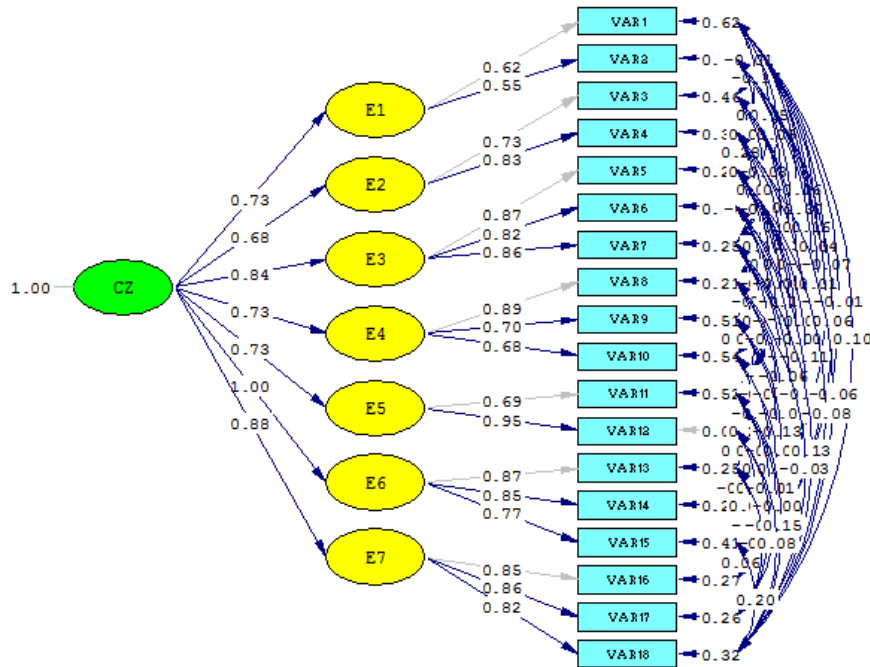
**Table 1: Factor Loading )L(, Standard Error )SE(, T values )t(, Standardized Factor Loading )λ(, and Coefficient of Determination (R<sup>2</sup>) (Continue)**

<b>Citizenship</b>	<b>L</b>	<b>SE</b>	<b>t</b>	<b>λ</b>	<b>R2</b>
<b>Factor 6 Apply critical thinking</b>	<b>1.00</b>	<b>0.05</b>	<b>19.4 2</b>	<b>1.00</b>	<b>1.00</b>
Indicator 6.1 Solve structural problems of society	0.81	-	-	0.87	0.75
Indicator 6.2 Investigate and present unfair and equitable issues.	0.58	0.03	17.5 2	0.85	0.72
Indicator 6.3 Participate in social movement	0.81	0.05	17.2 5	0.77	0.59
<b>Factor 7 Use information and digital media to create change</b>	<b>0.88</b>	<b>0.05</b>	<b>17.7 4</b>	<b>0.88</b>	<b>0.77</b>
Indicator 7.1 Realize their roles in creating and using media	0.67	-	-	0.85	0.73

Indicator 7.2 Select and use information, news, information media and digital	0.69	0.03	21.5 1	0.86	0.74
Indicator 7.3 initiate and participate in the production and use of medi to solve the problem	0.82	0.04	20.5 6	0.82	0.68

$\chi^2=60.72$ ,  $df=45$ ,  $p\text{-value}=0.059$ ,  $GFI=0.98$ ,  $AGFI=0.94$   $CFI=1.00$ ,  $RMSEA=0.029$ ,  $SRMR=0.037$   $CN=494$

Note \*  $p < 0.05$ , \*\*  $p < 0.0$



Chi-Square=60.72, df=45, P-value=0.05890, RMSEA=0.029

Figure 1: Structural Model of Citizenship

The result of examining measurement model using second order confirmatory factor analysis of latent variables of pre-service teachers' citizenship showed that the model consisted of 7 components; Respecting social rules and laws, Performing the rights and duties, Understanding the democracy and participation, Applying the democratic principles in life, Participating in the community and social development, Applying critical thinking, and Using of information and digital media to create change. The second order confirmatory factor analysis of latent variables of pre-service teachers' citizenship revealed components' factor loading values ranged from 0.68 to 1.00. All components' factor loading showed statistically significance at 0.01 and their standardized factor loading ranged from 0.68 to 1.00 which were greater than .5 interpreting the sub-components could be used in examining citizenship latent variables effectively with reliabilities ranged from 0.46 to 1.00. The composite reliability value was 0.93 and the Average Variance Extracted (AVE) was 0.65. The results of first order confirmatory factor analysis were as follows.

The first order confirmatory factor analysis of component 1, Respecting social rules and laws, indicated that the factor loading of latent variables ranged between 0.33 and 0.41 and all showed statistically significance at 0.01, including the standardized factor loading ranged from 0.31 to 0.38 with Composite reliability was 0.51 and the Average Variance Extracted (AVE) was 0.34.

The first order confirmatory factor analysis of component 2, Performing the rights and duties, indicated that the factor loading of latent variables ranged from 0.4 to 0.56 and all showed statistically significance at 0.01, including the standardized factor loading ranged from 0.73 to 0.83 with Composite reliability was 0.76 and the Average Variance Extracted (AVE) was 0.61.

The first order confirmatory factor analysis of component 3, Understanding the democracy and participation, indicated that the factor loading of latent variables ranged from 0.61 to 0.89 and all showed statistically significance at 0.01, including the standardized factor loading ranged from 0.82 to

0.87 with Composite reliability was 0.89 and the Average Variance Extracted (AVE) was 0.72.

The first order confirmatory factor analysis of component 4, Applying the democratic principles in life, indicated that the factor loading of latent variables ranged from 0.42 to 0.58 and all showed statistically significance at 0.01, including the standardized factor loading ranged from 0.68 to 0.89 with Composite reliability was 0.80 and the Average Variance Extracted (AVE) was 0.58.

The first order confirmatory factor analysis of component 5, Participating in the community and social development, indicated that the factor loading of latent variables ranged from 0.64 to 0.71 and all showed statistically significance at 0.01, including the standardized factor loading ranged from 0.69 to 0.95 with Composite reliability was 0.81 and the Average Variance Extracted (AVE) was 0.69.

The first order confirmatory factor analysis of component 6, Applying critical thinking, indicated that the factor loading of latent variables ranged from 0.58 to 0.81 and all showed statistically significance at 0.01, including the standardized factor loading ranged from 0.59 to 0.75 with Composite reliability was 0.87 and the Average Variance Extracted (AVE) was 0.69.

The first order confirmatory factor analysis of component 7, Using of information and digital media to create change, indicated that the factor loading of latent variables ranged from 0.67 to 0.82 and all showed statistically significance at 0.01, including the standardized factor loading ranged from 0.82 to 0.63 with Composite reliability was 0.88 and the Average Variance Extracted (AVE) was 0.71.

In conclusion, the second order confirmatory factor analysis of citizenship latent variables of pre-service teachers showed that the developed citizenship components of pre-service teachers in the western region had precise construct validity and reliability which could be used as scales to measure the citizenship of civic education effectively and suitably.



**Part 2 The current state of citizenship of pre-service teachers in the western region**

In this part, it was the answer to a research question no.2 of studying the current state of citizenship of pre-service teachers in the Western Region. The result of the study confirmed the effectiveness of developed indicators and the details were shown in the following table.

Table 2: Means and Standard deviations of all items of citizenship scales

<b>Components</b>	<b>M</b>	<b>SD</b>	<b>Interpretation</b>
<b>Factor 1 Respect social rules and laws</b>	4.19	0.52	high
Indicator 1.1 Be responsible to oneself and society	3.86	0.65	high
Indicator 1.2 Comply with the law	4.52	0.61	highest
<b>Factor 2 Perform their rights and duties</b>	4.32	0.55	highest
Indicator 2.1 Know, understand and act according to the roles and duties	4.44	0.55	highest
Indicator 2.2 Realize the importance of rights and practice the rights	4.20	0.68	high
<b>Factor 3 Understand democracy and participation</b>	3.71	0.79	high
Indicator 3.1 Political Literacy	4.15	0.70	high
Indicator 3.2 Track and monitor behaviors and works of political representatives	3.59	0.96	high
Indicator 3.3 Demonstrate participation as a member of civil society	3.37	1.03	moderate
<b>Factor 4 Apply democratic principles in life</b>	4.36	0.56	highest
Indicator 4.1 Resolve conflicts with peaceful means	4.14	0.65	high
Indicator 4.2 Listen to different opinions	4.46	0.61	highest

Table 2: Means and Standard deviations of all items of citizenship scales

Components	M	SD	Interpretation
Indicator 4.3 Understand and be able to live in diversity	4.49	0.63	highest
<b>Factor 5 Participate in community and social development</b>	3.84	0.76	high
Indicator 5.1 Initiate and participate in activities/projects	3.69	0.92	high
Indicator 5.2 Have a sense of community ownership in social issues	4.00	0.74	high
<b>Factor 6 Apply critical thinking</b>	3.71	0.79	high
Indicator 6.1 Solve structural problems of society	3.53	0.95	high
Indicator 6.2 Investigate and present unfair and equitable issues.	4.06	0.68	high
Indicator 6.3 Participate in social movement	3.54	1.07	high
<b>Factor 7 Use information and digital media to create change</b>	3.94	0.77	high
Indicator 7.1 Realize their roles in creating and using media	4.06	0.78	high
Indicator 7.2 Select and use information, news, information media and digital	4.00	0.81	high
Indicator 7.3 initiate and participate in the production and use of media to solve the problem	3.76	0.98	high
<b>Total of citizenship</b>	4.01	0.53	high

The result showed the overall citizenship scores of pre-service teachers in the western region was at a high level (M=4.19). To consider of each component, it was found that the component 4 Applying democratic principles in life received the highest mean scores (M=4.36), followed by the component 2 Performing their rights and duties (M=4.32). The

lowest mean scores were found in the component 6 Applying critical thinking and component 3 Understanding democracy and participation which both received equal mean scores (M=3.71).

## **Discussions**

1. The result of developing citizenship indicators of pre-service teachers in western region indicated that the citizenship measurement consisted of 7 components (18 indicators), including Respecting social rules and laws, Performing the rights and duties, Understanding the democracy and participation, Applying the democratic principles in life, Participating in the community and social development, Applying critical thinking, and Using of information and digital media to create change. It was also found that the structural model fitted well with the empirical data. The result corresponds with the defined characteristics of citizenship mentioned by Thai Civic Education (2013) which include 1) loving for justice and equality, 2) exercising liberty with responsibility, 3) using their rights without abandoning their duties 4) having fraternity and differentiation 5) realizing the importance of public interest, 6) involving in politics, 7) thinking critically and rationally, and 8) respecting laws and rules. Also, Hoskins and Mascherini (2009) states that citizenship can be measured in 4 dimensions, those are 1) the protest and social change, 2) the community life, 3) the democracy through a representative model, and 4) the democratic values. Moreover, there is another support from the study of Dorn, Wattananonsakul and Sripahol (2018) presenting measurement model of citizen commitment consists of 3 components: 1) behavioral factor includes 4 sub-components namely civic competence, group or organization participation, intention for public interests, and participation in public activities; 2) emotional factor includes 2 sub-components namely sense of community and politics, and a sense of civic duties; and 3) intellectual factor includes 2 sub-components namely civic knowledge and civic attitudes. The study showed that the model of citizenship

commitment fitted well with empirical data. In addition, it is correspondence with the research of Kamongpee and Parnichparinchai (2017) conducting a research on Development of citizenship indicators for undergraduate students. The results showed that components and indicators of citizenship of undergraduate students consisted of 7 components (23 indicators) namely; Component 1 independent and self-reliant consists of 3 indicators, Component 2 equality consists of 2 indicators, Component 3 Accepting differences consists of 2 indicators, Component 4 respect the rights of oneself and others consists of 3 indicators, Component 5 Social responsibility consists of 5 indicators, Component 6 understanding democracy and participation consists of 4 indicators, and Component 7 having morals and ethics consists of 4 indicators. The study showed that the model of citizenship commitment fitted well with empirical data.

2 The result of investigating the current state of citizenship of pre-service teachers in the western region revealed that the component 4 applying democratic principles in life received the highest mean scores, followed by component 2 performing their rights and duties. The result corresponds with the scholar Panich (2015) has mentioned that citizenship is one of important concepts which make citizens love and have loyalty to their hometown, community, and country. These citizenship skills must be cultivated. The citizenship includes 1) participating in the state process as an active citizen with knowledge and understanding, 2) preserving the citizens' rights of the local, state, national and global levels, and 3) understanding decision-making as an effective citizen. Being a good citizen brings important responsibilities and duties that must be fulfilled because "citizenship" is the foundation of democracy. It can be said that if the citizens of the society have their own citizenship, that society will be called a civil society where

people in the society care and participate in community problems so the society will be strengthened in the balance of power both political and economic as well as in governance at the local level and community level. It is also corresponding to the desirable characteristics of graduates from the field of Education in terms of being a citizen who is strong and socially conscious, community and country patriotism, Thai and international consciousness, aware of value and participating in environment conservation, having Thai and local wisdom, volunteering, living a democratic lifestyle, being fair and moral courage, adherence to the right; knowing righteousness and wickedness; daring to deny and resisting wrong actions, respecting human rights, liberties and dignity; and Thai citizen and a global citizen consciousness (Ministry of Education, 2019) It is also related to the study of Viphatphumiprathes (2013) who has conducted a research on the democratic citizenship of Dhurakij Pundit University students. The results of the study showed that the students, in overall, had a high level of citizenship in a democratic system. Considering of each aspect, it was found that the students presented the highest level of citizenship about respecting of rules, followed by respecting for the rights of others and social responsibility.

The citizenship of pre-service teachers in the western region found the lowest mean scores of this study was component 6 critical thinking. This result corresponds with the study of Sripokangkul (2020) who proposed the trust citizenship of school citizen based on John Dewey's concept of "conservative teaching" and Paolo Frere's concept of "bank education" by analyzing the contents of civic education of Basic Education Core Curriculum 2008 for students in primary

and secondary levels. The study was conducted in a documentary research method by analyzing teachers' manuals, lesson plans, textbooks, worksheets, test papers, learning activities, and teaching aids of civic education contents. The discussion from this study mentioned that the contents used in civic education mostly were for students to believe and follow as being a trust citizen in democratic regime, consequently it could affect the formation of the ideal citizenship and lead to negatively effects to the democratic process in Thai society. It is acceptable for scholars that the type of citizen that all society mostly need is Justice oriented citizens (citizen type 3), following by personally responsible citizens (citizen type 1), and participatory citizens (citizen type 2), respectively (Westheimer and Kanne 2004). However, another support information about civic education in Thailand is found in the study of Prajak Kongkirati stated that the civic education in Thailand teaches only basic citizenship to be responsible oneself; for example, the students are taught to collect the garbage and throw it to the rubbish bin or to help elderly get on the bus. It would be better if the students are taught to question and think critically such as questioning about the underdeveloped and unfair system of the transportation inconvenient for elderly and handicapped person to get on the bus. The questions created about the unfairness or deficiency will lead to change for a better society. Teaching Thai students to be an individual citizen who is responsible for oneself is insufficient for the change of better society; therefore, they should be taught in all three types of citizen in order to make them active in engaging with others and

taking action to change society (Junvith, 2017 cited in Sripokangkul, 2020)

As Saichon Satyanurak stated that citizenship in Thailand's democratic system must be consistent with the custom of Thai society, then it will be real and bring sustainable impact. However, it was found in the past that "Thai way of life" was largely not conducive to democracy it emphasized on social status of people which supported centralized state causing power and properties bias including conflicts and violence in society. Therefore, creating democratic citizenship should be done by changing Thai custom which promote democracy. There are 4 choices in changing Thai custom from "authoritarianism" to "intellectualism" as well as creating knowledge-based Thai way of life or knowledge-based culture to support civic politics with noble ways and peaceful means. The first choice is to strengthen citizens to have new knowledge tradition by seeking for a wide range of knowledge and a critical perspective, then they will be able to examine opinions, policies and social actions, as well as to participate in politics wisely and constructively. The second choice is to enhance Thai citizens to have a new knowledge-based mental culture so they will be public-minded, fair, open-minded, and moral courage citizens. The third choice is to empower Thai citizens to be aware of "citizen rights" in monitoring and examining the use of state power, including "civil duties" in seeking knowledge for being able to participate in politics and monitor the use of state power, business operations of capital groups that affect society, as well as political movements of various groups. The fourth choice is to enhance Thai citizens to realize the human values that every citizen is equal as the same human being which

will lead to the transformation of Thai custom from a social status culture into an equality culture that will make Thai citizens reject violence in all forms. According to the democratic citizenship characteristics proposed by Thai Civic Education, Thai society used to define the characteristic of Thai citizenship as "being good people". However, the dimension of being a good person must be also extended to political literacy in order to have a fully qualified citizen and complete citizenship.

### **Recommendations**

#### **Recommendations for applying the research results**

1. According to the research result, the components of citizenship of pre-service teachers which presented the highest factor loading was applying critical thinking, followed by using information and digital media to create. Therefore, creating citizenship of pre-service teachers must emphasize on those components which will be the essential attributes of citizenship of an active citizen.
2. According to the current state of citizenship of pre-service teachers, the components that showed the lowest mean scores was applying critical thinking. Therefore, critical thinking should be the expected learning outcome and a mission for pre-service teachers. In addition, it should also foster a learning environment and a learning culture that promotes democracy starting with a democratic classroom that leads to critical thinking and social justice.

#### **Recommendations for future research**

1. This study aimed to develop citizenship indicators using quantitative research method.



The future study should apply qualitative research method or mix-method in order to obtain

more information that will be beneficial to the development of citizenship of pre-service teachers.

2. Citizenship should be studied using other research aspects such as the causal relationship of citizenship, a research synthesis of citizenship, and a future research, in order to propose guidelines for enhancing and developing the citizenship.

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**WORKPLACE DIVERSITY AND ORGANIZATIONAL PRODUCTIVITY: A STUDY OF SELECTED LARGE FIRMS IN THE SOUTH-EAST, NIGERIA**

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**ABSTRACT**

Achieving unity of diversity in work place, over the years, had made most organizations to strategically deploy various management perspectives in the harmonization of individual

perceptions, ideologies and values into pool of constructive working tools for effective encapsulation of workers diversity for improved productivity in organization. The problems associated with achieving and sustaining unity in diversity necessitated the present study. This study explored the effect of workplace diversity on organizational productivity of selected large firms in the South-East, Nigeria. Specifically, the objective was to determine the effect of employees' bio-demographic diversity, employee job-related diversity on organizational productivity. The study design is descriptive survey research, of which structured questionnaire was administered on the sample drawn from the population of the study. Meanwhile, Pearson correlation and Multiple regression model was used to determine the effect and predictability of bio-demographic and job-related diversity on organizational productivity. From the findings, the result showed the coefficient of 0.453 and 0.574 for bio-demographic diversity and job related diversity respectively. The implication of the findings is that bio-demographic and job-related diversity has a positive and significant effect on organizational productivity and therefore recommended that organization should design all-inclusive-framework of operational strategies that have the capacity of encapsulating various perspectives, perceptions and socio-cultural orientations of their workers into pool of constructive resources needed for improved organizational productivity.

Keywords: Workplace Diversity, Organisational Productivity, Employees Diversity,

## **INTRODUCTION**

### **1.1 Background to the Study**

Leading-edge technology and the advent of globalization have continued to unite people of diverse background together than ever before. With the realization of this, businesses, educational systems and other institutions are exploring ways to better employ the inherent diversity in serving their constituents (Oditia and Egbule, 2015). It includes being able to attract, develop and absorb the best and most qualified workforce. Organizations that can develop and employ the

necessary policies and procedures to do this can sustain a competitive advantage over and far above their counterparts and increase their efficiency and effectiveness. Breweries or any other organization for that matter recruits its employees from across the country and even beyond because at times, foreigners are involved.

Workforce diversity has important implications for management in modern organization's exercises. More often than not, diversity is viewed in a limited scope, primarily looking at only bio-diversity with the elements such as gender, age, ethnicity/race, etc. without considering such areas as work-related diversity which also includes functional expertise, educational background, organizational tenure and the like which equally matter a lot in considering comprehensive management of diversity (Ogbo, Kifordu and Wilfred, 2014). With the rate of technological advancement globally and the competition that follows it in business environment, heterogeneity of workforce is increasingly becoming very critical in a bid to achieve effective personnel management. Furthermore, Friedman and Amoo (2012) note that the collective knowledge of organizations can be upgraded by engaging individuals with distinct experiences, training, racial and cultural backgrounds towards the attainment of competitive edge.

The debate about the extent of workforce diversity (heterogeneity), including operation and top managers, is still on-going with no consensus yet. However, its importance to effective management of business organizations is still bringing the issue to the front burner in many human resource management discourses.

The concept of employee diversity in management is not new neither is it strange however, perception towards it, especially in relation to how it affects organizational performance, has continued to attract research interest across the globe. The strategic importance of human resource in the organization is increasingly reinforcing and bringing the issue of diversity to the fore in management research efforts, aiming at realizing the potential therein. The literature reveals that top management team diversity has become a critical component of management that creates a

competitive advantage in today's corporate world. An assemblage of managers and employees with multi skills, unique talent and unimaginable abilities from different backgrounds becomes the main ingredient for realizing the organizational goals (Shammugam and Marimuthu, 2018).

## **1.2 Statement of the Problem**

The literature on diversity is fraught with conflicting results about the effect of employee diversity on organizational productivity. For instance, Nielsen and Nielsen (2013) found that non-significant relationship exist between diversity and organizational productivity. Similarly, Ozer (2010) found negative impact of diversity on firms' productivity. Richard and Shelor (2002) found that diversity has negative effect on organizational performance. On the other hand, a stream of studies has presented positive relationship between diversity and corporate performance. Among such studies were Ujunwa, Okoyeazu and Nwakoby (2012) who found a positive link between foreign board members and performance of Nigerian quoted firms. Others are Camelo, Fernández and Hernández (2010) who found that positive relationship exists between educational diversity of top management and innovation performance and on the contrary found insignificant negative effect of functional diversity on innovation performance. Consequently, these conflicting results have given impetus to this study which has been designed to mediate between the reports to come up with robust as well as solid conclusions on the issues surrounding employees' diversity and productivity in the organization.

## **REVIEW OF THE RELATED LITERATURE**

### **2.1 Conceptual Review**

#### **2.1.1. Employee Diversity**

Within the context of this study, employee diversity covers those of top management and operational managers in the organization. It relates to a group of characteristics that reflect the degree to which each workers can be identified, the objective or subjective differences among them. Such characteristics are in the domain of bio-demographic and work-related diversity and the factors include: gender, age, ethnicity/race, religion, functional expertise, education,

organizational tenure, etc (Van Knippenberg and Schippers, 2007 in Shammugam and Marimuthu, 2018). In essence, research has shown that diversity can provide positive outcomes through efficiency in the use of resources including human resource, for the organization (Zhang, Lowry, Zhou and Fu, 2007).

### **2.1.2 Productivity**

Productivity as a concept can be viewed as the quantity of work that is attained in a unit of time by means of the factors of production. These factors include technology, capital, entrepreneurship, land and labour. It is primarily the link between inputs and outputs and increases when an increase in output occurs with a lesser than comparative increase in input. It also occurs when equally amount of output is generated using fewer inputs (ILO, 2005). But more concisely, Nwannebuife (2017) defines organizational productivity as a measure of how efficiently and effectively managers use resources to attain organizational goals.

## **2.2 Theoretical Framework**

The Social Identity Theory (SIT) which was initially formulated by Tajtel and Turner (1979) is the underpinning theory for the study. The theory tries to shed light on the relationship between workforce diversity and organizational productivity. The structure of the social identity theory provides an image into individual persons' cognizance of each other's social identity and individual behaviour at their workplace. The theory as well, predicts the weight of individual identity within an organization and its social structures. Furthermore, Buunk and Gibbons (2007) ascertain the essential element of the social identity theory with its divisions, group contact and comparison in individual's awareness of the self and others. The argument draws on the part of social perception in the context of individual differences based on their ethnic background, gender, age, education/profession, functional expertise, religion, work experience, etc. The effective management of the difference in these individualities will apparently be important for the performance of organizations. According to Abrams and Hogg (1990), there are numerous units that are very important to better understand the linkage between workplace diversity and service quality, efficacy and effectiveness in the organization. Thus, the framework of social identity theory was found to be capable of explaining the issues involved in workplace diversity and organizational productivity.

## 2.4 Empirical Review

Goll, Johnson and Rasheed (2016) conducted a study on top management team demographic characteristics, business strategy and firm's performance in the US airline industry with the aim of ascertaining the role of managerial discretion. Pooled cross-sectional time series regression analysis was used with fixed-effects to test specific hypotheses. Finding suggests that there was a significant management demographics-business strategy relationship in the deregulation period. It was also revealed that there was significant business-strategy-firm performance relationship with deregulation.

Rafaqat, Rafaqat, Rafaqat and Rafaqat (2022) examined the effect of workforce diversity on Organisational Performance. A review. The study reviewed existing literature and discovered that workplace diversity has higher merits than demerits in the organisation, diversity in terms of gender, culture, age, race affect organizational growth and development. The findings of the study revealed that firms should focus more on the strategies that will help to manage diversity in an organisation.

Eulerich, Velte and Uum (2014) examined the impact of management board diversity on corporate performance: an empirical analysis of the German two-tier system. The study carried out multiple regression analysis and the result showed that there was a negative effect of board diversity characteristics on corporate performance, especially with age and nationality diversity. Roberson and Park (2006) examined the link between diversity and firm performance: the effects of diversity reputation and leader racial diversity. The study adopted longitudinal survey method. The results showed a positive relationship between diversity reputation and book-to-market equity and a curvilinear U-Shaped relationship between leader diversity and revenues, net income and book-to-market equity. Furthermore, firm performance declines with increases in the representation of racial minorities in leadership up to a point, beyond which further increases in diversity are associated with increases in firm performance.

In another study, Sánchez, Vinces and Guillen (2018) carried out a study on how to improve firm's performance through employee diversity and organizational culture, using 102 Spanish firms. The study adopted partial least squares-structural equation modeling (PLS-SEM), both as the design and statistical tool of analysis. The results showed a positive correlation between employee diversity and HRM practices where such practices encourage employee commitment rather than control. Also, a non-linear relationship was identified between HRM practices and organizational performance.

## **METHODOLOGY**

### **3.1 Research Design**

Descriptive research survey design was employed. This is because the phenomenon being investigated requires that primary data which would be collected from a survey be used and the result generalized for the entire population of interest.

### **3.2 Area of the Study and Population**

The study was conducted in the South-East Zone of Nigeria covering some selected large firms such as Nigeria Breweries PLC, Sabmiller Breweries PLC and Nigerian Bottling Company (NBC), located in Ama, Enugu-State, Onitsha, Anambra State and Owerri, Imo State respectively. The following target population were identified for the firms from our pilot study Nigeria Breweries - 211; Sabmiller Breweries - 183 and Nigeria Bottling Company (NBC) - 167. Hence the population of study is 561 senior employees of the firms selected.

### **3.3 Sample Size Determination and Sampling Technique**

Taro Yameni's Statistical formula was used to determine the sample size as follows:



$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n = Sample size to be determined
- N = The entire population of interest
- e = Error margin (0.05)
- 1 = Constant (unity)

Substituting the values in the above formula, we have:

$$\text{Thus, } n = \frac{651}{1 + 561(0.05)^2}$$

$$= 233.506763787$$

$n = 234$  (Nearest whole number)

Thus, 234 senior employees of the selected firms is the sample for the study.

In order to determine the number of persons to be selected from each firm out of the 234 persons, we employed proportionate allocation as follows:

$$n_i = \frac{nh_i}{N} \times n$$

Where:

- $n_i$  = Sample size to determined for ith firm
- $nh_i$  = Population of the ith firm
- N = Entire population of interest
- n = Sample size for the study

Substituting we, have:

1. Nigeria Breweries, Ama, Enugu State:

$$n_1 = \frac{211}{561} \times 234 = 88$$

2. Sabmiler Breweries, Onitsha, Anambra State:

$$n_2 = \frac{183}{561} \times 234 = 76$$

3. Nigeria Bottling Company, Owerri, Imo State:

$$n_3 = \frac{167}{562} \times 234 = 70$$

**Table 3.1: Population and Sample Allocation**

S/N	Firm	Population	Sample Allocation	Percentage of Total (%)
1.	Nigeria Breweries Ama, Enugu	211	88	0.38
2.	Sabmiler Breweries Onitsha	183	76	0.32
3.	Nigeria Bottling Company Owerri	167	70	0.30
Total		561	234	100.0

Source: Field Survey, 2021

Table 3.1 is the presentation of firms, their population and samples allocated to each firm. As could be seen, the samples have been allocated proportionately based the population of interest in each firm.

### 3.4 Method of Data Collection and Analysis

Direct questionnaire distribution method was used by the researchers in collecting the data. The method made it easy for the researchers to assess whether the respondents actually understood the questionnaire items. It also reduced the level of non-response rate which often associate with surveys of this type. Out of the 234 copies of the instrument issued out, 221 were completed and returned thus showing a response rate of 94.4 percent. Concerning the method of analysis, quantitative method was used and the main statistical tools were summary statistics, Pearson correlation coefficient and multiple regression analysis. All tests were carried out at 0.05 level of significance.

### 3.5 Specification of the Model

In trying to establish the relationship between employees' diversity and organizational performance, the functional equation was specified as follows:

$$OP = f(BDD, JRD) \quad (1)$$

Specifying econometrically, equation (1) becomes:

$$OP = \alpha_0 + \alpha_1 BDD + \alpha_2 JRD + \mu_t \quad (2)$$

Where:

OP = Organizational performance

$\alpha_0$  = The intercept

$\mu_t$  = Stochastic error or white noise

BDD = Bio-demographic diversity (gender, age, race/ethnicity, religion, etc) of the respondents

JRD = Job-related diversity (functional expertise, education, organizational tenure, etc).

Where  $\alpha_1$  and  $\alpha_2$  are the coefficients of the independent variables and by a priori, the area expected to have positive relationship with the non-financial organizational performance that is;

$$\alpha_1 > 0 \text{ and } \alpha_2 > 0$$

## DATA PRESENTATION AND ANALYSIS

### 4.1 Respondents Background Information

The background of the respondents such as gender, age, educational qualification, length of time in the present organization/organizational tenure, rank 1 status in the organization, enabled the researchers to ascertain the suitability or otherwise of the respondents in effectively discussing the issues relating to employees diversity and firms non-financial performance.

**Table 4.1: Background Information of the Respondents**

S/N	Demographic Features	Responses	Frequency	Percentage of Total
1.	Gender:	Male	150	67.9
		Female	71	32.1
		<b>Total</b>	<b>221</b>	<b>100.0</b>
2.	Age bracket:	18 - 37 years	34	15.2
		38 - 57 years	110	49.7
		58 and above years	76	35.1
		<b>Total</b>	<b>221</b>	<b>100.0</b>
3.	Educational Attainment:	WAEC	9	4.0

	NCE/OND	48	21.5
	HND/First degree	107	48.4
	Masters degree	50	22.8
	Ph.D	7	3.3
	<b>Total</b>	<b>221</b>	<b>100.0</b>
4. Organizational tenure:	< 5 years	19	8.6
	5- 10 years	88	39.8
	11 and boave years	114	51.6
	<b>Total</b>	<b>221</b>	<b>100.0</b>

Source: Field Survey, 2020

**Table 4.2: Correlation Analysis**

Variables		Correlation Matrix		
		Organizational Performance	Bio-demographic diversity	Job-related diversity
Organizational Performance	Pearson Correlation	1	.609**	.711**
	Sig. (2-tailed)		.000	.000
	N	221	221	221
Bio-demographic diversity	Pearson Correlation	.609**	1	.502**
	Sig. (2-tailed)	.000		.000
	N	221	221	221
Job-related diversity	Pearson Correlation	.711**	.502**	1
	Sig. (2-tailed)	.000	.000	
	N	221	221	221

\*\* : Correlation is significant at 0.05 level (2-tailed)

As could be seen from Table 4.2, the correlation matrix showed strong and positive relationships between dependent and independent variables as well as among independent variable. However, the correlation results did not suggest any presence of multicollinearity or orthogonal relationship thereby implying that multiple regression analysis can be performed on the data.

**Table 4.3: Summary of Analysis of Variance (ANOVA)**

Source of Variation	df	Sum Squares	of Mean Square	F-ratio	Sig.
Regression	4	1019.237	254.809	12.898	.000 <sup>a</sup>
Residual	45	825.110	18.335	-	
Total	49	1844.347	-		

a. Predictor: (Constant), Bio-demographic diversity and job-related diversity

b. Dependent variable: Organizational Performance

From Table 4.3, F-Statistic of 13.897 shows that the model is statistically significant because  $P_{0.000}$  is less than 0.05. Therefore, the model is fit and valid for statistical predictions, of the variables.

**Table 4.4: Summary of Regression Results**

Model	R	R <sup>2</sup>	Adjusted Square	R-	Standard Error of the Estimate	Durbin Watson
I	0.453 <sup>a</sup>	0.574	0.369		0.32165	1.207

a. Predictor: (Constant), Bio-demographic diversity and job-related diversity

**Table 4.5: Unstandardized and Standardized Coefficients, t-value and Significance Level**

Model	Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
	$\beta$		Beta		
1 (Constant)	.167	.209	-	-603	.427
Bio-demographic diversity	.352	.068	.515	10.205	.000
Job-related diversity	.417	.053	.625	3.104	.000

b. Dependent variable: Organizational Performance

**Table 4.6: Multicollinearity Test Results**

Model	Eigen Values	Condition Index		Variance Proportion	
		Constant	BDD	JRD	
1.	3.415	1.004	.00	1.00	.00
2.	.068	6.325	.08	.05	.22
3.	.087	7.406	.09	.21	.24

b. Dependent variable: Organizational Performance

Multicollinearity test is one of the post estimation tests that evaluate the integrity of the model being estimated in any regression analysis that is making use of primary data.

#### 4.2 Validation of the Study Hypotheses

The hypotheses that were raised to guide the objectives and strengthen the analysis in the study were re-stated and verified in this section with a view to determining whether to accept the claims of the null hypotheses or otherwise. Accordingly, the hypotheses were re-stated as follows:

1. H<sub>0</sub>: Employees' bio-demographic diversity does not have significant positive effect on organizational performance.

H<sub>1</sub>: Employees' bio-demographic diversity has significant positive effect on organizational performance.

2. H<sub>0</sub>: Employees' job-related diversity does not have significant positive effect on organizational performance.

H<sub>1</sub>: Employees' job-related diversity has significant positive effect on organizational performance.

#### Interpretation of Regression Results

Regression results shown in Table 4.5 are about the coefficients of independent variables. As could be seen from the table, the coefficient of bio-demographic diversity is represented by  $\alpha_1$  in the model and it has a value of 0.515 which means that when bio-demographic diversity is increased by one unit, organizational performance will increase by 515 percent if the other variable in the model is held constant. The t-value associated with the coefficient is 10.205 and the

corresponding probability level is 0.000 which means that the coefficient is significant because  $P_{0.000}$  is less than 0.05.

**Decision Rule I:**

At 0.05 level of significance, the null hypothesis was rejected while the alternative which suggests that employees' bio-demographic diversity has significant positive effect on organizational performance was accepted.

In the same vein, regression coefficient for job-related diversity is represented by  $\alpha_2$  in the model and it has a value of 0.625 thus showing that when it is increased by one unit, organizational performance will increase by 62.5 percent if the other variable in the model is held constant. Also, the t-value of 3.101 and its corresponding probability level of 0.000 indicates that the coefficient is significant and positive because  $P_{0.000}$  is less than 0.05.

**Decision Rule II:**

At 0.05 level of significance, the null hypothesis was rejected because the coefficient is significant. Consequently, the alternative hypothesis which suggests that employees' job-related diversity has significant positive effect on organizational performance was accepted.

**4.3 Discussion of Research Findings**

The discussion of findings carried out in this section is based on the results of the test of hypotheses. Accordingly, the result of the first test of hypotheses showed that employees' bio-demographic diversity have significant positive effect on organizational performance in the firms investigated. The result is consistent with that of McIntyre's, Murphy and Mitchell (2007) when they found from their study that there is a significant positive effect of age diversity on corporate performance. The result is equally in line with that of Carter, D'Souza, Simkins and Simpson (2010) when they found a positive influence of gender diversity on corporate governance and firm's financial performance (return on equity (ROE) and total return to shareholders (TRS). Also, Timmermans and Kristinsson (2011) found from their study that social diversity characteristics

which includes age, gender and ethnicity/race were positively and significantly associated with innovation and creativity which led to firms' improved performance among the firms studied.

The implication of the findings above is that any organization which fails to assemble a team of diverse background (social diversity characteristics), most able candidates for the management of the organization, may be decreasing their financial and non-financial performance. Furthermore, it goes to show that senior managers' diversity regarding gender, ethnicity/race, functionality and age can be connected with firm's competitive advantage when compared with firms that have less diversity. Secondly, it has become clear that top management diversity promotes better understanding of the market by matching the diversity of the management to the diversity of potential customers and employees. As one of the most demographic factors, management diversity is linked with more creativity and innovation. As it enhances problem-solving as a result of diverse management abilities, more alternatives are evaluated thereby providing opportunity for better understanding of the complexity of business environment.

The result of the second test of hypothesis showed that employee job-related diversity has significant positive effect on organizational performance. Again, the result is consistent with that of Cannella, Park and Lee (2008) when they found that functional diversity has positive impact on firm's performance. The result is equally in line with the finding of Mahadeo, Soobaroyen and Oogara-Hanumana (2011) when they found from their study that educational and functional diversity have significant positive effect on organizational performance because they promote good investment decisions and increasingly enhance organizational finances, accounting and marketing. This goes to show that diversity in educational and functional expertise is capable of influencing organization's fortunes by increasing ingenuity and innovation. Innovation in product design and marketing is an essential component of the overall success of a profit-maximizing firm because sales which brings in revenue to the firm are enhance. Functional diversity means that different good ideas can be available for effective and efficient management of the firm aimed at achieving



competitive advantage for the firms a highly competitive business environment.

Therefore, it is the responsibility of the human resource department to always ensure that the right mixture of employees' diversity, particularly of the management team is achieved in the organization's workforce as well as convert the diversity to strategic choice to ultimately impact on organizational performance. In order to achieve the desired competitive advantage for the firm through diversity practices, the top managers should have diverse talent and abilities to choose the right strategy at the right time from the alternatives such as low-cost leadership style, innovative orientation, diversification strategy, manufacturing and private brand development as Lin, Chang and Dang (2015) had suggested.

## **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary of Findings**

The rest of the findings are as summarized below:

1. The findings revealed that employees', bio-demographic diversity (gender, age, ethnicity/race and religion) have significant positive effect on organizational performance in Nigeria.
2. It was also found that employees' job-related diversity (functional expertise, educational background, organizational tenure, etc) have significant positive effect on organizational performance in Nigeria.

### **5.2 Conclusion**

The study examined the effect of employee diversity on organizational productivity in Nigeria, using large firms selected from some states in the South-East, Nigeria as the study area. The study found that bio-demographic and job-related diversity positively affects organizational performance in dynamic ways. Social and functional diversity do not influence firm's performance automatically rather, it requires concerted efforts from the human resource management to make the impact on organizational performance substantial. In managing employees' diversity, heterogeneity may initially produce less cohesion in decision making process, however,

the variety of outlooks that emerge from diverse group structure encourages managers to consider more perspectives and therefore lead to more informed decision-making and superior outcomes for the organizations in the long-run.

### **5.3 Recommendation**

1. The study revealed that employees' bio-demographic diversity (gender, age, ethnicity/race, etc) has significant positive effect on organization's performance. It is the responsibility of the human resource manager to ensure that teams/groups have the right mixture of the social characteristics to enhance performance.
2. Employees' job-related diversity (functional expertise, educational qualification, organizational tenure/experience) have significant positive effect on organization's performance. Therefore, there is need to increase functional expertise, educational qualification mix, employee organizational tenure/experience, in the group/team to enhance overall firm's performance both financial and non-financial.

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## DISCOURSE MARKERS 'AND', 'BUT', 'SO' IN VIETNAMESE EFL TERTIARY STUDENTS' ORAL PRESENTATIONS

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### Abstract

Discourse markers (DMs) have been the center of focus for many studies in the field of discourse analysis. There are various types of discourse markers but speakers in general and EFL learners in particular just tend to employ some common DMs. The current study investigates the use of three DMs 'and', 'but', and 'so' among Vietnamese EFL learners in their oral presentation. This selection of DMs is based on Fraser's theory (2009) which views them as the primary markers. The researchers apply discourse analysis and the AntConc tool to analyze 30 presentation videos. The results reveal that 'and', 'but', and 'so' also appear most frequently, in which 'and' is used to join ideas, introduce a new idea, indicate a conclusion, and indicate the speaker's continuation; 'but' is used to indicate a contrastive relation, used for correction and denial of expectation, and 'so' serves a variety of functions in addition to its main conclusion function.

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**Keywords:** Discourse markers, Vietnamese EFL tertiary students, spoken discourse

## 1. INTRODUCTION

In this era of globalization, English plays an indispensable role in connecting people from all walks of life and it is not difficult to realize the dominance of this language. Vietnam over the past few decades has embraced this international language and great strides have been undertaken at all educational levels to inculcate in students a motivation to master it. At tertiary level, due to the increasing demand of society and the recruitment market, students' English proficiency has received a lot of attention since it is regarded as one of the key criteria that stakeholders base on to evaluate their candidates (Nunan, 2003). However, the teaching and acquisition of this language in Vietnam are left very much to be desired (Le, 2011; Pham, 2014; Vo et al., 2018; Tran & Dang, 2019). In fact, Vietnamese students have to encounter numerous challenges in mastering this language and having poor speaking skill is one of them. Besides practicing English speaking skill through thematic conversations, making presentations with various topics is regarded as a popular and effective learning and assessment method of speaking ability. Up to now, there has been a great deal of studies examining issues related to using discourse markers in oral presentations (Castro, 2009; Ali Saad Al-Yaari et al., 2013; Rosalina, 2019; and Arya, 2020 among others). However, research on the uses of discourse markers in the oral presentations of EFL Vietnamese tertiary students is still scant.

This current research investigates the uses and functions of the three discourse markers 'and', 'but', and 'so' as used by Vietnamese students in their presentations. On that basis, the results collected from the study are helpful to evaluate the situation as well as suggest relevant pedagogical recommendations for more improvements and effective application of these discourse markers in speech acts.

This research aims to answer the following questions:

1. What is the frequency of each of the three discourse markers 'and', 'but', 'so' as used in Vietnamese EFL students' classroom oral presentations?



2. What are the functions of these three discourse markers as used by Vietnamese EFL students in their classroom oral presentations?

## 2. LITERATURE REVIEW

### 2.1 Discourse Markers

#### 2.1.1 Definition

Discourse markers have been the center of focus for various researchers in the field. However, defining and classifying them is challenging due to the differences among themselves and the variety of functions that they serve (Blakemore, 2006). According to Redeker (1990), discourse markers are viewed as uttered words or phrases aiming at drawing the listener's attention to the linking of the current situational context with the utterance that follows. Additionally, they also have various important pragmatic functions in the communicative language context within which they aid with the delivery of ideas and meanings to listeners (Brinton, 1996). Meanwhile, Fraser (1999) views discourse markers as a comprised set of lexical expressions comprising of conjunctions, prepositional and adverbial phrases. As stated by Aijmer (2002), discourse markers function as indicators helping to promote the listener's interpretation of a specific utterance based on different clues in that context. Regardless of the variety of names and labels attached, discourse markers perform the same functions of connecting ideas and delivering meaning in a specific discourse setting.

#### 2.1.2 Functions

Fraser (2009) categorizes discourse markers into three functional classes:

1. Contrastive markers: signaling that the explicit interpretation of the second segment (S2) directly or indirectly *contrasts* with an interpretation of the preceding segment (S1)  
Examples: but, although, despite, however, nevertheless, etc.
2. Elaborative markers: showing *elaboration* in S2 to the information already provided in S1 by means of *addition, exemplar, emphasis, or similarity*  
Examples: and, also, besides, equally, likewise, namely, moreover, on that basis, etc.

3. Inferential markers: showing that the content of S2 logically *concludes* the content or condition in S1

Example: so, accordingly, hence, therefore, as a result, on this condition, etc.

Also, Fraser (2009) considers 'but', 'and', 'so' to be the primary discourse marker for each class and claims that each of them carries the broadest meaning of all the discourse markers in its corresponding class. Within the scope of this study, the researchers choose to analyse the uses and functions of only three discourse markers 'and', 'but', 'so'. This selection is based on Fraser's theory (2009).

## **2.2 Review of Previous Studies on the Uses of Discourse Markers: 'And', 'But', 'So'**

### **2.2.1 Discourse Marker 'And'**

Limited research has been conducted into the use and functions of discourse marker 'and'. Schifffrin (1987) studied unstructured interviews and specified two main functions of 'and': a) it links ideas within a specific discourse at both local and global levels of discourse; b) it indicates the speaker's continuity during the interaction.

### **2.2.2 Discourse Marker 'But'**

Discourse marker 'but' has been the focus of many studies (Bell, 1998; Blakemore, 2002; Fraser, 2009). The use of 'but' as suggested by Bell (1998) is that it marks a return to the previous or main topic of the discourse setting. Meanwhile, results from a later research by Blakemore (2002) reveal the two main functions of 'but' which are 'contrast' and 'denial of expectation'. Fraser (2009) indicates two types of contrast based on the nature of the interpretations of the two segments. Explicit interpretations will lead to a direct contrast, and implicit interpretations will result in an indirect contrast. In general, the two constraints placed on the interpretations of the utterances where 'but' occurs are 'contrast' and 'denial'.

### **2.2.3 Discourse Marker 'So'**

Discourse marker 'so' has been under study for a long time (Redeker, 1990; Fraser, 1999; House, 2010). Redeker (1990) states that 'so' signals a conclusion and finds that it is found to be one of the most frequently used markers in her corpus, together with 'and'. This is shared by Fraser's study (1999) which stresses that marking a conclusive relationship is the primary function of 'so'. Besides, House (2010) reports on the remarkably high frequency of 'so' seen in the English

as a lingua franca research setting. The functions of 'so' as identified here include introducing another topic and signalling causal relationships between the segments. 'So' also functions as a filler when the speakers need time to prepare for the next act or to look back on previous discourse.

### **3. RESEARCH METHODOLOGY**

This study employed a mixed-method approach to analyze Vietnamese EFL students' presentations. 30 students in this study were selected using the homogeneous purposive sampling method with these characteristics: (1) being 2<sup>nd</sup>-year students at HCMC University of Foreign Languages and Information Technology (HUFLIT); (2) majoring in English; (3) having intermediate English proficiency level; and (4) getting enrolled in the Presentation Course at school.

The data collection procedure was carried out in the second semester (February 2022- May 2022) of the university's academic year 2021-2022. 30 spoken monologues produced by students in the form of oral presentations were collected. Each presentation lasted 10 to 15 minutes. All of them were recorded by Microsoft Teams, a kind of virtual platform employed by the school.

Four steps were carried out for the data analysis procedure in this study. Firstly, all of the 30 transcriptions, coded from S1 to S30, were read extensively so that researchers could obtain familiarity with the topic being presented. Secondly, the quantitative analysis was applied with the support of AntConc tool for descriptive statistics showing frequencies and percentages. Thirdly, the uses and functions of the three DMs 'and', 'but', and 'so' were explored by analyzing the data manually and contextually with attention paid to these markers' occurrence in every single word and sentence. Finally, the three discourse markers 'and', 'but', 'so' were interpreted qualitatively in terms of their linguistic meanings, functions, and contexts of utterances.

### **4. RESULTS AND DISCUSSION**

Regarding the first research question, Table 4.1 below indicates the frequency of discourse markers identified in Vietnamese EFL tertiary students' oral presentations. Overall, out of the 30 transcripts, 28 discourse markers of the three main categories as identified by Fraser (2009) emerged and they were used with different frequencies and different functions. It is notable that

the three DMs 'and', 'but', and 'so' were also the most frequently used. Table 4.1 reveals the distribution of DM functions, being elaborative (50.76%), contrastive (16.32%) and inferential (32.92%) discourse markers. DM 'and' has the highest frequency of use in general and for the elaborative class in particular, 'but' has the highest frequency of use for the contrastive class, and 'so' has the highest frequency for the inferential class.

**Table 4.1 - DISCOURSE MARKERS AS USED BY VIETNAMESE EFL TERTIARY STUDENTS**

<b>Types</b>	<b>Functions</b>	<b>DMs used</b>	<b>Frequenc y</b>	<b>Percentag e</b>
Elaborativ e	Addition	<b>and</b>	<b>277</b>	<b>38.31</b>
		also	8	
		in addition	15	
		moreover	11	
		furthermore	5	
	besides	7		
	additionall y	2		
	Emphasis	I mean more importantly	17 1	
	Exemplar	for example for instance	12 1	
	Alternatio n	or	10	
	Similarity	similarly	1	
Contrastiv e	Contrast	<b>but</b>	<b>76</b>	<b>10.51</b>
		however	19	
		despite	7	
		on the other hand	6 5	
		although	2	
		whereas	1	
		in contrast rather	2	
Inferentia l	Conclusion	<b>so</b>	<b>162</b>	<b>22.41</b>
		therefore	16	
		as a result thus	15 1	
	Causality	because (of)	44	6.09
<b>TOTAL</b>			723	100

## **4.1 Discourse Marker 'And'**

### **4.1.1 Frequency**

In the elaboration categorization, among the 13 discourse markers listed, students specifically used the discourse marker 'and' with the highest number of occurrences of 277, accounting for 38.31 per cent. This result is in line with results from the study conducted by Ali Saad Al-Yaari et al. (2013) where 'and' is also found to be of the most use.

### **4.1.2 The use of discourse marker 'and' by students**

The discourse marker 'and' was used with four main discourse functions as presented in Table 4.2 below.

**Table 4.2 - DISCOURSE FUNCTIONS OF 'AND' AS USED BY VIETNAMESE EFL TERTIARY STUDENTS**

<b>Number</b>	<b>Discourse functions of 'and'</b>	<b>Frequency</b>
1	Connect ideas/ discourse units	48.67%
2	Introduce a new idea/ discourse unit	29.13%
3	Indicate a conclusion	18.06%
4	Signal the speaker's continuation	4.14%

With 48,67 % of frequency, it is notable that the most frequent occurrence of 'and' as a discourse marker is to connect ideas. The presenters used 'and' as a linguistic device to join different ideas and discourse units so as to make the presentation become more cohesive and coherent. In addition, they also used 'and' to introduce a new idea or a new discourse unit that they wanted to add in their presentation within a discourse topic. Furthermore, 'and' was also used as an indicator for the conclusion of ideas and the summary of the whole presentation. The last function of 'and' was to signal the audience that the student would continue the presentation in the next stage after facing interruptions caused by technical or Internet connection problems during their online presentation. The findings of this current study are

consistent with the previous studies conducted by Schifffrin (1987) and Rusdi (2008). One more interesting thing is that 'and' in the current study was not used to preface a speaker's questions as found in the study conducted by Heritage and Sorjonen (1994).

The examples and analysis of each discourse function of 'and' are identified through the following extracts.

#### 4.1.2.1 Connect ideas/ discourse units

##### Extract 1 (S15)

1. *Besides, the job is definitely not easy sometimes **and** we can overcome this ...*
2. ***And** with the support of friends, 37% of employees stated that they are more likely to have someone at work who encouraged their development.*
3. *...Friendly support in the present office can possibly inspire us **and** it may possibly impact us...*
4. *...it can get really lonely, **and** that loneliness will cause us to lose motivation.*

It is notable that this speaker used 'and' with a high frequency to connect the ideas or discourse units. The overall topic was divided into several subtopics and the discourse marker 'and' served as a linguistic device to conjoin these subthemes. In (1), (3) and (4), the presenter used 'and' to link the ideas and subunits of the general discourse topics locally. However, in (2), 'and' was used to connect the subtheme and the background of the subtheme in a global scale.

#### 4.1.2.2 Introduce a new idea/ discourse unit

##### Extract 2 (S26)

1. ***And** let me turn to the second point, which is promoting the employee benefits ...*
2. ***And** another solution is rewarding employee who put effort ...*
3. ***And** in addition, the company needs to have a work life balance.*

In this extract, the presenter used the discourse marker 'and' three times to refer to a new idea or a new content of the presentation. In (1) and (3), 'and' was used to introduce the second and third viewpoint that the speaker wants to present in the presentation. In other words, 'and' helps the presenter link the previous utterances with the new topics. However, the presenter used 'and' in (2) to introduce a new discourse unit- 'rewarding employee' under the local discourse topic 'promoting the employee benefits'.

#### 4.1.2.3 Indicate a conclusion

##### Extract 3 (S10)

1. "...choosing a working environment with nice colleagues is a very necessary factor..
2. **And** our career is not just about reaching the top, it is about enjoying every single working hour we spend ...
3. ...**and** that is in line with a well-known saying: "good colleagues are those who know that they are more powerful than me."
4. **And** that is the end of my presentation. Thank you for listening"

In this extract, the speaker is explaining and clarifying the viewpoint related to the importance of having supportive coworkers at the workplace. In (1), the presenter gives background and supporting ideas to this issue. In (2) and (3), 'and' was used to introduce the specific reason and instance for the earlier utterance which is also the concluding point of the whole discourse topic in (1). The specific use of 'and' in (4) can be found in many other conclusion parts of the participants' oral presentations. The presenters normally used 'and' as a habit to inform the audience that the upcoming part is the last section of the whole presentation.

#### 4.1.2.4 Signal the speaker's continuation

##### Extract 4 (S5)

*Yes. Good morning ...Can you hear me loud and clear? ...Yeah, and let's continue...um.. My time here is limited... And please leave any possible questions until the end... And it is a little bit of a lag, isn't it? Sorry, and to the next part, ..."*

In this extract, 'and' was used as a marker of the speaker's continuation or flow of ideas after some interruptions due to unstable Internet connection or some other technical problems. Also, 'and' was used to signal the audience that the speaker is ready to continue.

##### Extract 5 (S19)

1. "So what is an effective goal? ...Let me clarify this point..
2. **And** this is the goal that motivates me to raise questions..
3. **And** I also use my knowledge to help some of my classmates...
4. **And** I think they are just common things, but it might create a sort of motivation..."

In Extract 5, the presenter also used 'and' to signal her continuation, but in this case, the reason is not because of unexpected issues normally related to online presentations. Rather, the presenter used 'and' to preface the continuation of her illustrations for the discourse topic: an effective goal. For this part, she was answering the question about the definition of an effective goal then she provided several examples of her own case.

## 4.2 Discourse Marker 'But'

### 4.2.1 Frequency

As presented in Table 4.1, the researchers identified the frequencies of eight contrastive DMs including 'but', 'however', 'despite', 'on the other hand', 'although', 'whereas', 'in contrast' and 'rather' as used by Vietnamese tertiary students in their monologues. The use of 'but' has the highest frequency with 76 cases, equivalent to 10.51% of all the discourse markers in use in 30 presentations.

### 4.2.2 The use of discourse marker 'but' by students

Although contrast is the main function of the contrastive discourse marker 'but' as argued by Fraser (2009), the theories of Blakemore (2002) have been also used to discover the different 'but' functions applied in the students' presentations as shown below.

#### 4.2.2.1 Contrastive relation

**Extract 6:** Instances of students' usage of 'but' to show contrastive relation

- S1 *Online learning may not be perfect and suitable for all students, **but** it will make learning easier...*
- S5 *Any project can be as exciting as first, **but** it can become more and more difficult...*
- S9 *Virtual connection is beneficial, **but** it cannot replace the interesting experience of living abroad and...*

The examples in Extract 6 demonstrated the typical application of discourse marker 'but' by Vietnamese EFL students. Presented in those instances, students implied an assumption in the first conjunct which is contradicted by the second conjuncts. This use of 'but' completely matches the theories of Lakoff (1971) and



Fraser (2009) where this discourse marker is acknowledged to express the simple contrast between two utterances.

#### 4.2.2.2 Correction use

**Extract 7:** Instances of students' usage of 'but' as correction use

S8 ...formal learning can teach you a great deal, **but** many of the essential skills in life are the ones you have to develop...

S2 ...reading is not just for mere educational nor entertainment purposes alone, **but** it is a unity of both...

S2 Adopting English as your second language might be challenging, **but** it's also rewarding.

As can be seen from Extract 7, the use of 'but' in those examples did not show the contradiction function. It carried the correction function where the clause introduced by 'but' gave a correct replacement for the assumption provided in the preceding clause.

#### 4.2.2.3 Denial of expectation

**Extract 8:** Instance of students' usage of 'but' as denial of expectation

S1 There are lots of elimination **but** I choose the most difficult aspect...

As presented in Extract 8, the assumption manifested in the first clause of S16's presentation was that 'there are lots of elimination'; however, it was unexpected for "I", the student, when he chose 'the most difficult aspect'. From this example, the previous assumption was denied by the conceptual content in the but-clause, which demonstrated the function of direct denial.

Overall, the findings of 'but' usage by Vietnamese EFL tertiary students in this study reject the ambiguity account of 'but' developed by Lakoff (1971) and Blakemore (2002). It is argued that 'but' is a popular contrastive DMs to use whenever speakers would like to express the contradictory ideas of the two utterances in different contexts.

### 4.3 Discourse Marker 'So'

#### 4.3.1 Frequency

As can be seen from Table 4.1, there were four inferential discourse markers including 'so', 'therefore', 'as a result', and 'thus' as used by Vietnamese EFL students. Accounting for the highest percentage was 'so' with 22.41%, equivalent to 162 cases of use in the students' presentations.

#### **4.3.2 The use of discourse marker 'so' by students**

##### **4.3.2.1 Resulting connector**

**Extract 9:** Instances of students' usage of 'so' as resulting connector

S1 ...Teachers of offline classes can interest the students step by step while online teachers just guide students through the screen, **so** students have to totally focus on the lesson...

S4 ...employees are required to be more creative in work and to devote their full time for the company, **so** a good working environment will help us feel more comfortable...

S2 ...a nice working environment is one of the manufacturer's needs  
7 to boost the productivity..., **so** most of the huge corporations are very focused on building their working environment.

From Extract 9, it can be seen that Vietnamese students typically used 'so' in the role of a resulting connector, linking the consequential result in the second utterance with the reasoning in the first utterance.

##### **4.3.2.2 Consequential linker**

**Extract 10:** Instances of students' usage of 'so' as a consequential linker

S2 This presentation will be 10 minutes long. **So** let's drop the first part of the advantages...

S5 You will need some help from your friends, colleagues, ... **So**, first of all, colleagues are important people...

S1 Next, I will talk about the role of reading... And the last part  
8 will be about improving vocabulary. **So**, my first point is about the perfecting personality.

From the instances presented in Extract 10, it is clear that EFL tertiary students usually put 'so' at the beginning of the second utterance to link the two utterances consequentially. For this function, 'so' is an initial-sentential connector of the second utterance as compared with

being the inter-sentential connector argued by Fraser (2009).

#### 4.3.2.3 Connecting the previous turn

**Extract 11:** Instances of students' usage of 'so' as connecting the previous turn

S4 *Working environment can also refer to mental conditions... So, what's a good working environment?*

S1 *... Many people spend more time with coworkers than they do with a family. So, think about the people who you work with...*

S2 *Employees always want to contribute significantly to their companies. So for that reason, it makes them work more productively...*

From Extract 11, it can be seen that students mentioned the key point first. Subsequently, they used 'so' at the beginning of the second sentence to connect with the previous idea in order to not only smooth their monologue by linking the ideas together but also to attract the listeners' attention.

#### 4.3.2.4 Signalling attitude when the speaker just finds out something important

**Extract 12:** Instances of students' usage of 'so' as an attitudinal signal

S5 *...a good work culture and work environment is very crucial in helping your employees to put their best foot forward. So, this is true.*

S2 *...obviously, as they contribute more to their mental units. So what makes a workplace work? It depends on two factors...*

S2 *It's also a good point that you can know more about their backgrounds... So what about the boss? The boss is quite complicated.*

As seen in Extract 12, 'so' was only used as a discourse marker at the beginning of a simple sentence or a short question to signal the presenter' attitude before expounding on any important discoveries. However, this use of 'so' is not frequent in students' presentations.

#### 4.3.2.5 Spoken habit as filled pause

**Extract 13:** Instances of students' usage of 'so' as a spoken habit

S1 *Okay, thank you and let's get started. **So**, let me begin with some platforms...*

S1 *... **So** I will move to the second part, the advantages of learning English online. **So** students can study anywhere...*

S1 *... **So** my presentation is about seven to 10 minutes... Uh, **so** I hope  
0 all of you can stay with me until the end.*

S1 ***So** those are some reasons why having friendly and supportive  
5 colleague around is really important...*

From Extract 13, many instances demonstrating Vietnamese tertiary students' use of 'so' as a filled pause out of habit can be identified. For those cases, 'so' was employed when the presenters were still thinking about what to say next or when they did not know which discourse marker to use to connect the previous and the later utterances together. These functions of 'so' are in line with the functions identified in studies by Schifffrin (1987) and Fraser (2009).

## **5. CONCLUSION AND PEDAGOGICAL IMPLICATIONS**

In this study, we agree with the important roles of DMs in students' presentations as argued by Živković (2015), Saputri and Fitriati (2019), and Yulita et al. (2021). This means without sufficient discourse markers applied in presentations, the content will not seem to be constructed in a logical way and there will be a lack of obvious connections between different ideas embedded in utterances. Moreover, good application of discourse markers can help to make students' presentations sound more fluent and help to effectively engage the listeners in their whole monologue.

Based on the results, despite the ability to distinguish the different functions of DMs used, the students under study tended to overuse a restricted set of discourse markers with 'and', 'but', 'so' and did not show their flexibility in employing other discourse markers.

According to the researchers, there are some reasons behind the such problems in using DMs of Vietnamese EFL tertiary students. Firstly, students still depend much on interpreting their ideas from Vietnamese to English while they prepare for their oral presentation. Secondly, they tend to only use the simple discourse markers for expressing their own ideas like 'and' for elaborating, 'but' for contrasting, and 'so' for concluding. Such repetition

actually influenced both the quality and the coherence of their monologues. Thirdly, poor grammar may be one of the reasons leading to the students' disability in connecting strings of sentences together. As claimed by Lichtenberk (1991), there is a strong relationship between mastering grammar and mastering DMs. Fourthly, most Vietnamese EFL students overuse DMs because they just memorize the meanings without good knowledge of DMs' pragmatic functions as well as the way they operate in discourse within appropriate spoken contexts. As a result, use of DMs by Vietnamese students in this study does not demonstrate a good set of semantic and discourse features. Memorizing the meanings of DMs only would not be enough for DM utilizations within oral presentations.

From the researchers' point of view, such various ways of DM application by Vietnamese EFL tertiary students might not lead to serious mistakes causing a negative influence on the listeners' comprehension but they may potentially make the presentations sound unnatural and create the impression of unprofessionalism. The results indicate that more assistance and guidance from lecturers are needed to help Vietnamese EFL undergraduate students develop sufficient uses of those DMs. Therefore, we have suggested some pedagogical implementations for lecturers to enhance their students' awareness of discourse markers.

Regarding teaching technique, firstly, it is advisable for teachers to incorporate and draw students' attention to the various uses of DMs through their teaching. Actually, lecturers are expected to give detailed guidelines for the divergent functions of various DMs 'and', 'but', 'so', etc. with typical examples so that students can distinguish their uses in specific spoken contexts. Then, exercises such as sentence reordering and sentence completion with DMs should be designed and offered to students weekly. From those activities, students will gradually memorize and familiarize themselves with the various functions of DMs thanks to the clear explanation, demonstration and emphasis from lecturers together with the embedded knowledge transference of grammar, pragmatics, and semantics. For a short while after that, students are expected to apply DMs effectively in connecting utterances in their right contexts instead of memorizing them theoretically.

Regarding lecturers' teaching with Presentation Course, lecturers should start with familiar topics and students should be encouraged to practice their presentations using DMs. Their errors in using DMs should be noted thoroughly for explicit feedback and revision if these errors cause misunderstanding on the part of the listeners. Through such constant practice within fifteen weeks, students are supposed to come to a higher level of presentation

with a more effective application of DMs in terms of function uses, cohesion, and coherence in their monologues.

Last but not least, students should be exposed to a variety of oral presentations from different sources like VOA and Ted through extensive listening activities to raise their awareness of the importance of DMs use from both native and non-native speakers of English.

So far, this study has examined the three DMs 'and', 'but', 'so' with their frequency occurrence and application employed in Vietnamese Tertiary EFL students' presentations. The findings of this study partially shed light on how Vietnamese EFL students use discourse markers in their oral presentations as well as contribute to the current literature review of the same issues in the English teaching and learning context at Vietnamese universities. In order to yield a more comprehensive understanding of the use of discourse markers in EFL oral presentations at tertiary level in Vietnam, the participant population should be more extended. Furthermore, a comparison between the application of discourse markers by Vietnamese tertiary students and that by native English speakers might be an interesting research orientation.

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## **CARING INTERACTION BETWEEN NURSES AND PATIENTS IN A TERTIARY HOSPITAL DURING COVID-19**

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Caring interaction is defined as any form of interaction undertaken by the nurse to the patient for health promotion. It is among the key features of nursing care management that nurses are known for and take pride in. With nurses being at the helm of caring interaction, this ensures a holistic patient-centered and/or integrated care to their patients that establishes a nurse-patient relationship. However, as a result of the COVID-19 pandemic, restrictions and limitations have been put into the degree of interactions rendered by Philippine nurses affecting the nurse-patient relationship. This study will further discern the nurse-patient relationship by exploring the caring interaction occurring between nurses and patients during the COVID-19 pandemic, and what this means in establishing a therapeutic relationship. A cross-sectional survey was used as the research design, and the researchers utilized a purposive sample of 48 participants (24 nurses and 24 patients) who were selected in a tertiary hospital and categorized to respond in each four domains of this study under Caring Interactions namely, (1) Comforting Care, (2) Clinical Care, (3) Humanistic Care, and (4) Relational Care. Nurses and patients were asked to rate the level of caring behavior using the Caring Nurse-Patient Interaction (CNPI) scale, which is an adapted online survey questionnaire. The mean and the standard deviation, and the Mann-Whitney U test were utilized by the researchers in interpreting the gathered data. According to the findings, there is excellent perception on all four domains of the study. The findings of this study proved in its statistical summary on the perception of caring interactions between nurses and patients that there are no significant differences in perception between nurses and patients in a tertiary hospital during the COVID-19 pandemic.

### **Integrated case for COVID-19: hospitality management, finance, marketing, strategy, and sustainability - "Good 'Ol Camp Teddy amidst the COVID pandemic"**

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On theoretical basis in the discussion, the options for long run strategy in dealing

with a possible takeover offer and other strategic options can be discussed by the class. Lack of familiarity by students with the role of the outside potential acquirer of the camp (in this case, a hotel chain) and the lack of familiarity with the role of an investor who is a family investor, who may wish to sell stock and use the proceeds for another purpose, or a small investor who invests because he or she uses the camp and takes advantage of the stockholder's discount will probably preclude role playing, except in executive MBA classes where students have sufficient experience in possible takeover situations or in investment management, Emphasis should probably be placed on discussing the major issues, such as social and cultural issues and on marketing and public relations issues and on financial issues, including the options available in the event of a possible takeover effort. All of these issues are impacted fully by the COVID-19 pandemic

## **Reactionary Nature of Evolution of Rape Laws in India**

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Rape can be understood as a crime against the bodily integrity and sexual autonomy of women. Throughout the history of mankind, women had no fundamental or civil rights and were treated as mere property or chattel and as a consequence thereof, rape was viewed as crime committed by one male member of society against the property of another. Eventually, the rape laws were framed over the decades and jurisprudence around it evolved as the number of cases increased. However, these laws have hardly been able to act as deterrent against the crime. The growing need for change in rape laws gathered momentum with the growth and awareness of feminism in the Society. Even the definition of rape and the various elements surrounding it went through evolution as there was a shift in the cultural beliefs and norms in the society.

Despite the progressive reforms in the rape laws, the ground reality of rape cases stayed the same. India has systematically seen a low conviction rate in rape cases. A large part of this systemic problem arises from the grueling investigation and trial process, which in itself acts as a deterrent for rape victims to come forward. To add to that, a deeply patriarchal Indian society associates rape with loss

of family honor, often resulting in societal shame, which again is a cause of low reporting and conviction. The sheer number of cases, when met with institutional apathy and societal contempt, leads to a systematic lull. It is only with every brutal rape case that shatters the cocoon of nonchalance of the Society does the Legislature and Judiciary rise and take note. This has led to a system where laws have evolved to be reactionary in nature, rather than preventive. This Article aims to explore the impact such reactionary laws have had on the crime of Rape as a whole. It does so by charting the path of rape law amendments in India, each of which has been preceded by a horrible, brutal rape so repulsive, that the Society protested. The need now is to study the crime organically, understand the evolving nuances of the concept of consent, a study of profile of perpetrators and identifying roadblocks in the path to conviction. It is only then can India actually have a legislative regime befitting the crime, which will be solution oriented, rather than being reaction-oriented. Keywords: rape laws, reactionary, Indian penal code, Reforms, Victims.

### **The Association between Digital Media Technology and the Development of Children's Phonological Awareness**

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Many young children grow up in digital and media-rich environment in which they make daily contact with a wide range of technological and digital media. Research studies indicate that exposing children to technology and digital media at an early age could help them develop their phonological awareness skills. This study was designed to examine the effect of digital media technology on the development of phonological awareness skills in kindergarten children, and to identify the elements of phonological awareness showing greatest progress after exposure to a digital and media-rich environment. The study used a quasi-experimental approach in which 82 children were divided randomly into two groups; the treatment group (40 children) taught in classrooms equipped with digital media technology and the control group (42 children) taught in traditionally equipped classrooms. The results indicate that children in the experimental group outperformed the control group in phonological awareness skills. In addition, children showed significant improvement in awareness of isolation, identity, categorisation, and blending after using digital media technology in their classrooms. These findings are discussed and implications set accordingly.

**Educational Project for Cooperation between the State and  
Local Government Organizations in the Provision of Legal  
Education and the Country's Education Reform Plan**

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The objectives of this research were to 1) study the collaborative approach to promotion support between the state and local government organizations in the management of education according to the law and the country's educational reform plan, 2) prepare a proposal for cooperation to support and promote the use of resources for educational management, and 3) make proposals to improve the educational law, relevant law, and the country's education reform plan. There was a 3-step process as follows: 1) studied the basic information and synthesize the body of knowledge about educational management of various organizations 2) studied the cooperation guidelines promotion on the support between the state and the local government with in-depth interview methods group chat and organizing a workshop 3) developed research reports by convening a meeting to receive opinions and make corrections and prepare a complete research report. The results of the research were as follows: 1. The National Education Act, B.E. 2542 (1999) and the National Education Reform Plan had not set guidelines for creating cooperation between the state and local government organizations in education management which resulted in a lack of clarity in practices. 2. There was a proposed model of cooperation between the two agencies in two forms as follows: 1) a model of cooperation in educational management with a cooperative organization with the establishment of an ad-hoc task force organization and 2) a model of cooperation in educational management without a co-operation organization. There was a mechanism to drive the road map and the model of cooperation in education management for practical implementation. 3) The study proposed to improve the education law, relevant law, and the country's educational reform plan relating to cooperation between the state and local government organizations in educational management.

**VIRTUAL HEARINGS IN COURTS IN INDIA WITH SPECIAL REFERENCE  
TO THE SUPREME COURT DURING AND AFTER COVID19 PANDEMIC: AN  
ANALYSIS**

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Virtual hearings in Indian courts became increasingly important in the wake of COVID-19 pandemic. Consequently, this catastrophe makes online hearings the new normal. The Supreme Court of India witnessed the paradigm dramatically shifted from in-person-mode to online-mode though there were a few initial upheavals. As the time progressed, the apex court had to reflect on some very critical, yet unresolved, normative questions, such as (i) how virtual hearings would influence the trend towards speedy disposal of cases. (ii) Whether it is wise to embrace hybrid hearings that may offer the stakeholders some flexibility (iii) whether the same practice can invoke confidence and provide logistic support to courts situated in rural India; and (iv) whether the e-courts project launched by the supreme court would be suitable to adopt or should be customized to be adopted involving private players for virtual courts. These questions directly address the debate pertaining to the prudence of the highest court of the land. They also have a critical impact on the fairness of proceedings and are closely related to the protection of fundamental rights and the concerns of digital surveillance. This article comprehensively maps the consensual and obligatory adoption of these virtual hearings. Using doctrinal and empirical methodologies, it intends to provide possible and viable solutions to the four questions stated above.

Key words: virtual hearing, e courts, online hearing, fairness of proceedings, adoption of virtual courts

**Exploring how academic staff in Business schools engage  
with issues relating to modern slavery**

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In the last decades, global labour standards have been characterised by a "race to the bottom" due to Globalisation. In this context, the rise of modern slavery as a concern is even more evident and the result of this trend is a progressive shifting of the power from workers to employers and an increased imbalance between forces. In this situation, the economic role of the State,

once prominent and leading, has been engrossed by corporations. Although modern slavery is considered an "urgent societal problem" (Caruana et al., 2020), the attention of Management and Business research on the field is patchy. While the research about slavery in Supply Chain Management is growing (Cole et al., 2021), indeed, still palpable is the lack of attention on other subjects and their connection with modern slavery (Caruana et al., 2020). Part of this lack of attention is probably because the concept of modern slavery is still not well-defined. The International Labour Organisation (ILO) used the definition "umbrella term" to show the multiplicity of forms and types, but this term is still too amorphous to represent a solid foundation or justify any approach. Although this is not a legal term under International Law, Countries such as Brazil and UK ratified legislatures which criminalise modern slavery (Siller, 2016).

This aspect appears even clearer if we consider the fact that organisations do not act against modern slavery with the same puissance used to act against climate change and other "grand challenges" (George et al., 2016). When we speak about "grand challenges" we should specify their transversal and multidisciplinary impact, but today's analysis of modern slavery is too sectorial, while a more holistic and integrated approach would probably clarify many dark spots. Although many invitations to start conversations have been made, the IB research is still silent or not completely open on modern slavery (Michailova et al., 2018).

This Research seeks to investigate how modern slavery is explored and addressed in Higher Education Institutions.

## **SOCIAL DETERMINANTS OF WOMEN'S OCCUPATIONAL PREFERENCES: AN EMPIRICAL STUDY CONDUCTED IN DELHI NCR**

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### **Abstract**

Little research has examined the societal biases that have impacted the female labour force participation in India. In this study the primary factor influencing women to join the workforce and societal perceptions reflected in gendered segregation of occupations were evaluated. With a questionnaire administered to a sample between

ages of 18-50 years, data for the study was collected. The study shows that financial independence is the key to ensuring increased female workforce participation. It was also found that societal biases may lead to feminisation of certain occupations. The results can be used to suggest employment policy reforms in line with women's capabilities and aspirations.

Key words: women labour, workforce, social bias, employment policy, gender, occupational preference

**Translation of China-specific Political Expressions in  
Light of Eco-translatology: A Case Study of Report on the  
Work of the Government from 2018 to 2022**

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Drawing on the theory of Eco-translatology, the paper has an overview of the translation as a whole from an ecological perspective and takes the translation of Report on the Work of the Government as an example to explore the study of the English translation of political texts. Guided by the principle of the Three-dimensional Transformation in Eco-translatology, this paper will mainly look at linguistic, cultural, and communicative dimensions, examining how to achieve the ideal adaptive transformation and adapt the translation to the translational eco-environment of the target language. The paper concludes with tentative translation tactics concerning seven prominent types. Firstly, compound expressions could be unfolded (each Chinese character corresponds to its English word) in their English translation, and then a series of English words are placed together as a list of items. Secondly, as for the repetition of Chinese characters in different sentences, the characters probably refer to different English words in the translation on account of mere linguistic factors (e.g., collocation), therefore the correct usage of English words could be paid attention to. Thirdly, numerical abbreviation expressions, in most cases, may be returned to a series of items (the Chinese word in the abbreviation corresponds to different English items) of the "number", with the number itself in the English translation crossed out at the same time. Nonetheless, an exception would be that a numerical abbreviation expression could be translated literally into English if it entails too many items (which occupies much space to the extent that readability would be diminished) and it is of minor significance, with these items annotated as footnotes or still placed in the body part but bracketed at the end of the corresponding paragraph. Fourthly, Chinese words whose translation may create disparate perceptions towards them among Chinese and English readers could be translated without misunderstandings, with the consideration of the cultural factor. Fifthly, to fulfill the communicative purpose, deletion of some Chinese words in English

translation could be applied to Chinese expressions whose word-for-word translation fails to conform to the English writing norm, especially those with the "adverb & adjective" pattern, whose English translation of the "adverb" has been incorporated into the "adjective" from a semantic perspective. Sixthly, whether or not metaphorical expressions shall be preserved in the translation depends on the effectiveness of accomplishing the communicative objective. Seventhly, the speakers' narrative perspective could be taken into consideration in the translation. Presumably, the discussion of this study could provide a reference for translators to enhance the translation of publicity materials, making it better to introduce the advancement of China by achieving balance in the translation from the perspectives of linguistic, cultural, and communicative dimensions. With the State of the Union Address being the reference, it could be found that the overall translation quality of Report on the Work of the Government has improved from 2018 to 2022.

### **The Conversion of a Byronic Hero: Jane Eyre as a Bildungsroman of Rochester**

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Subtitled an Autobiography, *Jane Eyre* is positioned as a realist novel, or more specifically, a Bildungsroman by its author, Charlotte Brontë. However, despite Brontë's indignant explanations, critics still find tensions between realism and romance in *Jane Eyre* unresolvable. One of the major disruptions of the realism of the novel, according to these critics, is its allegedly Byronic hero, Mr. Rochester. For critics, his Byronic qualities, exemplified by his brooding appearances, romantic charisma, degenerated history, patriarchal superiority, and ungodly autonomy, taint the novel with energies of high romanticism and hence render *Jane Eyre* more of a Romance than a Bildungsroman. Nevertheless, those who categorize Rochester as a Byronic hero and *Jane Eyre* as a melodramatic Romance either deny his capacity to change or disregard his metamorphosis towards the end of the novel. However, if shifting the focus on the character's psychological growth from immaturity to maturity in the same way the Merriam-Webster definition highlights the character's psychological development and moral education, Rochester's conversion from a charismatic, egoistic, impious Byronic hero therefore corresponds well with the patterns of Bildungsroman. Converted from a Byronic hero, Rochester undergoes profound physical, psychological, and spiritual transformations which render his journey as much a Bildungsroman as Jane's.

Deliberating on Rochester's multi-dimensional metamorphoses, this paper opposes a long-standing stereotypical reading of *Jane Eyre*'s allegedly Byronic hero. Disabled and disfigured by the conflagration at Thornfield, Rochester physically differentiates from gorgeous



Byronic protagonists. Whilst physical transmutations distinguish Rochester from other Byronic protagonists, more noteworthy changes in disposition extend beyond physiognomy: the hothead hero trades up his impetuosity for deliberation; the pompous patriarch gives up his inflated ego for equality; the idealist forgoes his unrealistic mating criteria for a happy marriage. Through trials and tribulations, Rochester experiences the gradual but dramatic change from a reckless, arrogant, impious idealist to a respectful, humble, godly realist. Although Brontë's characterization of Rochester resembles that of the Byronic hero in some aspects, she strives to break the fixed Byronic model physically, psychologically, and spiritually by adhering to reality instead of recycling a predictable literary type. The hero's physical, psychological, and spiritual building hence reinforces the realism of the novel, for Jane Eyre is not only a female Bildungsroman of Jane Eyre, but also a Bildungsroman of Edward Rochester.

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